



Nursing Student Handbook

2025

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Associate Degree Nursing Program

Preface

Information guidelines and policies relating to all Oklahoma City Community College (OCCC) students are included in the OCCC Catalog and the OCCC Student Handbook. The Associate Degree Nursing Student Handbook (NSH) contains additional information, guidelines, policies, and procedures for all students in the OCCC nursing program. This Handbook is a revision of prior nursing student handbooks and supersedes any previous nursing student handbooks. It is applicable for all OCCC nursing students.

Introduction

The nursing program has three pathways outlined below:

The **Traditional Pathway** is the primary educational pathway for most OCCC nursing students. This pathway admits up to 120 students each fall and spring semesters. This option is designed to be completed in 5 semesters. Once selected for admission into the nursing program, the traditional pathway is comprised of 4 semesters of core nursing courses. This pathway requires nursing courses to be taken one at a time in a specific sequence.

- **Fall cohort** – Classes are on campus (face-to-face) and meet 2 times a week. There are two sections for enrollment; mornings from 9:00 a.m. – 12:00 p.m. or 1:00 p.m.-4:00 p.m.; lab and clinicals are mandatory with varying times/dates.
- **Spring cohort** – Classes are on campus (face-to-face) and meet 2 times a week. There are two sections for enrollment; from 5:30 p.m. – 8:30 p.m. or 1:00 p.m.- 4:00 p.m.; lab and clinicals are mandatory with varying times/dates.

The **Career Ladder Pathway (CLP)** admits up to 72 students in the spring semester and is designed for individuals with an unencumbered LPN or Paramedic license. Once selected for admission into the nursing program, the CLP pathway is comprised of 2 semesters including 1 summer. Students typically continue to work as LPNs or paramedics while in the program. This CLP pathway requires nursing courses to be taken one at a time in a specific sequence.

- **Spring entry only** –This course is a hybrid course design with theory delivered in an online format. Exams and mandatory labs are on campus on Tuesdays with dates/times varying from 9:00 a.m. – 6:00 p.m. throughout the program. There are no clinicals for the Nursing Role Transitions NUR1413 course. Nursing Process III and Nursing Process IV have in-person clinicals with varying dates/times.

Once a student successfully completes the CLP Role Transition (NUR1413) course, they are eligible to apply for Credit for Prior Learning. Up to 15 credit hours for LPN and paramedic experience may be awarded.

The **Baccalaureate to Associate Degree Nurse Accelerated Pathway (BADNAP)** offers an accelerated option for students with a baccalaureate degree or higher in a discipline other than nursing from a regionally accredited institution of higher education. Once selected for admission into the nursing program, the BADNAP pathway is compressed into 10 months. BADNAP is a hybrid course format designed for individuals who have completed a Bachelor's, Master's, or Doctoral degree.

- **Fall entry only** - class meets 1 day each week on Thursdays from 9:00 a.m. – 4:00 p.m. in addition to online class work; lab and clinicals are mandatory with varying times/dates. Clinicals are typically two days per week scheduled predominately on the weekends.

More information on each of the above pathways can be obtained at <http://www.occc.edu/health/nursing.html>.

Accreditation Information

The associate nursing program at Oklahoma City Community College located in Oklahoma City, OK is accredited by the: Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326; phone (404) 975-5000.

The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program, is continuing accreditation. You may view the public information disclosed by the ACEN regarding this program at <https://www.acenursing.org/search-programs>.

The Oklahoma City Community College nursing education program is approved by the Oklahoma Board of Nursing. (OBN) 2501 N. Lincoln Blvd., Oklahoma City, OK 73105 phone (405) 962-1800

Direct Disclosure Information for NCLEX-RN Licensure

The federal government requires all higher education institutions that provide federal financial aid to inform students whether a degree program will meet their home state's educational requirements for specific licenses if those licenses are necessary for employment in certain fields (such as Nursing, EMS, ANES, PTA, OTA, SLPA, RC, etc.). This is important because it helps applicants and students choose programs that align with their future career goals to meet state-level requirements for employment. These disclosures must be publicly available and easy to access. Our disclosures list each state and are organized by program for your convenience. <https://www.occc.edu/professional-license-disclosures/>

Oklahoma Board of Nursing Information for NCLEX

Graduates of this state-approved program are eligible to apply to write the National Council Licensure Examination (NCLEX) for registered nurses. Applicants for Oklahoma licensure must meet all state and federal requirements to hold an Oklahoma license to practice nursing. In addition to completing a state- approved nursing education program that meets educational requirements and successfully passing the licensure examination, requirements include submission of an application for licensure, a criminal history records search including fingerprinting, and evidence of citizenship or qualified alien status [59 O.S. §§567.5 & 567.6]. To be granted a license, an applicant must have the legal right to be in the United States (United States Code Chapter 8, Section 1621). In addition, Oklahoma law only allows a license to be issued to U.S. citizens, U.S. nationals, and legal permanent resident aliens. Other qualified aliens may be issued a temporary license that is valid until the expiration of their visa status, or if there is no expiration date, for one year. Applicants who are qualified aliens must present to the Board office, in person, valid documentary evidence of:

1. A valid, unexpired immigrant or nonimmigrant visa status for admission into the United States;
2. A pending or approved application for asylum in the United States;
3. Admission into the United States in refugee status;
4. A pending or approved application for temporary protected status in the United States;
5. Approved deferred action status; or

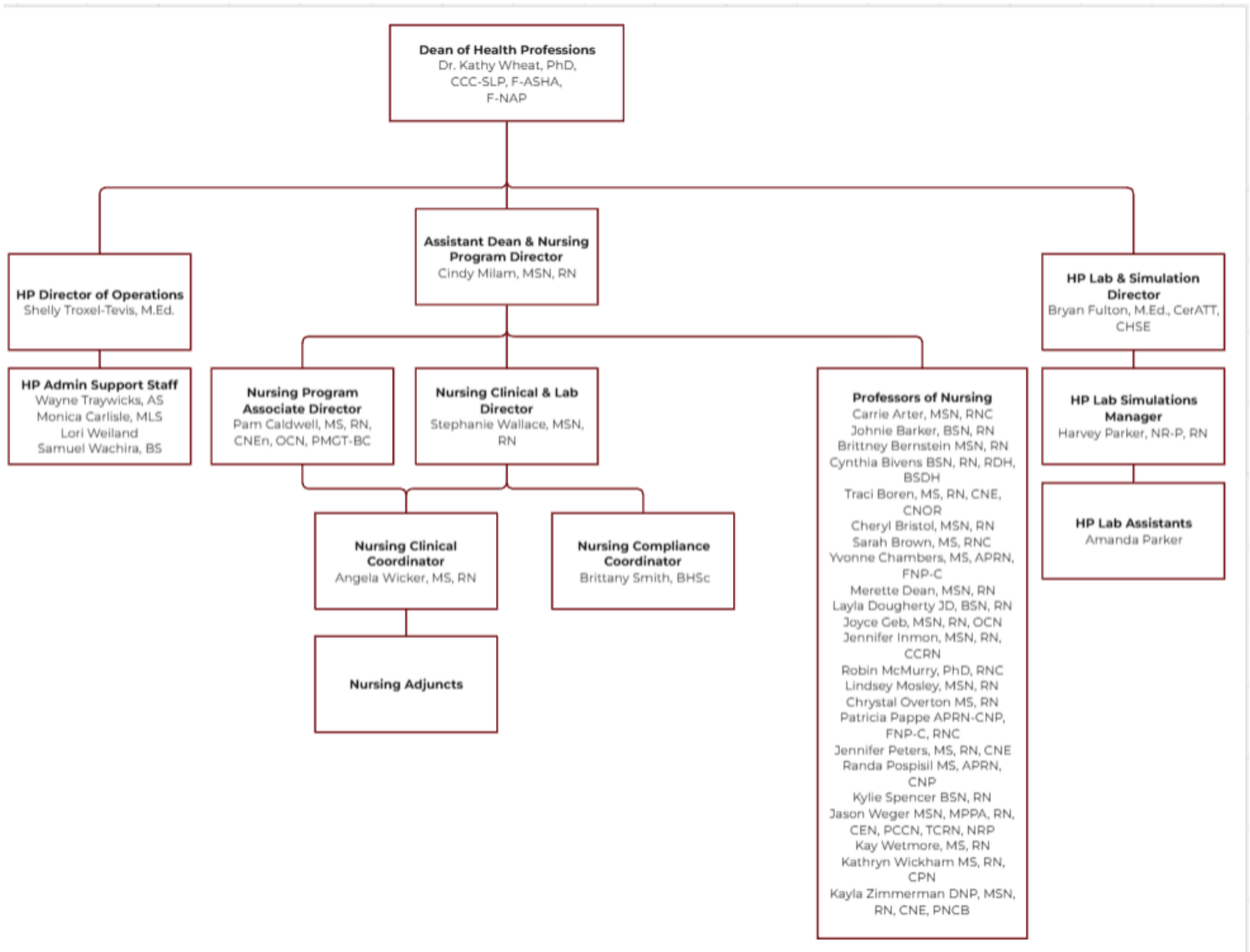
6. A pending application for adjustment of status to legal permanent resident status or conditional resident status.

The Board has the authority to deny a license, recognition or certificate; issue a license, recognition or certificate with conditions and/or an administrative penalty; or to issue and otherwise discipline a license, recognition or certificate to an individual with a history of criminal background, disciplinary action on any professional or occupational license or certification, or judicial declaration of mental incompetence [59 O.S. §567.8]. These cases are considered on an individual basis at the time application for licensure is made. Potential applicants to state- approved education programs, with a criminal history, may obtain a determination of eligibility for licensure or certification from the Oklahoma Board of Nursing for a fee. The *Petition for Determination of Eligibility for Licensure or Certification* form can be accessed at: <https://oklahoma.gov/nursing/criminal-history.html>.

The Oklahoma Board of Nursing Mailing
address: P.O. Box 52926 Oklahoma City, OK
73152

Physical address: 2501 N. Lincoln Blvd., Ste. 207 Oklahoma City, OK 73105
(405) 962-1800

Administration / Nursing Faculty & Staff



Visit <https://www.okcc.edu/faculty/health-professions/> to find more information on nursing faculty and staff.

Adjunct Faculty

View the complete list of nursing adjunct faculty [OCCC Nursing Adjunct Faculty 2025.pdf](#)

Section One – Nursing Program Foundations

Nursing Program Organizational Plan

The Nursing Program is within the Health Professions Division under the direction of Dr. Kathy Wheat, PhD, CCC-SLP, F-ASHA, F-NAP.

The Assistant Dean of Health Professions and Nursing Program Director is Cindy Milam, MSN, RN. The Nursing Program Associate Director is Pam Caldwell, MS, RN, and the Nursing Clinical and Lab Director is Stephanie Wallace MSN, RN.

The nursing program faculty is organized into teaching teams with other faculty assistance and adjunct clinical instructor support.

- The Nursing Process I teaching team consists of team leaders Cheryl Bristol MSN, RN and Yvonne Chambers MS, APRN. Team members include Brittany Bernstein MSN, RN, and Jason Weger MSN, RN.
- The Nursing Process II teaching team consists of team leaders Sarah Brown MS, RN and Kayla Zimmerman DNP, MSN, RN. Team members include Jennifer Peters MS, RN and Chrystal Overton MS, RN
- The Nursing Process III teaching team consists of team leaders Kathryn Wickham MS, RN, and Merette Dean MSN, RN. Team members include Joyce Geb, MSN, RN and Cynthia Bivens BSN, RN.
- The Nursing Process IV teaching team consists of team leaders Layla Dougherty BSN, RN and Jimmie Kay Wetmore MS, RN. Team members include Patricia Pappi MS, APRN and Kylie Spencer BSN, RN.
- The Career Ladder Pathway teaching team consists of team leader Jennifer Inmon MS, RN. Team members are Carrie Arter MSN, RN and Mary Baramasco MSN, RN.
- The Baccalaureate to Associate Degree Nurse Accelerated Pathway teaching team consists of team leaders, Robin McMurry, PhD, RN and Traci Boren, MS, RN.
- Nursing faculty member, Randa Pospisil, MS, APRN, offers tutoring to support nursing students throughout their program.
- Bryan Fulton M.Ed. CerATT, CHSE is the Health Professions Simulation/Lab Director and provides instructional support and guidance for students in the campus laboratory settings, including the simulation labs. Lab personnel include HP Lab/Simulations Manager, Harvey Parker, NR-P, RN, and lab assistant, Amanda Parker.

The Health Professions Division administrative office includes Shelly Tevis, M.Ed., Director of Operations, Monica Carlisle, Program Support Assistant, and Wayne Traywicks, AS., Division Assistant.

Oklahoma City Community College Nursing Program Mission and Philosophy

OCCC Mission

Student Success, Community Enrichment

Nursing Mission

Oklahoma City Community College's Nursing Program is committed to the diverse needs of students through providing quality nursing education and adapting to the changing healthcare needs of the community.

Philosophy

The Oklahoma City Community College nursing program philosophy is a collective representation of the basic assumptions and beliefs of the nursing faculty and serves as the foundation of the nursing curriculum.

The OCCC Associate Degree Nursing Curriculum is rooted in Malcom Knowles' Adult Learning Theory, which emphasizes self-directed and experiential learning. Faculty facilitate a collaborative learning environment to develop entry-level nursing competencies. Students are responsible for active participation, applying their experiences to real-life scenarios, and developing the knowledge, skills, and attitudes necessary for safe, quality, client-centered care. This approach aligns with Knowles' principles of andragogy, promoting problems-centered learning and immediate application of knowledge.

Client (Patient)

The client is viewed as a complex but unified whole with bio-physical, psychological, sociocultural, spiritual, and developmental needs that contribute to health, quality of life, and achievement of potential. The faculty recognizes the intrinsic value and worth of human life and the individual's right to respect and dignity, which includes the right to participate actively in healthcare decisions so that the highest level of wellness can be attained. Importantly, the faculty believes that the term client can be expanded to include family, group, and/or community with similar needs, rights, and characteristics as those outlined for the individual client.

Nursing

The faculty accepts the American Nurses Association definition of nursing: *Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations (American Nurses Association, 2003).*

Nursing knowledge integrates principles from the biological sciences, physical sciences, and social sciences as well as from the growing body of nursing research and evidence-based healthcare practices. Nursing practice is given structure and organization through clinical reasoning and decision-making which are underscored by the nursing process, nursing's regulatory framework, and established standards of practice. The framework and standards are derived from nursing/health organizations such as American Nurses Association, the National League for Nursing, the Oklahoma Board of Nursing, the National Council for State Boards of Nursing, and the Quality and Safety Education for Nurses initiative.

The primary goal of the nurse is to promote optimal health for each client and to do so in a way that the client remains the center of all nursing activities and interactions. Caring is central to the practice of nursing, with

caring considered to be concern for the growth and well-being of another. Within the caring context, nurses collaborate with other members of the inter-professional healthcare team to provide safe, quality healthcare based upon respect for client choices related to culture, values, beliefs and lifestyle.

Nursing Education

Nursing education promotes student acquisition of clinical reasoning, ethical decision-making skills, and other nursing skills, including informatics, which are necessary for safe, quality practice in contemporary healthcare environments. Learning is a lifelong process achieved through multiple approaches and is dependent upon active learner participation in the process. Nursing faculty serve as resources and role models, foster a climate of intellectual inquiry, and plan, implement, and evaluate varied learning experiences that facilitate student learning. The diversity of students enriches the learning environment and reflects the society nursing graduates will serve.

Nursing education belongs within the higher education system and incorporates evidence-based nursing theory and practice, general education, and the bio-physical and social sciences. Associate degree nursing education is responsive to the needs of the local community and its rapidly changing healthcare delivery systems. Nursing education also collaborates with its agency partners to shape nursing practice in response to consumer needs. The program regularly updates its plan of study based on advances in evidence-based practices in nursing, healthcare and education, and systematic evaluation. The graduates of the Oklahoma City Community College nursing program are well-prepared for upward mobility in nursing through articulation with baccalaureate and master's degree nursing education programs.

Purpose

The overall purpose of the program is to prepare graduates to assume entry level nursing practice roles and responsibilities as defined by the Oklahoma Nurse Practice Act and other professional regulatory bodies.

The nursing program offers a comprehensive program of study preparing students for college success and entry level nursing practice as associate degree graduates. The program is accessible to qualified, traditional students and offers advanced placement to LPN's and paramedics. To further support workforce needs, the program includes an accelerated pathway for students with baccalaureate (or higher) degrees in other disciplines.

Program Learning Outcomes

Graduates of this program will be skilled practitioners who:

OCCC Nursing Program Learning Outcome	QSEN Competency	OBN Competencies
1. Collaborate with the client, family, significant others, and members of the healthcare team to utilize the nursing process in the provision of holistic, individualized, and culturally sensitive care.	Patient-Centered Care	Person-Centered Care Population Health Systems Based Practice
2. Effectively communicate with the nursing and interdisciplinary team in the provision of client-centered care.	Teamwork and Collaboration	Interprofessional Partnerships
3. Promote safe, quality, nursing care within healthcare teams that ensures a caring environment and supports multidimensional needs of clients and families.	Safety	Quality and Safety
4. Role model professional nursing role expectations, including accountability, ethics, legal standards, and values.	Professionalism	Professionalism: Personal, Professional, and Leadership Development
5. Integrate evidence-based practice and clinical reasoning skills during the coordination and implementation of client care.	Evidenced-Based Practice	Knowledge and Scholarship for Nursing Practice
6. Implement client care technologies, information systems, and communication devices that support safe nursing practice and development of nursing knowledge.	Informatics	Informatics and Healthcare Technologies

Program Achievement Outcomes

In addition, certain outcomes are minimal expected levels of achievement for the nursing program. These outcomes address ACEN criteria for pass rates, program completion, and job placement.

- Sixty percent (60%) or greater of students will complete the program on time.
- The program's NCLEX-RN licensure exam pass rate for 1st time test takers will be at or above the national mean.
- Ninety percent (90%) or greater of graduates seeking employment will obtain an entry-level position within six (6) months after graduation.

Organizing Framework

The organizing framework for the nursing program's curriculum is depicted by the (included) model which represents the dynamic relationships of the concepts. The framework's major concepts are derived from the program's Mission and Philosophy and include the Client, Environment, Health, Nursing, and Nursing Education.

The framework's model maintains central focus on the client, defined as individual, family, or group. The major concepts of health, nursing, and environment provide the context for the program's curriculum. The primary goal of the nurse is to promote optimal health for each client, ensuring that the client remains at the center of all nursing care. In addition, the nurse must recognize the multiple influences of environment upon the client's health and collaborate effectively with both the client and other members of the healthcare team to promote optimal health and provide safe, quality care.

The concepts of caring, clinical reasoning, and communication are viewed as core components of all nursing practice. Caring is a concern for the growth and well-being of the client and is viewed as central to the practice of nursing. The caring nurse is committed to promoting the optimal health of each client, which requires a personal commitment to ongoing practice improvement and client centered care.

Clinical reasoning is the ability to reason as the clinical situation changes, considering the context and concerns of the client and family. Clinical reasoning includes the use of the nursing process, evidence-based practices, and different methods of thinking to support effective decision-making and provide safe, quality care.

Communication is the process of sending and receiving messages in ways that promote the optimal well-being of the client. Communication is a process that conveys both information and meaning through human interactions. The ability to communicate effectively, proficiently, and in a caring manner is essential for safe, quality healthcare. Communication is also a practice component that demands ongoing reflection and commitment to improvement.

The curriculum is planned to ensure that graduates develop the essential knowledge, skills, and attitudes to meet professional role expectations to provide safe, quality nursing care within complex healthcare systems. Quality and safety competencies are incorporated into the curriculum as are the four major client needs utilized to organize the NCLEX-RN test plan as delineated below:

Safe and Effective Care Environment

- Management and coordination of care within complex healthcare systems
- Teamwork and collaboration
- Safety
- Infection control

Health Promotion and Maintenance

- Growth and development
- Self-care and support systems
- Prevention and early treatment
- Teaching and learning

Physiological Integrity

- Physiological responses and adaptations
- Client-centered care and comfort
- Caring interventions

Psychosocial Integrity

- Psychosocial adaptation and coping
- Client-centered care and comfort
- Caring interventions

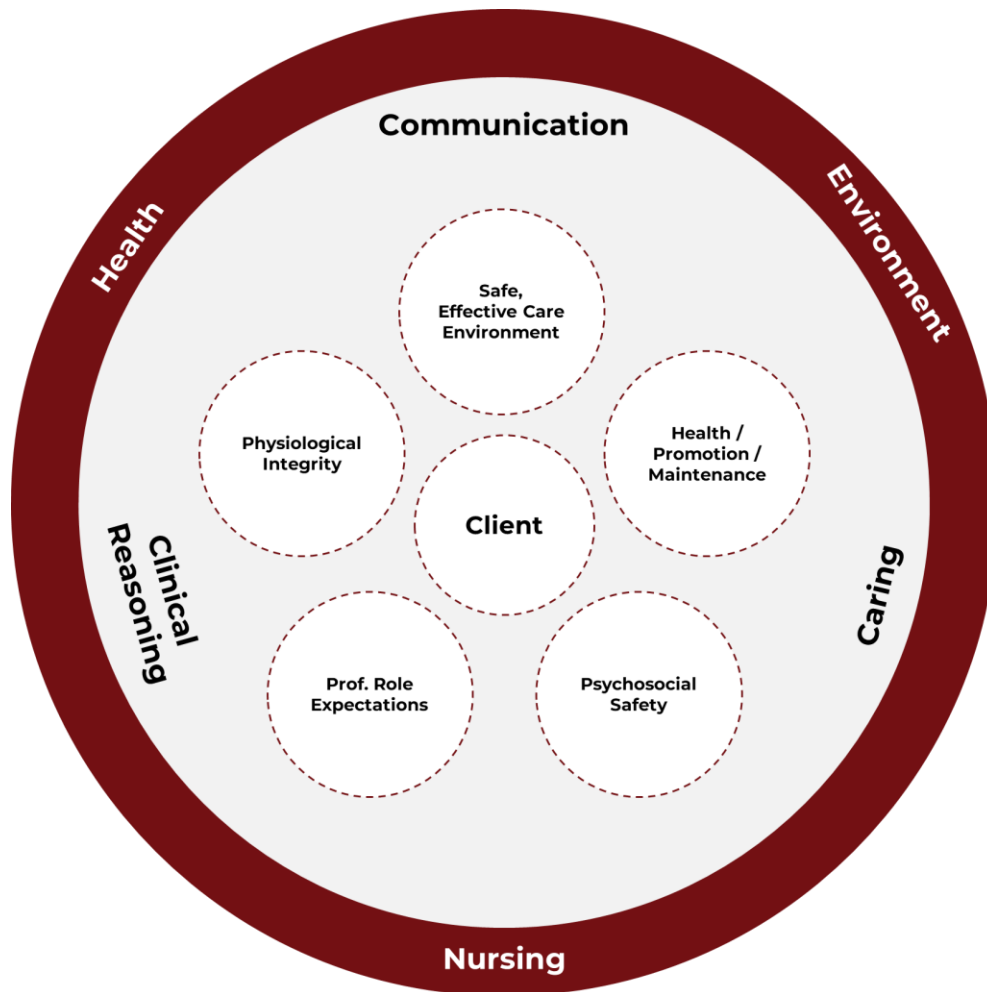
Professional Role Expectations

- Accountability
- Advocacy
- Regulatory frameworks
- Legal and ethical parameters
- Standards of practice
- Evidence based practice
- Quality improvement
- Informatics
- Life-long learning
- Nursing skills



Organizing Framework Model

The dotted lines within the model represent the inter-relationship of the major concepts and client needs and the reciprocal impact that all have on the client. Change in one area impacts functioning (positively and negatively) in all areas.



The major concepts depicted by the model provide the framework which guides the nursing curriculum. The inter-relationship of the concepts and client needs and their reciprocal impact on the care of the client is apparent. Concepts of client care are organized within the client needs categories of 1) Safe and Effective Care Environment; 2) Health Promotion and Maintenance; 3) Physiological Integrity; 4) Psychosocial Integrity; and the additional category of 5) Professional Role Expectations and include the competencies inherent to safe, quality, client-centered care. The concepts of client care determine the sequence and scope of the content and guide the teaching/learning experiences.

Concepts of Client Care: Physiological Integrity

Concept of Client Care	Definition
Activity/Mobility	Activity and mobility allow the client to function autonomously within his/her environment and contribute to optimal functioning of all body systems. Conversely, alterations in activity and mobility have a negative impact on body system functioning. Activity is necessary to develop maximum strength in muscles, joints, and bones and allows the circulatory, respiratory, and neurological systems to develop fully and be available as reserves during periods of stress. To maintain physical mobility, the musculoskeletal, and the nervous systems, of the body must be intact and functioning.
Urinary Elimination	Urinary elimination is a function of the urinary system, which helps the body rid itself of excess fluid, waste products, and materials that exceed the client's bodily needs. Alterations in the urinary system that prevent optimal functioning threaten homeostasis and survival.
Bowel Elimination	Bowel elimination is a function of the gastrointestinal system, in which the body eliminates digestive waste products. Alterations in the gastrointestinal system that prevent optimal functioning threaten homeostasis and survival.
Fluid/Electrolytes	Fluids, electrolytes, and acid-base maintain fluid balance, regulate acidity and alkalinity in body fluids and are important in muscle contraction, energy generation, and almost every major biochemical reaction in the body. Balance is dependent upon multiple physiological processes. Alterations in these processes contribute to imbalances that threaten the body's equilibrium and survival.
Circulation/Perfusion	Circulation of body fluids in the cardiovascular and lymphatic systems is necessary to carry nutrients to body tissues and to carry waste products away. Perfusion is the circulation of body fluids within the tissues to supply the tissues with oxygen and nutrients. When blood flow to tissue decreases, it causes reduced nutritional supply to the cells. The need for effective circulation must be met as it affects all other body needs. Altered tissue perfusion can cause a reduction in oxygen supply to the affected tissues.
Metabolic Function	Metabolic function encompasses all physical and chemical processes that take place to sustain life. To maintain these processes, the body must have the ability to regulate metabolic function to provide the fuel used as energy for cellular metabolism and repair, organ function, growth, and body movement.

Concept of Client Care	Definition
Oxygenation	To survive, all living cells in the body require oxygen. The cardiac, circulatory, and pulmonary systems function together to supply the body's demand for oxygen. Alterations causing inadequate oxygenation may result in the death of vital body tissues and loss of life.
Neurological Function	The neurological system is the body's information processor. Without this highly advanced information and communication system, the body cannot function. Disruption to neurological function can manifest as sensory, motor, cognitive, thermoregulation and/or emotional liability deficits.
Cellular Regulation	Cellular regulation encompasses all the functions cells carry out to maintain homeostasis; a biological process by which a cell adjusts to changed conditions. An alteration to this process may cause abnormal reproduction, proliferation, and cellular growth.
Comfort	Comfort is an experience of emotional, spiritual, psychological, and physical well-being; a state of ease and satisfaction of bodily wants, with freedom from pain and/or transcendence, in which one rises above pain.
Rest/Sleep	Rest restores an individual's energy, allowing them to resume optimal functioning. Sleep is an altered state of consciousness in which the individual's perception of and reaction to the environment is decreased. Sleep is a cyclical process that influences and regulates physiological functions and behavioral responses. Rest and sleep are essential for health and basic to survival.
Reproduction	Reproduction is the propagation of life preceded by sexual maturation of both sexes. The sex drive is instinctual motivation to meet this physiological need.
Tissue Integrity	Tissue Integrity is the structural intactness and normal physiologic function of skin and mucous membranes. Mechanisms that impair tissue integrity can lead to loss of function, limb, or life.
Sensory/Perception	Sensory/Perception is the receipt and interpretation of environmental stimuli using the sense organs and the factors contributing to impaired response.

Concepts of Client Care: Psychosocial Integrity

Concept of Client Care	Definition
Sexuality	Sexuality is the sum of physical and psychological attributes that comprise the experience and expression of the self as a sexual being. Sexuality is influenced by health, culture, attitude, emotions, and appearance. Sexual expression is a vital component of an individual's basic being.
Culture/Diversity/Spirituality	Diverse cultural, ethnic, and social backgrounds function as sources of client, family, and community values. Spirituality is the meaning the client places on life's purpose and/or a higher power. Nurses provide care that incorporates an individual's cultural values, beliefs, and practices including sensitivity to the environment from which the individual comes and to which the individual may ultimately return. Undesired outcomes may result when a client's cultural, diversity and spiritual needs are not met.
Self-Concept/Self-Esteem	Self-concept is the individual's personal image of the self. Self-concept encompasses self-knowledge, self-expectations, and self-evaluation. Self-esteem is a component of self-concept and combines both personal view of self and how others view the self. Positive self-concept and self-esteem are necessary for healthy emotional development and interpersonal relationships.
Coping	Coping refers to patterns of behavior which promote adaptive or maladaptive adjustment/response to internal or external stressors. Coping behaviors are conscious or unconscious attempts to restore equilibrium.
Violence	Communications or behaviors which threaten or demonstrate harm to self or others, intentional or unintentional.

Concepts of Client Care: Health Promotion and Maintenance

Concept of Client Care	Definition
Health Promotion and Maintenance	Health Promotion and Maintenance are attitudes and behaviors that facilitate healthy functioning through identification and reduction of health risks, prevention of illness and injury and the promotion and maintenance of a sense of well-being.
Teaching and Learning	Teaching and Learning are a shared responsibility between faculty and students where faculty serve as facilitators of learning. The successful teaching-learning process requires an environment that promotes learning, considers the needs of the individual, and provides opportunities for student participation and educational goal attainment. The learning process is based on principles of critical thinking and is enhanced by the presentation of information from simple to complex. Learning is achieved when there is evidence of a change in behavior within the cognitive, affective, and/or psychomotor domains. Individuals have the right to achieve self-actualization and society provides educational opportunities.
Developmental and Age-Related Changes	Developmental considerations are generalizations in the physical, intellectual, and emotional realms that can be anticipated by healthcare workers. Understanding typical developmental characteristics is required by the nurse to provide holistic and individualized care, and recognize those clients needing assistance to attain expected developmental goals.

Concepts of Client Care: Safe and Effective Care Environment

Concept of Client Care	Definition
Clinical Judgement	Clinical judgement refers to the process by which nurses make decisions based on nursing knowledge (Evidence, theories, wat/patterns of knowing), other disciplinary knowledge, critical thinking, and clinical reasoning. This process is used to understand and interpret information in care delivery. Clinical decision-making based on clinical judgement is directly related to care outcomes.
Clinical Reasoning Skills	Clinical reasoning skills use the nursing process and knowledge of pathophysiology to analyze and synthesize assessment data to make judgments, solve problems and set health outcomes
Collaborative Communications	Collaborative Communication involves verbal and nonverbal interactions with others including clients, families, and communities, in which it forms a therapeutic relationship, and within nursing and inter-professional teams supportive of and essential to nursing assessment, interventions and evaluation; and to function effectively fostering open communication, mutual respect, and shared decision-making to achieve quality client care
Pharmacology	Pharmacology is knowledge of medications that enables the nurse to better understand how medications affect clients. Without a sound understanding of basic principles of pharmacology, the nurse cannot appreciate the therapeutic benefits and potential toxicity of medications.
Safety	Safety minimizes the risk of harm to clients, families, groups, communities, populations and providers through both system effectiveness and individual performance based on knowledge, skills, and attitudes.
Health Care Policy/Systems	Health Care Policy / Systems is knowledge of the organizations and environments in which nursing and health care are provided and is integral to providing access to quality nursing care within the constraints of the realities of cost; now and in the future.

Concepts of Client Care: Professional Role Expectations

Concept of Client Care	Definition
Ethical Parameters	Ethical parameters are the principles that provide justification of behavior or actions so that human dignity is preserved. Professional ethical conduct is required in nursing practice to promote caring and advocacy, as well as desired client outcomes.
Legal Parameters	Legal parameters are based upon both legal and professional standards set by society and the profession. Standards function to protect clients from unsafe practice and to evaluate care. Nurses must adhere to both legal and professional standards while providing care to clients. Nurse practice acts exist to assist nurses to practice safely within designated boundaries so that the client is protected, and quality care attained.
Evidence-Based Practice	Evidence-based practice is the integration of the best current evidence with clinical expertise, client/family preferences and values, and professional standards for delivery of optimal healthcare.
Quality Improvement	Quality Improvement is the use of data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
Informatics/Technology	Informatics/Technology includes information technology and technologies that aid assessment and support human function and are the cores to the delivery and language of care. Nurses use informatics/technology to communicate, manage knowledge, mitigate error, and support decision-making.
Accountability	Accountability is the behavior supportive of effective relationships intra-professionally and with other communities of interest and an effective nurse-client relationship including respect, dependability, appearance, demeanor, and responsibility for one's actions.
Advocacy	Advocacy is the protection and advancement of the legal, human, and service rights of clients and families and their health care needs.

Concept of Client Care	Definition
Nursing Skills	Nursing Skills include the psycho-motor, communication, and cognitive skills essential to the performance of health assessment and nursing interventions as well as teaching, delegating, and supervising the performance of skilled tasks by others.

Curriculum Plans

Associate Degree in Nursing Traditional Pathway

To obtain an Associate Degree in Nursing through the traditional program the following is required:

- 36 nursing credit hours.
- 19-20 credit hours in general education courses.
- 3 credit hours in a life skills course (BIO 1023) and
- 13 credit hours in support courses.

The total hours will be equal to 70-71 credit hours. **A minimum grade of "C" must be achieved in all courses required for this degree, except for POLSC 1113 and HIST 1483 or 1493 (a grade of "D" is minimum).**

Suggested Course Sequence

Entry Semester

Course	Course Name	Credits
*CHEM 1123	Survey of General, Organic and Biochemistry AND	3
*CHEM 1131	Lab for Survey of General, Organic and Biochemistry OR	1
*CHEM 1115	General Chemistry I	5
*BIO 1023	Introductory Nutrition	3
*ENGL 1113	English Composition I	3
*PSY 1113	General Psychology	3
*BIO 1314	Human Anatomy and Physiology I	4
		<hr/>
		17-18

Second Semester

Course	Course Name	Credits
**+NUR 1519	Nursing Process I	9
BIO 1414	Human Anatomy and Physiology II	4
ENGL 1213	English Composition II	3
		<hr/>
		16

Third Semester

Course	Course Name	Credits
+NUR 1525	Nursing Process II- Medical Surgical Nursing II	5
+NUR 1524	Nursing Process II - Care of the Childbearing Family	4

BIO 2125	Microbiology	5
BIO 2124	Microbiology	4
		13-14

Fourth Semester

Course	Course Name	Credits
+NUR 2534	Nursing Process III-Mental Health Nursing	4
+NUR 2535	Nursing Process III-Medical Surgical Nursing III	5
POLSC 1113	American Federal Government	3
		12

Fifth Semester

Course	Course Name	Credits
+NUR 2549	Nursing Process IV	9
HIST 1483	U.S. History to the Civil War -OR-	
HIST 1493	U.S. History since the Civil War to Present	3
		12

Total Semester Hours Required: 70-71

*Must be completed prior to beginning NUR 1519

**Selective admissions required.

+All Nursing major courses have pre- and co-requisite courses which are listed with the Course Descriptions in the OCCC Catalog. These courses also have clinical components which require the purchase of liability insurance, immunizations, health records, registration and payment for the clinical management platform, personal computer, clinical uniform, and transportation to clinical sites.

Career Ladder Pathway

Requirements to obtain an Associate in Applied Science Degree in Nursing, through the Career Ladder Pathway program are as follows:

- 36 credit hours in nursing courses.
- 19-20 credit hours in general education courses.
- 3 credit hours in life skills course (BIO 1023) and
- 13 credit hours in support courses.

The total hours will be equal to 70-71 credit hours. **A minimum grade of "C" must be achieved in all courses required for this degree, except for POLSC 1113 and HIST 1483 or 1493 (a grade of "D" is minimum).**

Suggested Course Sequence

Entry Semester - Spring

Course	Course Name	Credits
*BIO 1314	Human Anatomy and Physiology I	4
*ENGL 1113	English Composition I	3
*BIO 1023	Introductory Nutrition	3
*PSY 1113	General Psychology	3
		<hr/>
		13

Second Semester- Fall

Course	Course Name	Credits
*CHEM 1123	Survey of General, Organic and Biochemistry AND	3
*CHEM 1131	Lab for Survey of General, Organic and Biochemistry OR	1
*CHEM 1115	General Chemistry I	5
*ENGL 1123	English Composition II	3
*BIO 1414	Human Anatomy and Physiology II	4
		<hr/>
		11-12

Third Semester- Spring

Course	Course Name	Credits
**+NUR 1413	Nursing Role Transition	3
BIO 2125	Microbiology OR	5
BIO 2124	Microbiology	4
+NUR 2535	Nursing Process III – Medical Surgical Nursing III	5
		<hr/>



Summer

Course	Course Name	Credits
+NUR 2534	Nursing Process III – Mental Health Nursing	4
POLSC 1113	American Federal Government	3
		7

Fourth Semester-Fall

Course	Course Name	Credits
+NUR 2549	Nursing Process IV	9
HIST 1483	U.S. History to the Civil War -- OR	
HIST 1493	U.S. History since the Civil War	3
		12

Total Semester Hours Required (includes **15 hours** of Credit for Prior Learning): **70-71**

*Must be completed prior to beginning NUR 1413

**Selective admissions required. Requirements include completion of 15 hours Credit for Prior Learning for NUR 1519 (9 credit hours) and NUR 1524 (3 credit hour), and NUR 1525 (3 credit hours).

+All Nursing major courses have pre- and co-requisite courses which are listed with the Course Descriptions in the OCCC Catalog. These courses also have clinical components which require purchase of liability insurance, immunizations and health records, registration and payment for the clinical management platform, personal computer, clinical uniform, and transportation to clinical sites.

Baccalaureate to Associate Degree Nurse Accelerated Pathway

Requirements to obtain an Associate in Applied Science Degree in Nursing in the Baccalaureate to Associate Degree Nurse Accelerated Pathway program are as follows:

- 36 credit hours in nursing courses.
- 19-20 credit hours in general education courses.
- 3 credit hours in life skills course (BIO 1023) and
- 13 credit hours in support courses

The total hours will be equal to 70-71 credit hours. **A minimum grade of "C" must be achieved in all courses required for this degree, except for POLSC 1113 and HIST 1483 or 1493 (a grade of "D" is minimum).**

Suggested Course Sequence

Entry Semester – Fall

Course	Course Name	Credits
*CHEM 1123	Survey of General, Organic and Biochemistry AND	3
*CHEM 1131	Lab for Survey of General, Organic and Biochemistry OR	1
*CHEM 1115	General Chemistry I	5
*BIO 1314	Human Anatomy and Physiology I	4
*ENGL 1113	English Compositions I	3
*BIO 1023	Introductory Nutrition	3
*PSY 1113	General Psychology	3
		<hr/>
		17-18

First Semester- Spring

Course	Course Name	Credits
*BIO 1414	Human Anatomy and Physiology II	4
*ENGL 1213	English Compositions II	3
*BIO 2125	Microbiology OR	5
*BIO 2124	Microbiology	4
*HIST 1483	U S History to the Civil War OR	
*HIST 1493	U S History Since the Civil War	3
*POLSC 1113	American Federal	3
		<hr/>
		17-18



Second Semester- Fall

Course	Course Name	Credits
**+NUR 1519	Nursing Process I	9
+NUR 1525	Nursing Process II – Medical Surgical Nursing II	5
+NUR 1524	Nursing Process II – Care of Childbearing Families	4
		<hr/>
		18

Third Semester- Spring

Course	Course Name	Credits
+NUR 2534	Nursing Process III – Mental Health Nursing	4
+NUR 2535	Nursing Process III – Medical Surgical Nursing III	5
+NUR 2549	Nursing Process IV	9
		<hr/>
		18

Total Semester Hours Required: 70-71

*Must be completed prior to the start of NUR 1519.

**Selective admissions required.

+All Nursing major courses have pre- and co-requisite courses which are listed with the Course Descriptions in the OCCC Catalog. These courses also have clinical components which require purchase of liability insurance, immunizations and health records, registration and payment for the clinical management platform, personal computer, clinical uniform, and transportation to clinical sites.

Nursing Program Estimated Costs

The nursing pathway cost estimate is for the Nursing courses ONLY and does not include expenses attached to the general education and support courses.

Students repeating any course will be required to purchase additional items such as lab kits and ExamSoft vouchers.

Please note there is a \$300 ATI cost covered by the individual student.

All students seeking financial aid should contact the Student Financial Support Services office at OCCC (405-682-7527) as early as possible, indicating the program option for which they are applying. Further information is available online at <https://www.occc.edu/financialaid/financial-aid-intro/>

Traditional Nursing Pathway Estimated Costs 2025				
Tuition and Fees:				
Semester	Nursing Process I (semester 1)	Nursing Process II (semester 2)	Nursing Process III (semester 3)	Nursing Process IV (semester 4)
In-state resident tuition & fees:(\$135.29/credit hour)	\$1,217.61	\$1,217.61	\$1,217.61	\$1,217.61
Non-resident tuition & fees:(\$314.72/credit hour)	\$2,942.91	\$2,942.91	\$2,942.91	\$2,942.91
Nursing Lab Fee	\$175.00	\$185.00	\$105.00	\$30.00
Equipment Fee	\$45.00	\$45.00	\$25.00	\$45.00
Online Program Access:				
ATI Standardized Testing (included in bursar fees)	\$207.00	\$177.00	\$178.00	\$179.00
ExamSoft-Online Testing (purchase in OCCC bookstore only)	\$45.00	\$45.00	\$45.00	\$45.00
ATI Dosage Calc, Pharm, and Skills (online purchase)	\$300.00			
SimChart Access (online purchase)	\$139.00		\$139.00	
Textbooks:				
Required	\$528.00	\$91.95	\$141.90	
Optional (included in total)	\$470.55		\$154.95	
Clinical Requirements:				

Immunizations and/or Blood Tests	\$350.00			
CPR Certification	\$50.00			
Drug Testing Fee	\$45.00			
Background Check	\$42.50			
Student Liability Insurance	\$30.00			
Clinical Management Platform (myClinicalExchange)	\$39.50		\$39.50	
Miscellaneous:				
Uniforms, Shoes	\$225.00			
Equipment: scissors, stethoscope, pen light, name badge	\$100.00			
Cap and gown				\$50.00
Pearson Testing for NCLEX-RN				\$200.00
NCLEX-RN Fingerprinting				\$53.00
NCLEX-RN License Fee				\$85.00
Semester Total OK Resident	\$3,538.61	\$1,761.56	\$1,891.01	\$1,904.61
Semester Total Non-Resident	\$5,263.91	\$3,486.86	\$3,616.31	\$3,629.91
Total Program Cost: OK Resident	\$9,042.79			
Total Program Cost: Non-Resident	\$15,943.99			

BADNAP Nursing Pathway Estimated Costs 2025

Tuition and Fees:

Semester	Nursing Process I (semester 1)	Nursing Process II (semester 1)	Nursing Process III (semester 2)	Nursing Process IV (semester 2)
In-state resident tuition & fees:(\$135.29/credit hour)	\$1,217.61	\$1,217.61	\$1,217.61	\$1,217.61
Non-resident tuition & fees:(\$314.72/credit hour)	\$2,942.91	\$2,942.91	\$2,942.91	\$2,942.91
Nursing Lab Fee	\$175.00	\$185.00	\$105.00	\$30.00
Equipment Fee	\$45.00	\$45.00	\$25.00	\$45.00

Online Program Access:

ATI Standardized Testing (included in bursar fees)	\$207.00	\$177.00	\$178.00	\$179.00
ExamSoft-Online Testing (purchase in OCCC bookstore only)	\$45.00		\$45.00	
ATI Dosage Calc, Pharm, and Skills (online purchase)	\$300.00			
SimChart Access (online purchase)	\$139.00			

Textbooks:

Required	\$528.00	\$91.95	\$141.90	
Optional (included in total)	\$470.55		\$154.95	

Clinical Requirements:

Immunizations and/or Blood Tests	\$350.00			
CPR Certification	\$50.00			
Drug Testing Fee	\$45.00			
Background Check	\$42.50			
Student Liability Insurance	\$30.00			
Clinical Management Platform (myClinicalExchange)	\$39.50			

Miscellaneous:

Uniforms, Shoes	\$225.00			
Equipment: scissors, stethoscope, pen light, name badge	\$100.00			
Cap and gown				\$50.00
Pearson Testing for NCLEX-RN				\$200.00
NCLEX-RN Fingerprinting				\$53.00
NCLEX-RN License Fee				\$85.00
Semester Total OK Resident	\$3,518.61	\$1,716.56	\$1,712.51	\$1,859.61
Semester Total Non-Resident	\$5,263.91	\$3,441.86	\$3,437.81	\$3,584.91
Total Program Cost: OK Resident	\$8,827.29			
Total Program Cost: Non-Resident	\$15,728.49			

Career Ladder Nursing Pathway Estimated Costs 2025

Tuition and Fees:

Semester	Role Transitions (semester 1)	Nursing Process III (semester 1)	Nursing Process IV (semester 2)
In-state resident tuition & fees:(\$135.29/credit hour)	\$676.45	\$1,217.61	\$1,217.61
Non-resident tuition & fees:(\$314.72/credit hour)	\$1,573.60	\$2,942.91	\$2,942.91
Credit For Prior Learning: 15 hours (\$5/credit hour)	\$75.00		
Nursing Lab Fee	\$175.00	\$105.00	\$105.00
Equipment Fee	\$25.00	\$45.00	\$45.00

Online Program Access:

ATI Standardized Testing (included in bursar fees)	\$240.00	\$212.00	\$212.00
ExamSoft-Online Testing (purchase in OCCC bookstore only)	\$45.00	\$45.00	\$45.00
ATI Dosage Calc, Pharm, and Skills (online purchase)	\$300.00		
SimChart Access (online purchase)		\$139.00	

Textbooks:

Required	\$528.00	\$141.90	
Optional (included in total)	\$470.55	\$154.95	

Clinical Requirements:

Immunizations and/or Blood Tests		\$350.00	
CPR Certification		\$50.00	
Drug Testing Fee		\$45.00	
Background Check		\$42.50	
Student Liability Insurance		\$30.00	
Clinical Management Platform (myClinicalExchange)		\$39.50	

Miscellaneous:

Uniforms, Shoes		\$225.00	
Equipment: scissors, stethoscope, pen light, name badge		\$100.00	

Cap and gown			\$50.00
Pearson Testing for NCLEX-RN			\$200.00
NCLEX-RN Fingerprinting			\$53.00
NCLEX-RN License Fee			\$85.00
Semester Total OK Resident	\$2,064.45	\$2,787.51	\$2,012.56
Semester Total Non-Resident	\$2,961.60	\$4,512.81	\$3,737.86
Total Program Cost: OK Resident	\$6,864.57		
Total Program Cost: Non-Resident	\$11,073.32		

Nurse Course Information

The nursing curriculum includes opportunities to apply theoretical nursing knowledge and develop nursing skills, attitudes, and behaviors in all course learning situations whether in the classroom, online, campus laboratory, or clinical setting. The four nursing courses are sequential with each being pre-requisite for the next.

NURSING ROLE TRANSITION – NUR 1413: 3 credit hours

2 credit hours of theory (32 total clock hours of theory)

1 credit hours of lab (48 total clock hours of campus lab)

Career Ladder Program Pre-Requisite Courses:

CHEM 1123 and CHEM 1131 or CHEM 1115; BIO 1023; BIO 1314; ENGL 1113; PSY 1113; BIO 1414; ENGL 1213.

Career Ladder Program Co-Requisite Courses

BIO 2125 or BIO 2124 (must be completed before NUR 2535)

Course Description

This course is designed to provide an entry point into the Associate Degree in Nursing Program for Oklahoma licensed paramedics and Oklahoma licensed practical nurses who have applied to the nursing program's career ladder pathway. An introduction to the mission, philosophy, and organizing framework of the OCCC Associate Degree Nursing program is included. Emphasis is on assessment, nursing skills and concepts, and selected theory covered in the courses NUR 1519, NUR 1524, and NUR 1525 in the traditional pathway. Course content will be delivered in a blended on campus and online format and will include campus laboratory experiences for the purpose of reviewing and expanding skills in the areas of parenteral therapy, IV therapy, dosage calculation and complex nursing procedures. Active learning, including simulations, will be used to promote clinical reasoning in the campus laboratory and classroom settings.

NUR 1413 includes theory and campus laboratory. Online learning experiences are integrated components of the course.

Course Objectives

Course Objectives serve to communicate to the student and faculty what the learning expectations are and what essential knowledge is required to meet course outcomes.

The Objectives for this course are as follows:

1. **Comprehensive Nursing Process and Patient-Centered Care:** Apply the nursing process to deliver safe, high-quality, client-centered care across various patient populations and healthcare settings,

integrating critical thinking, clinical reasoning, and evidence-based practice while considering cultural competence and family involvement.

2. **Professional Practice and Ethical Considerations:** Apply legal, ethical, and professional standards into nursing practice through demonstrating accountability, cultural competence, effective communication, and interdisciplinary collaboration while advocating for patients within the healthcare system.
3. **Advanced Pathophysiology and Clinical Management:** Analyze pathophysiology, clinical implications, and management strategies for various health conditions across body systems, with a focus on both acute and chronic care.
4. **Maternal-Newborn Nursing:** Provide care throughout the perinatal period, including prenatal care, labor and delivery management, postpartum care, and newborn assessment and management, while addressing both normal and high-risk scenarios.
5. **Women's Health and Reproductive Care:** Address various aspects of women's reproductive health across the lifespan, including menstrual disorders, sexually transmitted infections, family planning, and menopausal care, integrating knowledge of screening, diagnosis, treatment, and health promotion strategies.
6. **Interdisciplinary Care and Patient Education:** Integrate patient education, psychological support, and interdisciplinary collaboration into the management of health conditions, ensuring holistic, patient-centered care across various clinical settings.
7. **Clinical Skills and Procedures:** Perform basic nursing procedures, while adhering to safety standards and specialized procedures related to maternal-newborn care, ensuring patient safety and comfort across various populations.

NURSING PROCESS I – NUR 1519: 9 credit hours

6 credit hours of theory (96 total clock hours of theory)

3 credit hours of lab (144 total clock hours of campus lab and clinical)

Traditional Program Pre-Requisite Courses:

CHEM 1123 and CHEM 1131 or CHEM 1115; BIO 1023; BIO 1314; ENGL 1113; PSY 1113



Traditional Program Co-Requisite Courses

BIO 1414; ENGL 1213.

Baccalaureate to ADN Accelerated Pathway Pre-Requisite Courses:

CHEM 1123 and CHEM 1131 or CHEM 1115; BIO 1023; BIO 1314; BIO 1414; BIO 2125 or BIO 2124; PSY 1113; ENGL 1113; ENGL 1213; HIST 1483 or HIST 1493; POLSC 1113

Course Description

Nursing Process I will introduce the learner to nursing knowledge, including the nursing process, clinical reasoning skills, and the components of safe, quality nursing care. The learner will begin to apply nursing knowledge to meet clients' basic needs and to promote clients' optimal health within complex healthcare systems. Each learner will be expected to accept accountability for personal learning and performance of nursing care which reflects basic understanding and commitment to professional nursing role expectations, including the values, ethics, legalities, and standards for nursing practice.

NUR 1519 includes theory, campus laboratory and clinical learning experiences.

Course Objectives

Course Objectives serve to communicate to the student and faculty what the learning expectations are and what essential knowledge is required to meet course outcomes.

The Objectives for this course are as follows:

1. **Professional Nursing Practice and Ethical Considerations:** Apply professional nursing roles, responsibilities, ethical-legal frameworks, effective communication, and patient advocacy leading to safe, quality, client-centered care, and interdisciplinary collaboration within the healthcare system.
2. **Safety and Quality in Nursing:** Integrate national safety initiatives, regulatory frameworks, and quality improvement strategies to enhance client care and uphold the QSEN competencies.
3. **Effective Communication and Cultural Competence:** Demonstrate therapeutic communication techniques and cultural competence to provide inclusive, client-centered care that respects patient differences and promotes global awareness.
4. **Anatomy and Physiology:** Recognize various body systems and associated health conditions.
5. **Nursing Process and Patient-Centered Care:** Apply critical thinking, clinical reasoning, and evidence-based practice to conduct client assessments across the lifespan and develop individualized care plans that address various body systems and health conditions.
6. **Clinical Skills and Procedures:** Demonstrate essential clinical skills, including medication administration, vital signs assessment, hygiene practices, and specialized interventions for various health conditions, while adhering to safety protocols and best practices.
7. **Health Promotion and Disease Prevention:** Implement evidence-based strategies for health promotion, disease prevention, and wellness across various client populations, incorporating principles of pharmacology, nutrition, and lifestyle modification.
8. **Documentation and Technology in Nursing:** Use appropriate documentation techniques and healthcare technologies to ensure accurate, timely, and compliant recording of client care, including proficiency with electronic health records and other relevant systems.



NURSING PROCESS II Medical Surgical Nursing II – NUR 1525: 5 credit hours

3 credit hours of theory (48 total clock hours of theory)

2 credit hours of lab (96 total clock hours of campus lab and clinical)

Traditional Program Pre-Requisite Courses:

NUR 1519; BIO 1414; ENGL 1213

Traditional Program Co-Requisite Courses:

BIO 2125 or BIO 2124

Baccalaureate to ADN Accelerated Pathway Pre-Requisite Courses:

NUR 1519

Course Description

NUR 1525 promotes learner development of additional nursing knowledge and skills. This includes clinical reasoning within complex healthcare systems while also meeting the multi-dimensional needs of clients across their lifespan. NUR 1525 focuses on safe, quality nursing care with common medical-surgical health alterations. Learners are expected to use communication competencies and technological competencies, while also participating with the healthcare team to provide client-centered care. Each learner is expected to develop an increasing understanding of personal accountability regarding compliance, and professional role expectations that are consistent with the values, ethics, legalities, and standards for nursing practice.

NUR 1525 includes theory, campus laboratory and clinical learning experiences. Online learning experiences are integrated components of the course.

Course Objectives

Course Objectives serve to communicate to the student and faculty what the learning expectations are and what essential knowledge is required to meet course outcomes.

The Objectives for this course are as follows:

1. **Perioperative Care:** Explain concepts associated with preoperative, intraoperative, and postoperative phases of patient care, including critical components, activities, and considerations for ensuring optimal patient outcomes.
2. **Pathophysiology and Clinical Management:** Analyze the pathophysiology, clinical manifestations, and management strategies for various acute and chronic conditions affecting multiple body systems.
3. **Comprehensive Nursing Process and Patient-Centered Care:** Apply the nursing process to provide safe, high-quality, client-centered care for various chronic and acute health alterations across patient populations and healthcare settings by integrating critical thinking, clinical reasoning, and evidence-based practice while considering cultural competence and family involvement.
4. **Interdisciplinary Collaboration and Communication:** Apply effective communication strategies and collaborate with the healthcare team to ensure coordinated, safe, and high-quality patient care, incorporating cultural competence and leveraging information technology to support and document care delivery.
5. **Patient Education and Safety Promotion:** Integrate patient education, safety promotion, and best practices into care delivery, addressing the unique needs of various populations and promoting optimal health outcomes across various clinical settings.

NURSING PROCESS II Care of the Childbearing Family – NUR 1524: 4 credit hours

Credit hours of theory (48 total clock hours of theory; 6 total clock hours; 12 hours/week in BADNAP)

1 credit hours of lab (48 total clock hours of campus lab and clinical)

Traditional Program Pre-Requisite Courses:

NUR 1519; BIO 1414; ENGL 1213

Traditional Program Co-Requisite Courses:

BIO 2125 or BIO 2124

Baccalaureate to ADN Accelerated Pathway Pre-Requisite Courses:

NUR 1519

Course Description

NUR 1524 is designed to promote learner development of additional nursing knowledge and skills, including clinical reasoning, while meeting the multi-dimensional needs of clients across the lifespan within complex healthcare systems. NUR 1524 focuses on safe, quality nursing care of the childbearing family. Learners will be expected to use communication competencies and technological competencies, while participating with the healthcare team to provide client-centered care. Each learner will also be expected to act in accordance with an increasing understanding of personal accountability and compliance with professional role expectations, consistent with the values, ethics, legalities, and standards for nursing practice.

NUR 1524 includes theory, campus laboratory and clinical learning experiences. Online learning experiences are integrated components of the course.

Course Objectives

Course Objectives serve to communicate to the student and faculty what the learning expectations are and what essential knowledge is required to meet course outcomes.

The Objectives for this course are as follows:

1. **Perinatal Care and Reproductive Health:** Explain concepts associated with reproductive physiology, perinatal care, and women's health issues, across the lifespan.
2. **High-Risk Pregnancy and Complications:** Assess, manage, and provide appropriate care for high-risk pregnancies and associated complications during prenatal, intrapartum, and postpartum periods through integrating evidence-based practices and client-centered care principles.
3. **Newborn Care and Assessment:** Demonstrate newborn assessment, care, and management, including physiological transitions, developmental needs, common neonatal conditions, and family education to ensure optimal outcomes from birth through discharge.
4. **Community and Public Health Nursing:** Apply principles of community-based nursing that address public health challenges, vulnerable populations, health equity, and cultural competence to enhance overall population health outcomes.
5. **Sexual and Reproductive Health Education:** Provide evidence-based education and care related to sexual health, contraception, sexually transmitted infections, and reproductive technologies to support informed decision-making and promote overall reproductive well-being.
6. **Clinical Skills and Technology in Maternal-Newborn Care:** Demonstrate essential clinical skills and technological applications specific to maternal-newborn care, including fetal monitoring, labor and delivery management, postpartum assessment, and newborn care techniques.
7. **Comprehensive Nursing Process and Patient-Centered Care:** Apply the nursing process to deliver safe, high-quality, client-centered care for maternal-newborn clients by integrating critical thinking, effective communication, and interprofessional collaboration to ensure holistic, client-centered care while considering cultural competence and family involvement.

NURSING PROCESS III Mental Health Nursing – NUR 2534: 4 credit hours

3 credit hours of theory (48 total clock hours; 6 clock hours/week; 12 clock hours/week in BADNAP) 1 credit hour of lab (48 clock hours of campus and clinical)

Traditional Program Pre-Requisite Courses:

NUR 1525; NUR 1524; BIO 2125 or BIO 2124

Traditional Program Co-Requisite Courses:

POLSC 1113

Career Ladder Pathway Pre-Requisite Courses:

NUR 1413; CHEM 1123 and CHEM 1131 or CHEM 1115; BIO 1023; BIO 1314; BIO 1414; PSY 1113; ENGL1113; ENGL 1213

Career Ladder Pathway Co-Requisite Courses:

POLSC 1113

Baccalaureate to ADN Accelerated Pathway Pre-Requisite Courses:

NUR 1525; NUR 1524

Course Description

NUR 2534 is designed for the learner to build upon nursing knowledge, skills, and clinical reasoning abilities acquired in previous nursing courses, while meeting the multi-dimensional needs of clients across the lifespan within complex healthcare systems. NUR 2534 focuses on safe, quality nursing care of clients with psychiatric/mental health alterations. Learners will be expected to use communication competencies, technological and informatics competencies, while functioning with increasing effectiveness as a healthcare team member to provide client-centered care. The course is also designed to assist the learner to apply principles of teaching/learning necessary to meet the more complex needs of assigned clients. Each learner will be expected to act with an increasing level of personal accountability for compliance with professional role expectations that include the values, ethics, legalities, and standards for nursing practice.

NUR 2534 includes theory, campus laboratory and clinical learning experiences. Online learning experiences are integrated components of the course.

Course Objectives

Course Objectives serve to communicate to the student and faculty what the learning expectations are and what essential knowledge is required to meet course outcomes.

The Objectives for this course are as follows:

1. **Professional and Ethical Practice in Mental Health Nursing:** Integrate legal, ethical, and professional standards in providing culturally competent, evidence-based care for clients with psychiatric and mental health alterations, emphasizing therapeutic communication and interdisciplinary collaboration.
2. **Psychological Disorders and Clinical Management:** Differentiate between various mental health disorders and topics by understanding their clinical presentation, diagnostic criteria, management strategies, and impacts on individuals and families.
3. **Lifespan Mental Health:** Analyze mental health issues across the lifespan, including pediatric, adult, and geriatric populations, with a focus on developmental theories, age-specific disorders, and appropriate interventions for each life stage.
4. **Crisis Management and Safety:** Recognize and manage mental health crises, while implementing strategies to ensure patient and staff safety.
5. **Interdisciplinary Care and Patient Education:** Integrate comprehensive patient education, psychological support, and interdisciplinary collaboration into the management of mental health conditions, ensuring holistic, patient-centered care across various clinical settings.
6. **Comprehensive Nursing Process and Patient-Centered Care:** Apply the nursing process to deliver safe, high-quality, client-centered care for clients with mental health problems across various patient populations and healthcare settings through integrating critical thinking, clinical reasoning, and evidence-based practice while considering cultural competence and family involvement.

NURSING PROCESS III Medical Surgical Nursing III – NUR 2535: 5 credit hours

3 credit hours of theory (48 total clock hours; 6 clock hours/week; 12 clock hours/week in BADNAP)

2 credit hour of lab (96 clock hours of campus and clinical)

Traditional Program Pre-Requisite Courses:

NUR 1525; NUR 1524; BIO 2125 or BIO 2124

Traditional Program Co-Requisite Courses:

POLSC 1113

Career Ladder Pathway Pre-Requisite Courses:

NUR 1413; CHEM 1123 and CHEM 1131 or CHEM 1115; BIO 1023; BIO 1314; BIO 1414; PSY 1113; ENGL 1113; ENGL 1213; BIO 2125 or BIO 2124

Baccalaureate to ADN Accelerated Pathway Pre-Requisite Courses:

NUR 1525; NUR 1524

Course Description

NUR 2535 is designed for the learner to build upon nursing knowledge, skills, and clinical reasoning abilities that were acquired in previous nursing courses, while meeting the multi-dimensional needs of clients across the lifespan within complex healthcare systems. NUR 2535 focuses on safe, quality nursing care of clients with more complex medical-surgical health alterations. Learners will be expected to use communication competencies, including technological and informatics competencies, while functioning with increasing effectiveness as a healthcare team member to provide client-centered care. The course is also designed to assist the learner in applying principles of teaching/learning necessary to meet the more complex needs of assigned clients. Each learner will be expected to act with an increasing level of personal accountability for compliance with professional role expectations to include the values, ethics, legalities, and standards for nursing practice.

NUR 2535 includes theory, campus laboratory and clinical learning experiences. Online learning experiences are integrated components of the course.

Course Objectives

Course Objectives serve to communicate to the student and faculty what the learning expectations are and what essential knowledge is required to meet course outcomes.

The Objectives for this course are as follows:

1. **Advanced Pathophysiology and Clinical Management:** Differentiate between various complex disorders affecting multiple body systems, including pediatric disorders with emphasis on the pathophysiology, clinical presentations, and management strategies to include acute and chronic care and complication prevention.
2. **Specialized Nutritional Support:** Apply Total Parenteral Nutrition (TPN), including its indications, administration, monitoring, and complication management in clinical practice.

3. **Advanced Clinical Skills and Procedures:** Perform and manage complex clinical procedures, while considering patient education, safety protocols, and special population needs.
4. **Interdisciplinary Care and Patient Education:** Integrate comprehensive patient education, psychological support, and interdisciplinary collaboration into the management of health conditions affecting multiple body system, ensuring holistic, patient-centered care across various clinical settings.
5. **Comprehensive Nursing Process and Patient-Centered Care:** Apply the nursing process to deliver safe, high-quality, client-centered care across various patient populations and healthcare settings through integrating critical thinking, clinical reasoning, and evidence-based practice while considering cultural competence and family involvement.

NURSING PROCESS IV – NUR 2549: 9 credit hours

6 credit hours of (96 total clock hours; 6 clock hours/week; 12 clock hours/week in BADNAP) 3 credit hours of lab (144 clock hours of clinical and campus)

Traditional Program Pre-Requisite Courses:

NUR 2534; NUR 2535; POLSC 1113

Traditional Program Co-Requisite Courses:

HIST 1483 or HIST 1493

Career Ladder Pathway Pre-Requisite Courses:



Career Ladder Pathway Co-Requisite Courses:

HIST 1483 or HIST 1493

Baccalaureate to ADN Accelerated Pathway Pre-Requisite Courses:

NUR 2534; NUR 2535

Course Description

Nursing Process IV is designed for the learner to build upon nursing knowledge and skills acquired in previous nursing courses, including higher levels of clinical reasoning abilities. Each learner will independently use the nursing process and clinical reasoning to meet the multi-dimensional needs of a variety of clients, whether individual, family, group, or community. Client-centered care will be provided in settings within complex healthcare systems, including critical care. The learner will use a collaborative approach involving the client, family, significant others, and members of the healthcare team to manage responsibilities for groups of clients. Each learner will be expected to act in accordance with professional role expectations, including the values, ethics, legalities, and standards for entry-level nursing practice.

NUR 2549 includes theory, campus laboratory and clinical learning experiences. Online learning experiences are integrated components of the course.

Course Objectives

Course Objectives serve to communicate to the student and faculty what the learning expectations are and what essential knowledge is required to meet course outcomes.

The Objectives for this course are as follows:

1. **Emergency and Critical Care Management:** Recognize and manage various emergency medical conditions while applying advanced life support techniques and technologies.
2. **Advanced Pathophysiology and Clinical Decision-Making:** Analyze complex pathophysiological processes across multiple body systems, with emphasis on the pathophysiology, clinical presentations, and management strategies to include acute and chronic care and complication prevention.
3. **Professional Development and Leadership:** Integrate essential nursing principles and practices, including professional transition, leadership skills, and NCLEX-RN preparation, to effectively navigate the complexities of modern healthcare environments and advance professional nursing practice.
4. **Specialized Clinical Skills and Procedures:** Perform and manage advanced nursing interventions, while prioritizing patient safety and comfort.
5. **Interdisciplinary Care and Patient Education:** Integrate comprehensive patient education, psychological support, and interdisciplinary collaboration into the management of complex emergency and critical care situations, ensuring holistic, patient-centered care across various clinical settings.
6. **Comprehensive Nursing Process and Patient-Centered Care:** Apply the nursing process in emergency and critical care settings to deliver safe, high-quality, client-centered care across various

patient populations and healthcare settings, integrating critical thinking, clinical reasoning, and evidence-based practice while considering cultural competence and family involvement.

Section Two – Nursing Programs Standards

Progression in the Nursing Program

A minimum grade of "C" must be achieved in each required course of the nursing program (except for History and Political Science, a minimum grade of "D" is accepted) to progress in the program. All nursing courses must be taken according to the curriculum plan. For the traditional and career ladder nursing pathways, students may only take one nursing course at a time.

Overview of Grading

Theory, lab/simulations, clinical, and exam grade categories are included in this course. All theory, lab, clinical, and exam activities are graded. Each category is weighted (per percentages below) in Moodle to calculate your final course grade. Weighting for each category includes:

A = 92% - 100%

B = 82% - 91%

C = 74% - 81%

D = 66% - 73%

F = Less than 66%

Final course grades at or above 0.5 are rounded to the next highest whole number. There is no rounding of scores earned for individual exams and assessments (assignments, labs/simulations, and clinical).

A total percentage score of 74% or greater is required to pass each course.

Course Weighting Table

The following table describes how assessments are weighted in each Nursing Process course to determine the final course grade.

Category	Weight
Assignments	10%
Labs / Simulations	5%
Clinical	15%
Exams	70%

Weighted Assessment Categories – NUR 1413 Nursing Role Transition (Only)

Category	Weight
Assignments	10%
Labs / Simulations	20%

Exams	70%
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A total course percentage score of 74% or greater is required to pass the course.

The dosage calculation and medication administration exam must be completed with 92% accuracy to be able to pass medications in the clinical setting. Students will have 3 attempts to reach 92% with required interventions and remediation. Successfully passing the dosage calculation exam demonstrates student readiness for clinical and progression in the program. Students who fail to pass the dosage calculation by the third attempt will be unable to participate in the clinical settings and progress further in the program. Failure to pass the dosage calculation exam with a minimum score of 92% will result in failing the course.

The student must demonstrate competency according to the skills demonstration checklist. Students will have 3 attempts to meet competency with required interventions and remediation. Successfully passing the skills demonstration is evidence of the student's readiness for clinical and progression in the program. Students who fail to pass the skills demonstration will be unable to participate in the clinical settings, progress further in the program, and fail the course.

Credit for Prior Learning (Career Ladder Pathway)

1. Once a student successfully completes the CLP Role Transition (NUR 1413) course, they are eligible to apply for Credit for Prior Learning. Up to 15 credit hours for LPN, paramedic, or Certified Anesthesia Technologist experience may be awarded.
 - a. Nursing Process I Fundamentals (NUR 1519) for 9 credit hours at \$5.00/hour (total of \$45.00*)
 - b. Nursing Process II Care of the Childbearing Family (NUR 1524) 3 credit hour at \$5.00/hour (total of \$15.00*), and
 - c. Nursing Process II Medical Surgical Nursing II (NUR 1525) 3 credit hours at \$5.00/hour (total of \$15.00*).
2. Upon successful completion of Nursing Role Transition (NUR 1413), the team lead for the CLP will complete the Credit for Prior Learning Form and submit the completed form to the Registrar's office (credit will not be posted until payment has been made).
3. The student will make a payment through the Bursar office either online or in person for Credit for Prior Learning hours.

Nursing Program Progression (Delay or Exit)

1. Nursing students must complete the program within four (4) calendar years of your starting semester.
2. A student may exit the program or be exited (failed) two (2) times for the entire nursing program. Each failure represents a failed process.
 - a. Example for 8-week courses:
 - i. - Failing both NUR1524 and NUR1525 counts as one exit.
 - ii. - Failing either NUR1524 or NUR1525 individually counts as one exit.
 - b. Example for 16-week courses:
 - i. - Failing any 16-week course counts as one exit.
3. A student may enroll only two (2) times in any nursing course. Students may only take any one (1) nursing course a total of two (2) times if unsuccessful (fail or academically withdraw).
4. If you have exhausted your allowed two (2) exits (voluntary or fail) and are no longer eligible to progress in the nursing program, the student may reapply to start the nursing program again from the

beginning nursing course after a mandatory waiting period of 3 years from your last exit date for one reentry.

5. Interruption of normal progression will occur when the student:
 - a. Fails a dosage calculation exam (defined as 92% or greater) within three (3) attempts per course (grade weighting would ensure failing the course)
 - b. Fails a nursing course (defined as a grade of “D” or below)
 - c. An incomplete grade that remains unresolved at the start of the next course
 - d. Withdrawal from a required course in the Associate of Applied Science Nursing Degree
 - e. Requests with approved permission to delay classes, not to exceed one (1) year
 - f. Are not compliant with clinical requirements (i.e., current immunizations, CPR, etc.) resulting in a failing clinical grade
 - g. Violate the college student conduct code/academic integrity
 - h. Has a positive drug screen
 - i. Has a criminal conviction that makes the student ineligible to apply for state licensure or participate in client care (clinical)
6. Students in their First Course:
 - a. If you are unsuccessful (fail or academically withdraw) in NUR1519 Nursing Process I or NUR1413 Nursing Role Transitions, you must reapply to the program following the standard application process for the next available application opening. Enrollment is not guaranteed.
7. Students Beyond their First Course:

If you are unsuccessful in any subsequent course after the first course (NUR1524, NUR1525, NUR2534, NUR2535, or NUR2549), you must:

 - a. Complete an exit interview
 - b. Submit a petition to continue [Nursing Fillable Exit Form.pdf](#) in the program to the Nursing Program Associate Director at HPSupport@occc.edu
 - c. The students' petition will be reviewed based on factors such as reason for withdrawal, space availability, and academic standing.
 - d. You will be notified of your readmission status via official OCCC email. Respond to HPSupport@occc.edu by the given deadline to accept or decline.
8. Students in any pathway who fail (defined as a grade of “D” or below) are not eligible to continue in, or transfer into the BADNAP nursing pathway.
9. Students who fail (defined as a grade of “D” or below) BADNAP or CLP may petition to enter the Traditional pathway.
10. Students who take their LPN equivalency test after admission into the Traditional or BADNAP program (i.e., a student is in the OCCC nursing program and test to become a LPN based on their current OCCC nursing courses) are not eligible to transfer into the CLP program.
11. Students seeking readmission to the CLP pathway must meet all initial CLP admission criteria.

Timeframe for Returning to the Nursing Program

1. If a OCCC student has successfully completed one or more nursing courses and has been out of the nursing program greater than one (1) year and no more than two (2) years, the student will need to demonstrate they are ready to continue by:
 - a. Theory testing is equivalent to the final examination(s) in the last course exited. The passing score is 74%. Each theory test can be taken one time only.
 - b. Skills demonstration equivalent to the skills taught in the course(s) last exited. The passing score is 74%. The skills demonstration can be taken up to three (3) times

2. If the student has been out of the nursing program more than 2 years:
 - a. The student will need to reapply and start the nursing program from the beginning.

Transferring Pathway Options within the Nursing Program

Students that have successfully completed NUR 1519 in the Nursing Program at OCCC may petition to the Nursing Program Director or Associate Director to enter a different pathway option within the nursing program by emailing HPSupport@occc.edu. Students must meet the admission requirements of the pathway they wish to transfer. For example, a student who has just completed Nursing Process I, NUR 1519 in the Traditional Pathway must have a minimum of a bachelor's degree or above to be eligible to move into the BADNAP pathway. Transferring to a different pathway option within the OCCC nursing program is contingent upon the discretion of the Nursing Program Director, Associate Director, and Admissions Committee based upon the following criteria (but is not limited to): space availability and a minimal grade of "B" in all previous and current nursing courses.

Nursing Student Transfer from Outside Nursing Programs

Transfer into the OCCC nursing program is based on space availability. Students who provide evidence of academic credit in nursing coursework from other accredited colleges or universities may be eligible for Prior Learning Assessment in the Oklahoma City Community College (OCCC) nursing program if the requirements below are met.

- Students who have failed two (2) nursing programs are not eligible for transfer.
- Students who have been out of a nursing program for over two years must complete the entire OCCC nursing program and are not eligible for a transfer.
- Applicants are only considered for transfer into the Traditional Pathway in Nursing Process II (NUR 1525 and NUR 1524) and Nursing Process III (NUR 2534 and NUR 2535).
- Please click on the link the steps to transfer [Steps to Transfer to OCCC Nursing Program.pdf](#)
- For more detailed information, students should review the transfer information on the OCCC campus laboratory webpage at: <http://www.occc.edu/ncll/transfer.html>

Program Complaint Process

1. Questions or concerns about course matters (e.g., course assignments, grades, clinical assignments) should first be addressed to your course faculty member(s) or the team leader(s).
2. If warranted, additional clarification or assistance may be provided by the program associate director or the program director.
3. The Assistant Dean or Division Dean of Health Professions may be consulted if questions or concerns are not addressed at these levels.
4. The ACEN expects an individual to attempt to resolve an issue through the governing organization's and/or nursing program's own published grievance policy/procedures (if applicable) before submitting a complaint to the ACEN. An individual must use all available grievance and means of appeal within the governing organization and/or nursing education unit before filing a complaint with ACEN. This includes faculty, nursing administration, and college administration. If resolution has not been achieved, information for program complaints to ACEN is found at: <https://www.acenursing.org/students-public/complaints>

Nursing Textbooks

Each course syllabus lists required and supplemental textbooks for that specific course. All efforts are made to maintain as much consistency as possible regarding textbook selection. Newer and improved editions of textbooks that may bring additional benefit to the program are selected as necessary. Textbooks are evaluated annually by nursing faculty and are changed as necessary to ensure current standards and information.

Student Nursing Association (SNA)

Students are given the opportunity to join the OCCC Nursing Student Association (without charge) to become part of a vital professional organization dedicated to supporting and developing future nurses. Any active OCCC nursing student may join.

The Oklahoma Nursing Student Association and the National Student Nurses Association (currently \$44.00 annually). Membership fees are subject to change

As a nursing student, the benefits of membership include:

- Networking opportunities
- Preparation for long-term involvement in professional nursing organizations
- Recognition as part of an active community-focused group
- Encouragement to join local, state, and national nursing student organizations

Monthly meetings are held.

Membership forms are available at the start of each semester, and information can be obtained from SNA officers and nurse faculty advisors. Please click on the link if you are interested in becoming a member <https://forms.office.com/r/VX6u8GTrZK>

The OCCC SNA is funded through donations and various fundraising projects.

Nursing students have opportunities to participate in governance and decision-making through the Nursing Advisory Committee and the College Student Governance Association (SGA). In addition, students have opportunities to share input and suggestions through multiple surveys and evaluation tools. Input and requests may also be shared with nursing faculty, including the nursing program director or associate director.

Student Representation on Nursing Faculty Committees

The SNA class president and the vice president serve as a class liaison at monthly Nursing Faculty Meetings (NFO).

Scholarships

The following scholarships are available to nursing students at various times during the year. Scholarships are awarded based on application requirements and fund availability. Visit OCCC's scholarship site for more information <https://www.occc.edu/scholarships/>

Scholarship Name	Overview	Qualifications (review application for all details)
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<p>Oklahoma Health Care Workforce Training Commission Loan</p>	<p>Opens June and October ADN \$2,500 per year/2 years Non-Matching (Annual)(State funds only) Nursing Student Assistance Program sponsored by the State of Oklahoma. Apply: Health Care Workforce Training Commission 119 N. Robinson Avenue, Suite 520 Oklahoma City, Oklahoma 73102 (405) 604-0020 FAX (405) 768-2263 www.Oklahoma.gov/hwtc</p>	<p>Applicant must have been unconditionally admitted as a student in an accredited program of nursing study in the state of Oklahoma. Applicant must have a current overall GPA of 3.0. Applicant must be legal resident of Oklahoma. Applicant must be a citizen of the United States. Loan is forgiven if nurse fulfills work obligation of one year for each year of financial assistance at an approved health institution of nurse's choice.</p>
<p>Jim & Judy Archer and Edward & Eva Pope Endowed Nursing Scholarship</p>	<p>Opens in October \$1,000 Nursing Scholarship (\$500 spring, \$500 fall)</p>	<p>Applicant must be an OCCC student who has completed Nursing Process 1-NUR1519 or Career Ladder Pathway - NUR1413 Nursing Transitions. Applicants must have a GPA of 3.0 or greater.</p>
<p>Robin Bode Memorial Nursing Scholarship</p>	<p>Opens in March \$1200.00 Nursing Scholarship</p>	<p>Applicant must be currently enrolled in their second year of OCCC nursing school either in Career Ladder Pathway - NUR1413 Nursing Transitions or Traditional NUR1525 and NUR 1524 Nursing Process II courses and successfully complete the courses with advancement to the second year of the nursing program.</p>
<p>Nursing Home Worker Scholarship</p>	<p>Opens in March \$750.00 Health Professions Student Scholarship</p>	<p>Applicant must have worked either part or full time as a CNA, CMS, housekeeper, or kitchen worker in an Oklahoma Assisted Living Center or Nursing Home for at least 1 year. Applicants must live in the greater OKC Metro area. Applicants must</p>

		<p>be enrolled in a minimum of 6 credit hours.</p> <p>Applicants must have a minimum 2.0 GPA.</p> <ul style="list-style-type: none"> • Applicant must be a female. • Applicant must be a minority student. • Applicant must self-identify as having financial need. • Applicant must be enrolled in the OCCC Health Professions Division pursuing a degree.
Professor Ronald Scribner Memorial Scholarship	<p>Opens in October and March</p> <p>\$500.00 Science or Nursing Major Scholarship</p>	<p>Applicant must be a science or nursing major.</p> <p>Applicant must have a minimum cumulative 2.5 GPA.</p>

Pinning and Commencement Ceremonies

The OCCC Nursing Pinning Ceremony is a tradition held biannually in the Visual and Performing Arts Center (VPAC). This special event takes place every spring and fall to honor our nursing graduates as they transition into professional practice. Graduates are required to wear professional attire accompanied by a white lab coat, symbolizing their entry into the nursing profession. The ceremony serves as a meaningful rite of passage, celebrating the hard work and dedication of our nursing students as they prepare to embark on their careers in healthcare. For commencement information, please visit

<https://www.occc.edu/records/commencement/>

Graduation Services

For graduation services, visit <https://www.occc.edu/get/>

Section Three - Nursing Learning Environment and Student Expectations

Students shall keep their course and clinical materials from each course throughout their program of study, as well as copies of all immunizations and other clinical requirements. Information that may be useful to keep is course syllabi, evaluations from instructors and preceptors, logs, projects, major papers, and case studies. The OCCC Nursing Program personnel are not responsible for providing this information after graduation.

Instructional Methods

Theory

Various teaching strategies will be utilized in theory presentations, including lecture/mini-lectures; audiovisual materials; team or group-based learning activities; case-based learning activities; role-playing and other forms of interactive presentations; simulations; and web-based learning activities. Student preparation for class is essential for optimal learning to occur.

Campus Lab

Lab activities provide the nursing student the opportunity to apply scientific principles related to the performance of nursing skills in a simulated laboratory environment, prior to performance in the clinical setting.

Simulation

In addition to required participation, there is a preparatory assignment that each individual student is required to complete. The preparatory assignment is required as your ticket for the simulation experience. Faculty, in advance of your clinical simulation day, will provide the preparatory assignment. The student will receive an additional hour of lab credit for this preparatory assignment. Failure to turn in the completed assignment at the beginning of your simulation lab experience will result in a failure for this lab experience.

Clinical

The student will have the opportunity to experience the nursing role while applying theoretical concepts and skills to clients in complex simulated healthcare settings. Students will be supervised in each assigned facility by a clinical instructor who will assign learning activities and provide guidance and feedback. As part of each clinical experience, the students will meet with the clinical group and clinical instructor for post-conference.

Course Access and Technology

If you have technical questions or support needs, contact the **OCCC IT Help Design at 405-682-7777**.

Please note that it is your responsibility to ensure you can use the technologies used in the nursing program. Failure to use the technology incorporated in this program will negatively influence your performance in the course.

The following list of technology is required for this course:

- Reliable access to a high-speed Internet connection.

- Word processor (i.e. Microsoft Word, Google Drive, etc.) *Note: written assignments should be submitted in a .pdf, .doc or .docx format unless otherwise noted.*
- Required Approved Personal Computer Device options:
- Some of the software used in OCCC nursing courses are NOT compatible with Chromebooks, iPad's or ARM processors.
- Must have full version of Windows 64-bit. Can NOT be Windows RT, or 11 S.
- The Mac books that are compatible are Big Sur, Monterey, or Ventura.
- Full details on computer requirements can be found at the following link:
<https://examsoft.com/resources/examplify-minimum-system-requirements/>
- ExamSoft
 - Students are required to complete exams in the ExamSoft digital platform each semester.
- Assessment Technologies Institute™ (ATI)
 - Students are required to complete exams in the ATI computer testing program each semester.

ExamSoft

Students are required to complete exams in the ExamSoft digital platform each semester.

Assessment Technologies Institute (ATI)

Students are required to complete exams in the ATI computer testing program each semester.

SimChart

Course-Based SimChart is supported on the following web browsers:

- Google Chrome (latest version)
- Mozilla Firefox (latest version)
- Safari (latest version)

All components of Course-Based SimChart can be used on one of these browsers with both Windows and Mac computers.

[Learn More](#)

MyClinicalExchange (mCE)

The myClinicalExchange (mCE) website is provided to facilitate the cooperative scheduling, coordination, and arrangement of clinical rotation schedules to provide opportunities among hospitals, schools and students. Information available on mCE includes the student's weekly clinical assignment, clinical requirements, and facility orientation materials.

The student is **required** to create an account with mCE, which will be accessible to coordinators, staff, administrators (who have access to the Website) at your school and at the various hospitals where you are scheduled for clinical rotations.

Students may register for mCE at <https://www.myclinicaexchange.com>

Exam Attendance and Procedures

1. During exams the student may only have their computer, ID, pen, pencil, eraser, and faculty-provided scratch paper, and drink (subject to inspection) at their desk.
2. No backpacks or purses are allowed in the testing environment. Any additional personal items will be placed at the back of the room, or as designated by the faculty.
3. Faculty-provided scratch paper must be turned in by the student before leaving after the exam. No notes can be taken out of the testing environment by the student.
4. The faculty will facilitate the exam procedure for students with accommodations, based on their documented needs. Students who have accommodations must inform the faculty at least 72 hours before the exam date and provide the necessary documentation for each individual course.
5. No virtual proctored exams are allowed.
6. Students must arrive on time for all exams, including proctored ATI and Dosage Calculation exams.

Exam Tardiness

- Arriving late will result in a penalty of a 5% grade deduction of that exam score.
- No student will be allowed to test beyond the regularly scheduled time. The faculty will stop the student testing, and an upload will be required at the end of the scheduled test time.

Missed Exams

- Missing a scheduled exam or 'no-call, no-shows' will result in a grade of zero (0) for that exam.
- Missed exams due to emergencies are reviewed on a case-by-case basis.
 - Documentation of the emergency must be submitted to the faculty within 24 hours. The Testing Committee will review for approval before a makeup exam being rescheduled.
 - Makeup exams are scheduled by the faculty based on proctor availability as soon as possible. Failure of the student to take the makeup exam at the faculty-designated time will result in a grade of (0) for that exam.
 - Makeup exams will be different from the original versions and will not have item adjustments made based on group statistics.

Identity Verification for Nursing Exams

- Identity verification is mandatory to ensure the students taking the exams are the same ones who are registered in the course and to prevent impersonation.
- Students must show a valid ID to be able to sit for an exam. (ie: drivers license, OCCC ID, OCCC clinical badge, or OCCC mobile ID card).
- The faculty or staff who administer the exams will check the ID of each student before allowing them to enter the testing area.

Student Conduct During Exams

1. Students are expected to conduct themselves in an honest, professional, and respectful manner during the exams.
2. Students shall follow the rules and regulations of the exam policy and the instructions of the faculty.
3. Students shall not engage in any form of academic misconduct, such as cheating, plagiarism, recording or documenting exam questions or answers to exams, or unauthorized collaboration.
4. Students shall not wear, use, or possess any prohibited items, such as headwear with visors, hoodies with the hood up over the head, blankets, food, cell phones, wearable devices (smart watches,

Google glasses, etc.), documents, or other unapproved materials in the testing area without documented accommodations.

5. Students must not communicate with other students or outside parties during the exams.
6. Students may not leave the testing room with their computer devices while testing.
7. Students may not change their randomized seating assignment.
8. Students may not leave the testing area except for bathroom breaks with faculty approval. No items may be taken from the testing area on breaks. Only one student at a time is allowed out of the testing area. Students may not visit other areas during the bathroom break such as their vehicle or other campus areas.

The faculty will monitor the students' conduct and behavior during the exams and take appropriate actions if they suspect or detect any violation of the testing policy. The faculty will confiscate any prohibited items and report any incidents of academic misconduct to the department Dean, Program Director, and the Office of Student Conflict Resolutions. Students who violate the testing guidelines will face disciplinary actions, which may include: A zero (0) grade on the exam or assessment and may fail the course.

Grading and Feedback

1. The faculty will grade the exams and assessments according to the established criteria and standards and provide the students with the results and feedback. Exam scores will generally be posted within three (3) business days following the exam. Faculty will notify students of any delay in the posting of grades. The faculty will also conduct statistical analyses on the exams and use the data to improve the quality and effectiveness of the testing process.
2. The students shall have the opportunity to review their exams and assessments and ask questions or raise concerns to the faculty.
3. These exam reviews shall be in person, before the next exam, and may not be recorded or documented by the student.
4. Students may schedule an appointment to review their strengths and opportunities report by category with faculty prior to the administration of the next exam with the exception of the final exam. Students will have until the completion of the semester to review the final exam. This may not be recorded or documented by the student.
5. Any student who disagrees with an exam item or rationale or believes there was an error in the grading process, may appeal to the faculty within three (3) business days after grades are posted in the electronic gradebook. Appeals consist of a form completed by the student and require citation of evidence-based references from required program textbooks and resources.
6. Students may not appeal items prior to grade posting. Item appeals shall be reviewed by nursing faculty from multiple nursing teams.
7. Students may not appeal items prior to grade posting. Item appeals shall be reviewed by nursing faculty from multiple nursing teams.
8. Students who do not achieve a minimum score of 74% on any exam are strongly encouraged to meet with faculty and/or a nursing student support specialist after grades are posted. The process is as follows:
 - a. It is the student's responsibility to initiate and attend this meeting.
 - b. During the meeting, faculty will work with the student to:
 - i. Review exam performance
 - ii. Identify areas for improvement
 - iii. Develop a personalized action plan for academic success
9. Academic referrals may be made at the discretion of faculty for a student who fails to achieve 74% on unit exams.

Student Conduct

The nursing program follows the OCCC Student Community Guidelines, College Policy No. 5076. This policy can be found at <https://www.occc.edu/student-conflict-resolutions/>

Section Four – Lab/Simulation/Clinical

Campus Lab/Simulation

Lab and simulation activities allow students to apply scientific principles and nursing skills in safe, real-world patient care situations in a controlled environment. It helps students practice and develop their clinical skills and knowledge without risking patient harm.

- Campus Lab/Simulation performance comprises 5% of the overall course grade in the course.
- Students are expected to complete all lab/simulation activities, submit all assignments, and actively participate in lab/simulation activities.
- Performance in the lab/simulation will be evaluated using lab rubrics, lab module assignments, and lab skills demonstration and assigned a grade.
- Detailed rubrics and evaluation criteria will be provided within the Moodle online learning platform.
- Students must complete all required lab/simulation hours as outlined in this syllabus following the program's academic plan approved by the Oklahoma Board of Nursing. These contact hour requirements are mandatory and non-negotiable for successful course completion.

Guidelines for Campus Lab Simulation

Please refer to the course syllabus for further information.

Clinical

- Clinical performance comprises 15% of the overall course grade in the course.
- Students are expected to complete all clinical activities, submit all assignments, and actively participate in clinical activities.
- Performance in the clinical component will be evaluated using clinical rubrics, clinical assignments, mid-term clinical evaluation, and final clinical evaluation.
- Detailed rubrics and evaluation criteria information will be provided within the Moodle online learning platform.
- Students earn grades in each clinical experience.
- Students must complete all required clinical hours as outlined in this syllabus following the program's academic plan approved by the Oklahoma Board of Nursing. These contact hour requirements are mandatory and non-negotiable for successful course completion.

Guidelines for Clinical

Please refer to the course syllabus for further information.

Inclement Weather

If the campus closes for inclement weather, students do not go to clinicals. If the campus closes for inclement weather and students are already on site for clinical, the clinical will be canceled. Upon

cancellation, faculty and students are encouraged to make individual decisions on whether to stay on site until the weather passes, etc., or leave. Makeup clinicals will occur if needed.

Clinical and Lab Dress Code

Students are expected to be in OCCC nursing uniform during scheduled clinical or campus lab times. Any student not in uniform will not be allowed to complete the clinical or campus lab/simulation assignment. Failure to participate in proper attire will result in an absence.

General appearance and uniforms for students entering the Nursing Program will consist of:

- An OCCC logo navy scrub top and bottoms ordered through <https://www.suitestyles.com/>.
- A navy or white skirt at least 1 inch below the knee for those students who prefer a skirt (optional).
- A short or long-sleeved white undershirt to be worn underneath the uniform top (optional).
- No hoodies, jackets, lab coats, or coats should be worn in patient care areas.
- Official OCCC nursing program badge holder and name badge with photo must be always worn, visible at chest level.
- White, black, or navy leather-like close-toed shoes with a solid surface on the top and side are required. (no cloth tennis shoes, Crocs, clogs, slides, half-shoes or open-toed shoes).
- Socks should be solid black, blue, or white.
- Undergarments must not be visible anywhere beneath your uniform.
- Pen (black ink), notepad/notebook.
- Stethoscope (if an electronic stethoscope is used the student may not record any heart or lung sounds), penlight, bandage scissors, wristwatch (with second hand).
- Hair and facial hair well-groomed, natural hair tone/color, off the collar or of style that does not interfere with vision or cause contamination.
- Facial hair should be neatly trimmed and may not interfere with personal protective equipment (PPE). Headbands should be neutral or navy blue in color.
- No cologne or perfume should be worn. If a student uses cosmetics, it must be minimal.
- Jewelry: The only ring that may be worn is one simple band without stones.
- Nose rings, tongue rings, other facial jewelry, and/or fingernail jewelry are not allowed.
- Flesh-colored plugs for gauged ears, flesh-colored or transparent plugs in place of nose rings or piercing, etc. are permitted.
- Only two stud earrings may be worn in each ear.
- No visible body piercing jewelry may be worn on any other part of the body while in clinical or lab. Band-Aids may not be used to cover piercings.
- Nails shall be well-groomed, trimmed (less than 5/8 inches from base to tip), and natural (no nail polish of any kind including clear).
- Artificial nails of any type, including, but not limited to, extensions, overlays, fills, gel, silk, powder dip, minerals, nail wraps, stickers, and press-on nails **are prohibited** in lab and clinical facilities due to infection control.
- Tattoos should always remain covered in lab and clinical. You will need to wear a long sleeve t-shirt if tattoos are on arms.

***Student uniforms are to be worn only when performing in the student role under the supervision of an Oklahoma City Community College nursing instructor.**

Clinical Placement

Assignment of students to clinical facilities is based on the number of clinical slots offered by the hospital or facility. Students are not allowed to contact clinical sites. Students may have limited opportunities for clinical sign-up due to availability.

Clinical Management Platform

The myClinicalExchange (mCE) website is provided to facilitate the cooperative scheduling, coordination, and arrangement of clinical rotation schedules to provide opportunities among hospitals, schools and students. Information available on mCE includes the student's weekly clinical assignment, clinical requirements, and facility orientation materials. The student is **required** to create an account with mCE, which will be accessible to coordinators, staff, administrators (who have access to the Website) at your school and at the various hospitals where you are scheduled for clinical rotations.

The cost to students for mCE is \$20.00 per 6 months. Students must set up a 6-month account. if necessary. Failure to register will result in the student being unable to attend clinical, which may affect progression in the nursing program. Students may register for mCE at <https://www.myclinicaexchange.com>

In Fall 2025, the nursing program will change clinical management platforms from mCE to InPlace with a price of \$60 per year. More information will be provided.

Remember: It is your responsibility as a student to remain clinically compliant throughout the entire length of each semester.

It is the student's responsibility to check their clinical status at least once weekly, review the clinical site information, and review orientation materials. *A student is a guest in the facility to which they are assigned; consequently, if the student's behavior or performance in any way disrupts client services at the facility, the staff or faculty may immediately terminate the student's placement.* The standard agreement between Oklahoma City Community College and the clinical facility states:

"While the Agency has the right to require the College to withdraw any student whose work, conduct, demeanor, or willingness to cooperate with co-workers or to serve clients or the public is unsatisfactory to the Agency, the agreement also grants and recognizes the right of an Agency department head, in an emergency as interpreted by that department head, in his or her discretion, to summarily relieve that student from a specific assignment or to summarily request a student to leave the department pending final determination of the student's future assignment by the Agency and the College."

Health Related Policies

- Students may experience a health or physical challenge that affects their ability to attend lab or clinicals.
- Clinical affiliate agencies may or may not allow a student with a health or physical challenge to attend clinicals.
- Should a health or physical challenge arise, a physician release will be required to return to clinicals.
- Lab participation may require certain essential physical and mental functions. If health or physical/mental challenges impede participation, please notify faculty.
- Non-participation in clinical learning opportunities may prohibit the student from meeting course requirements which may result in failure of the class.

- OCCC and clinical affiliate agencies are not responsible for any injury or communicable disease that may be contracted while the student is enrolled in the nursing program.

One or more of the following actions or like actions by a student may be grounds for immediate termination by the college of the clinical assignment or termination from the program.

- Behavior that creates a threat to the welfare of the client.
- Behavior that creates a threat to the facility to which the student is assigned.
- Behavior that threatens the continued relationship between the College and the facility.
- Violation of client confidentiality.
- Failure to adhere to facility policy and/or procedures.
- Failure to seek direct supervision in procedures not previously performed, unless otherwise directed by instructor.
- Failure to carry out clinical assignment.
- Repeated failure to follow instructions.
- Arguing with the supervisor
- Use of profane, abusive, or vulgar language.
- Failure to follow attendance procedures.
- Misrepresentation of personal competency level.
- Misrepresentation of information regarding the client.
- Failure to alter behavior after constructive feedback from a supervisor.
- Reporting to clinical learning experiences in a state of impairment due to drugs, alcohol, sleep deprivation or stress significant enough to interfere with professional performance in the clinical setting.

If a faculty requests the withdrawal of a student from a clinical, the following actions will occur:

1. The clinical faculty will notify the Team Leader of the problems in student performance and indicate the date the student's placement will be terminated. The Team Leader will inform the nursing program clinical director of the details surrounding the request.
2. As soon as possible, the faculty, student, and nursing program clinical director will meet to attempt to resolve the issue. The final decision on continuation or discontinuation of placement will be determined. If a facility requests withdrawal of a student from a clinical placement, the student cannot return to that facility for any future clinical, nor shall the student in any way harass employees of that facility.
3. If, in the judgment of the nursing program clinical director, the student should continue the clinical but be placed in another facility, attempts will be made by faculty to secure another site following the standard procedures for site procurement.
4. If the student's behavior indicates additional learning experiences will be necessary to facilitate a successful placement, the student will be prescribed additional learning activities by the faculty (such as one to one instruction in the nursing clinical campus lab by the lab faculty). The student will be reviewed for continuation in the nursing program following successful completion of the prescribed activities.
5. All General Expectations and Integrity Policies specified previously in the handbook are applicable.

Student Statement of Confidentiality

Nursing students participating in clinical experiences have access to confidential information about clients, families, and the clinical facilities. The federal government has given strict guidelines, including the Health Insurance Portability and Accountability Act (HIPAA), regarding patient confidentiality. It is an absolute requirement that students maintain confidentiality of all verbal, written, or electronic information. Confidential information is only to be used to provide client care and treatment during the student's clinical experience. No confidential client information may be removed from the facility (i.e. no copies of the client's medical records, or any photographs of clients are prohibited). During all clinical activities, you must follow each agency's established procedures related to maintaining confidentiality. Violation of these rules may result in dismissal from the nursing program. If a student witnesses any violation of confidentiality in clinical facilities, the same should be reported as required by facility guidelines.

Nursing Guidelines for the Use of Electronic Communications and Social Media

Social media and electronic communication (including group texts, apps, etc.) can help nursing students communicate, collaborate, and educate themselves and the public on health issues. However, nursing students are held to OCCC codes of conduct, healthcare institutions policies, professional standards, as well as healthcare regulations such as the Health Information Insurance and Portability and Accountability ACT (HIPAA) with the use of electronic communication and social media. Client privacy is a fundamental ethical and legal obligation of nursing students.

- Nursing students shall respect client privacy and confidentiality at all times in all environments including online.
- Nursing students shall not transmit or place online any information regarding individually identifiable client or their family information. Merely removing someone's name (or face, in the instance of images) from a communication does not necessarily protect that person's identity. Under federal law (HIPAA), protected "individually identifiable information" includes health information that identifies the individual or can reasonably be used to identify the individual, in any form (oral, written, or otherwise) that relates to the past, present, or future physical or mental health of an individual.
- Sharing client information, even with names removed, may be enough to trigger a HIPAA violation and its associated penalties.
- Maintain professional boundaries with clients and families.
- Use cell phones and internet access according to institutional policy while in clinical and academic settings.
- Copyrighted material should not be posted.
- Do not post or use language that is defamatory, obscene, threatening, or harassing statements.
- Protect your privacy and security: Remember all electronic communications and postings are permanent, public, and immediately searchable. Clients, families, faculty, employers, and colleagues routinely access social media sites
- Restrict access to your personal information. Utilize maximum privacy settings and check them often. Utilize separate online personal and professional social media accounts if you choose to use them for both purposes.

Consequences of Inappropriate Use

The use of social media and electronic communication by nursing students shall be subject to OCCC policies and procedures: According to the Nursing Integrity Policy, "Nursing students are expected to demonstrate high moral character, professional behaviors, and integrity worthy of the public's trust. Behaviors that do not comply with those expectations will be subject to disciplinary action which may include dismissal from the program."

Clinical Requirements

The following immunizations and health records are required for program enrollment and clinical attendance. These records are subject to change as clinical agencies update their requirements. All requirements must remain current throughout the semester, which means ALL compliance that requires renewal (like TB and CPR) must have an expiration date during summer or Christmas break.

BACKGROUND CHECK – REQUIRED

Due to clinical agency requirements, the Division of Health Professions requires a nationwide Background Report, which includes, but is not limited to, Oklahoma State Bureau of Investigation (OSBI) background searches for sex offender, violent offender, and criminal history. The student is responsible for the cost of the Background Report, which must be paid by credit card or money order only. Clinical agency representative(s) review the reports that have any criminal history (or "hits on the designated areas of concern"). The agency alone can accept or deny clinical access to a student. *If a student is denied access to clinical sites, he/she will be unable to successfully complete the course or the program.* Clinical facilities may require annual background checks. Any break in continuous enrollment will require another complete Background Report. The licensing agencies require that any criminal history or positive drug testing results be reported to the appropriate licensing agency.

Clinical agency representative(s) review the reports that have any criminal history (or "hits on the designated areas of concern"). The facility alone can accept or deny clinical access to a student. If a student is denied access to clinical sites, he/she will be unable to successfully complete the course or the program. Any break in continuous enrollment will require another complete background report.

All Health Professions students are required to submit a nationwide background and pre-placement drug testing prior to clinical/fieldwork. More information will be distributed upon acceptance into your respected program. AUAs and LPNs with positive drug screen results must be reported to the Oklahoma Board of Nursing.

All applicants to the nursing program who hold a nursing license or AUA certification must be unencumbered for admission and progression in the program.

DRUG TESTING – REQUIRED

Drug testing is required for all students in the Division of Health Professions. Each student will be required to take a drug test prior to the first clinical assignment. Students must produce a negative drug result to remain eligible for the program. If a student is prescribed normal daily medications, by a medical professional, a Medical Review Officer (MRO), will determine eligibility. Any student receiving a confirmed positive drug test from the MRO, one time, will not be eligible to continue in the program, at that time, but may reapply to any of the Division Programs for a future semester – based on program application procedures but readmission is not guaranteed. Failure of a second drug test will result in dismissal from any of the HP Programs with no

opportunity for readmission. Any break in continuous enrollment will result in an additional pre-placement drug test, at the cost of the student. Licensing agencies require that any criminal history or positive drug test results must be reported to the appropriate licensing agency.

Please note – that while medical marijuana is legal in the State of Oklahoma, it is not accepted in healthcare or in any of the Health Professions Programs at OCCC. A positive test for marijuana will result in the student's loss of eligibility to remain in an HP Program.

The Health Professions Division has policies related to both Background Checks and Drug Testing, as follows.

Health Professions Student Drug Testing Policies and Procedures

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Purposes:

- Promote and Protect Patient/Client Safety
- Comply with Clinical Affiliates Drug Testing Requirements
- Detect Illegal Drug Use
- Emphasize Professional and Appropriate Behavior

Definitions:

- **Confirmed Positive Drug Test:** A drug test processed at a SAMHSA certified laboratory using GC/MC (see definition below) with confirmation on all non-negative specimens. The ONLY person who can make a final determination regarding the results is the Medical Review Officer.
- **Drug Testing for Reasonable Cause:** A drug test required due to the suspicion that reasonable cause exists that the student is not free of illegal drugs.
- **GC/MS:** Gas chromatography/mass spectrometry will confirm all non-negative specimens.
- **Illegal Drugs:** Illegal drugs include those drugs made illegal to possess, consume, or sell by Oklahoma and Federal statutes. An illegal drug also includes those drugs taken by an individual which exceed the prescribed limits of a lawful prescription or the taking of a prescription drug without a valid prescription.
- **Initial Random Drug Test:** A drug test administered prior to the beginning of the first clinical assignment. The date and time of the random drug test will be scheduled solely by the College.
- **Medical Review Officer (MRO):** A medical doctor who is certified as a MRO. The MRO is independent of the College, the collection process, and the SAMHSA certified laboratory. The MRO is the ONLY person who will determine the result of a non-negative specimen.
- **Substance Abuse and Mental Health Services Administration (SAMHSA) Laboratory:** SAMHSA Laboratory Certification is the highest standard available and ensures the most accurate processing. The laboratory confirms all non-negative/positive drug screen samples by GC/MS testing. This is the gold standard in drug testing.

Initial Drug Testing:

Each student will provide a sample for a random drug test prior to the first clinical assignment. Any student receiving a confirmed positive drug test from the MRO, one time, will not be eligible to continue in the program but may reapply to any of the Division Programs for a future semester. To be eligible to reapply/reenter, the

student must meet with his/her Program Director and the HP Director of Operations (primary)/Division Assistant (secondary), re-apply, and be accepted in a chosen program. To be considered for entry into a program the student must have a **negative drug test** at a time and place set by the HP Director of Operations/Division Assistant, a current background check and be current on required immunizations and provide other health records as required. The student is responsible for these expenses.

The results of the initial drug test are generally accepted for the duration of the student's continuous enrollment in the Program, unless there is suspicion leading to reasonable cause that the student is not free of illegal drug use.

Continuous Enrollment: A student will be considered to have maintained "continuous enrollment" for purposes of nationwide background reports and drug testing if, since the date of the student's last nationwide background report or drug test, the student has participated in a minimum of one eight- or sixteen-week Health Professions course during each intervening sixteen-week semester by remaining enrolled in the course beyond the College withdrawal deadline. The College withdrawal deadline is defined as the end of the third quarter of a semester (through the twelfth week of a sixteen-week semester or the sixth week of an eight-week semester). In the event a student does not maintain continuous enrollment as defined in this paragraph, the student will be required to repeat, at his/her expense, both the nationwide background report and drug testing. Additional nationwide background reports and/or drug testing may be warranted for reasonable cause as set forth in the Health Professions Student Drug Testing Policy and/or Health Professions Nationwide Background Policy.

Unless appealed, the initial drug test result(s) reported by the independent MRO is final. A student can request to have his/her original specimen retested. The request must be submitted in writing to the HP Director of Operations/Division Assistant, along with a money order for \$150 made out to "University Services" to cover the payment for the MRO, within 10 days of the incident. The cost for reevaluation of the specimen is the student's responsibility. If the results are negative, the student will receive a refund.

If there is a second confirmed positive result due to a second test on the original sample, the student is required to withdraw from the clinical course, or academic course with clinical component, and all concurrent Health Professions Program related courses. There will be no additional opportunities to enroll in OCCC Health Professions Division Programs.

Once the drug test analysis and GC/MS confirmation are completed, and the Medical Review Officer has reported the results of the second set of testing, those results are final and cannot be appealed.

Drug Testing for Reasonable Cause:

"For-cause testing: A public or private employer/school may request or require an employee/student to undergo drug or alcohol testing at any time it reasonably believes that the employee/student may be under the influence of drugs or alcohol, including, but not limited to, the following circumstances:

- drugs or alcohol on or about the employee's person or in the employee's vicinity,
- conduct on the employee's part that suggests impairment or influence of drugs or alcohol,
- a report of drug or alcohol use while at work or on duty,
- information that an employee has tampered with drug or alcohol testing at any time,
- negative performance patterns, or
- excessive or unexplained absenteeism or tardiness;" If reasonable cause exists to suspect a student is not free of illegal drugs, he/she will be required to complete a new drug test at that time.

This test will be at a SAMHSA certified lab designated by the HP Director of Operations/Division Assistant. The College will pay the fee for the test. Any student receiving a confirmed positive drug test from the MRO,

one time, will not be eligible to continue in the program at that time but may reapply to any of the Division Programs for a future semester. If the student has had a previous confirmed positive drug test, a second confirmed positive for reasonable cause will result in no additional opportunities for the student to enroll in OCCC Health Professions Division Programs. **The student will not return to class/lab/clinical until/unless a negative result is obtained.**

The Program Director, Dean, or HP Director of Operations /Division Assistant must request a test if reasonable cause exists. The student must complete the drug test at a time and place designated by the College. The student is required to complete a release directing the company/agency conducting the drug test to send the results directly to the HP Director of Operations/Division Assistant, who will provide the results to the Program Director or Dean.

Unless appealed, the drug test result(s) reported by the independent MRO is final. A student can request to have his/her original specimen retested. The request must be submitted in writing to the HP Director of Operations (primary)/Division Assistant (secondary), along with a money order for \$150 made out to "University Services" to cover the payment for the MRO, within 10 days of the incident. The cost for reevaluation of the specimen is the student's responsibility. If the results are negative, the student will receive a refund.

Once the drug test analysis and the GC/MS confirmation are completed, and the Medical Review Officer has reported the results of the second set of testing, those results are final and cannot be appealed.

When the MRO determines that a student tested for reasonable cause has a confirmed positive drug test, readmission to any HP Program may be affected. The student with the confirmed positive drug test is required to withdraw from the clinical course, or academic course with clinical component, and all concurrent Health Professions Program related courses.

To be considered for entry into a program the student must have a **negative drug test** at the time and place set by the HP Director of Operations/Division Assistant, current background check and be current on required immunizations and other health records required. The student is responsible for these expenses. When a student who has had a confirmed positive drug test is accepted into a Program, he/she will be subjected to random drug testing at his/her expense.

CPR – REQUIRED

All students must be currently certified in **American Heart Association Basic Life Support (BLS) Healthcare Provider CPR** prior to enrollment in any nursing course. Online CPR training is only acceptable if it includes both an online class and hands-on in-person skill check-off and is American Heart Association Healthcare Provider CPR. CPR certification is good for the period indicated on your card. However, it must be current for the entire semester in which the student is enrolling. For example, if your CPR certification expires in the middle of a semester, you must renew prior to the first day of class for that semester. NOTE: American Red Cross certification (or anything besides AHA) is not accepted by the hospitals.

OCCC CPR options may be available for students based on instructor availability. The cost is \$35.00, not including the cost of the required book. Please contact 405-682-1611 ext. 7507 for questions and to request information about when classes may become available. Other CPR options can be found by searching for the American Heart Association BLS. American Heart Association Website: <https://cpr.heart.org/en/course-catalog-search>.

STUDENT LIABILITY INSURANCE – REQUIRED

All students enrolled in nursing coursework with a clinical component must have Accidental Medical and Professional Liability Insurance. The cost of the insurance policy is \$30.00 for one calendar year for one million dollars coverage and can be purchased in the Bursar's office during normal hours of operation or online through your student portal. This policy must be reviewed annually before the start of the semester.

IMMUNIZATIONS – REQUIRED

All nursing students must submit records of immunizations or acceptable titers for certain vaccinations to attend clinical. Clinical site policies may vary on waiver or declination acceptance. Alternative clinical experiences may not be available. This may interfere with your ability to pass the required clinical course and progress in the nursing program.

Clinical site vaccination requirements are subject to revisions based on clinical site policies.

All vaccination records must contain your full name, date of birth, and location.

All requirements must remain current throughout the semester. (Including TB and CPR)

Contact Stephanie Wallace at swallace@occc.edu or 405-682-1611 ext. 7194 or Brittany Smith at brittany.l.smith@occc.edu or 405-682-1611 ext. 7630 if you have questions regarding clinical requirements/immunizations.

SEQUENCING OF VACCINATIONS

1. First start with the TB test
2. Second MMR, Varicella, and others

REQUIRED IMMUNIZATIONS

1. Tuberculosis (TB)

Students must receive a TB QuantiFERON Gold (T-Spot/IGRA) Blood Test and submit one annually (every 365 days)

OR a Two-Step TB skin Tests (TST) before beginning the semester and submit one TB skin test annually (every 365 days).

TB QuantiFERON Gold (T-Spot/IGRA) Blood Test

- a. Results **positive** see below for next steps
- b. Results **negative** not infected
- c. If you received the BCG vaccination or had a previous positive TB skin test, it is recommended you have blood drawn for a T-Spot/IGRA test.
- d. The records must have the following:
 - a. Full name & date of birth
 - b. Date collected
 - c. Results **negative**
- e. If you have a **positive** QuantiFERON (T-Spot/IGRA) Blood Test
 - i. Will need to make an appointment with the public health department
 - ii. The following documentation will need to be submitted:
 - iii. Submit positive TB QuantiFERON (T-Spot/IGRA) Blood Test
 - iv. Submit a chest X-ray report within the last 90 days from the start of the first clinical day
 - v. A negative review of symptoms documented by the "Cleared for Public Contact" memo from the public health department. *This memo expires one year from the date signed.*

OR

TB skin test (Mantoux tuberculin skin test (TST), **two-step testing**)

- a. Step 1 first TST (TB skin test)
 - a. Results **positive** no second TST needed, will need to get a TB QuantiFERON Gold (T-Spot/IGRA) Blood test
 - b. Results **negative** a second TST is needed.
- b. Step 2 second TST (TB skin test) minimum of 7 days to 21 days after first test
 - a. Results **positive** will need to get a TB QuantiFERON Gold (T-Spot/IGRA) Blood test
 - b. Results **negative** not infected
- c. The records must have the following:
 - i. Full name & date of birth
 - ii. Date administered
 - iii. Date read (between 48-72 hours after administration)
 - iv. Results **negative** (0mm)

NOTE: *If you have had a positive TB test do not repeat the TB test refer to TB QuantiFERON Gold information above*

2. Measles, Mumps, Rubella (MMR)
 - a. Submit records of two MMR vaccinations

OR

- b. Submit MMR titer records for each, measles, mumps, and rubella (a total of 3 positive titer results)

3. Varicella (Chickenpox)
 - a. Submit records of two Varicella vaccinations

OR

- b. Submit records of one positive Varicella titer (history of Varicella will not be accepted)

4. Hepatitis B (HBV)
 - a. Submit records of three-dose series HBV vaccinations or two-dose series HBV vaccinations specifically Heplisav-B (Dynavax)

OR

- b. Submit records of one positive HBV titer

OR

- c. Submit waiver for HBV vaccine (HBV waiver is included below)

5. Tetanus, Diphtheria, Pertussis (TDAP)
 - a. Submit records of TDAP vaccination administered
 - b. Must be administered within the last 10 years or record of Tdap booster every 10 years thereafter (DTaP or TD is not accepted)

6. Annual Influenza (Flu)
 - a. Required to submit records **annually** after September 1st for the flu season
 - b. Submit records of flu declination statement if refusing for:
 - i. Medical reasons (must submit facility-specific signed physician statement)
 - ii. Religious reasons (must submit facility-specific signed ministry statement)

NOTE: *Clinical site policies may vary on waiver or declination acceptance. Alternate clinical experiences **may not** be available. This may interfere with your ability to pass the required clinical course and progress in the nursing program.*

7. COVID-19 Vaccine Annual
 - a. Submit records of vaccination
 - i. 2024/2025 COVID-19 vaccine:
 - Pfizer-BioNTech
 - Moderna
 - Novavax
 - ii. If you have previous COVID vaccinations and/or boosters some hospitals will request them, upload to mCE

OR

- c. Submit records of COVID-19 declination statement
 - i. Medical reasons (must submit facility-specific signed physician statement)
 - ii. Religious reasons (must submit facility-specific signed minister statement)

NOTE: *Clinical site policies may vary on COVID-19 declination acceptance, most facilities accept declinations.*

Nursing students are responsible for all of their individual compliance costs.

Oklahoma City Community College Division of Health Professions Incident and Exposure Notification Policy/Procedure (suspected or known)

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The following procedures should be followed if a student has an incident, receives a needle stick or exposure to blood or body fluids during lab, clinical, fieldwork, field internship, or any other educational site.

INITIAL NOTIFICATION

The student should immediately inform their clinical instructor/staff at the facility where the event occurred. That individual will provide direction of the following:

1. If the event occurs on campus, the faculty/staff will direct students to the HP Director of Operations (DoO - Shelly Tevis - stevis@occc.edu)/ Division Insurance Coordinator within **48 hours**. The DoO will forward documentation of the event to Risk Management/Legal Counsel for record.
2. If the event occurs off campus and there is an OCCC fulltime faculty, clinical instructor, or preceptor on site, the student should notify that individual immediately. The student and instructor/preceptor will each document his/her knowledge of the events. No patient names may be used. Include the date, area of the facility (if applicable), time, and patient identification number if available. This documentation will be forwarded to the DoO /Division Insurance Coordinator **within 48 hours**. The DoO will forward documentation of the event to Risk Management / Legal Counsel for record.

3. If the event occurs off campus and there is no OCCC fulltime faculty, clinical instructor or preceptor on site, the student should notify the person at the facility who is overseeing their clinical experience. The student will document his/her knowledge of the events. No patient names may be used. Include the date, area of the facility (if applicable), time, and patient identification number if available. This documentation will be forwarded to the DoO /Division Insurance Coordinator **within 48** hours. The DoO will forward documentation of the event to Risk Management / Legal Counsel for record.

TREATMENT

During the clinical shift in which the incident / exposure occurred:

1. The student should have baseline blood work drawn and/or baseline tests performed at the clinical site if the facility has that capability OR
2. The student should report to their personal physician, a clinic, or a hospital of choice for treatment.
3. If the student does not have a personal physician or preference where they acquire treatment, the student may report to one of the following St. Anthony Health Plex locations noted below to have a baseline bloodwork drawn and/or baseline tests performed.

HealthPlex East
3400 S. Douglas Blvd
405-272-2821

HealthPlex North
13401 N. Western
405-252-3422

St. Anthony North Urgent
Care
6201 N. Santa Fe, Ste 1010
405-772-8687

HealthPlex Mustang
201 South Sara Rd
405-578-3200

HealthPlex South
13500 South Tulsa Dr.
405-713-2621

1. For all follow up treatment (regardless of where the initial treatment transpired), the student may report to one of the St. Anthony Health Plex locations noted under “TREATMENT – 1.c.”
2. The student must obtain a copy of the report from the clinic, personal physician or the ER Report to include Diagnosis and Treatment Codes at the time of service.

It is the student’s responsibility to follow this procedure and to continue to follow up bloodwork and/or tests per medical direction.

BILLING

1. The student will use their personal health insurance initially, followed by the Student Liability Insurance Plan. If a student does not possess personal health insurance, the Student Liability Insurance covers the student for accidents to and from clinical, as well as on site.
2. Billing will be sent directly to the student. Once received, the student shall contact the DoO **within 48 hours** to schedule an appointment. During this appointment, the student will be asked to provide the billing received and to verify appropriate claim forms and any other required documents. The student shall also provide (if not already on file) the ER report containing diagnosis and treatment codes. The student should read the report carefully, checking dates, times, etc., because this legal document could impact future legal matters.

3. It is the student's responsibility to follow this procedure and to follow up with the DoO to ensure billing is processed / paid in a timely matter.

Note: In the event of exposure to an infectious disease that needs follow up from students or clinical faculty the clinical site will contact the individuals involved.

Quick Reference Checklist

Exposure / Incident Occurs for both On / Off-Campus events:

- Notify Lab/Clinical Instructor or Preceptor
- Follow protocol - Clean, wash, base line blood draw, etc. Whatever treatment is required for your particular case.
- Notify Shelly Tevis, HP Director of Operations (within 48 hrs. of event) stevis@occc.edu - 405-682-7507
- Document (student and faculty) incident and provided documentation to Compliance Administrator- *Documentation should be as detailed and accurate as possible and should be HIPAA compliant*
- Fill out forms (Needle-stick, Incident, Claim, etc. forms) provided by Compliance Administrator
- Meet with OCCC Police to fill out required report – required by the Cleary Act –a Federal Statute.

If treatment occurs where billing is required:

- At time of treatment, request a copy of Diagnosis, Treatment, and any follow up treatment suggested *Request a UB04 or HCFA form from place of treatment when possible. This is the form insurance will need to pay claim.*
- Provide the aforementioned documentation to Compliance Administrator
- Provide any/all billing to the Compliance Administrator who will work with students to file claim

**Note - Student Accidental Medical insurance is secondary to a student's personal health insurance. If a student does not have personal health insurance, the Student Accidental Medical will become their primary for this event only.*

Nursing Program Sharps Safety Information

In accordance with the Centers for Disease Control (CDC), all sharps are to be handled safely and disposed of properly. In the event of a needle stick (any type), the student will advise a faculty member or the lab coordinator and report to Safety and Security to report the incident (see Nursing Student Handbook for policies regarding exposures).

Needle stick prevention strategies are required. In the event of a needle stick injury, an instructor must be notified immediately, and the Division Exposure plan must be followed (see Nursing Student Handbook and Needle re-capping policy).

- Students are never to recap a contaminated needle (e.g., after giving an injection); place the uncapped, needle pointing downward, directly into a sharp's container. However, you may occasionally find that you must recap a contaminated needle when there is "no feasible alternative" (U.S. Department of Labor, OSHA, 1999). For example, in some client rooms the sharps container is not located near the bed. If there are several people (visitors) between you and the sharps container, you may need to recap the needle for their safety as well as for your own.
- Students must demonstrate safety precautions while utilizing needles during practice as instructed in class.
- Any irresponsible use of needles will result in disciplinary action.
- All needles should be placed in appropriate sharp containers.
- Always dispose of needles, glass, and other "sharps" in clearly marked, usually red, puncture-proof containers. Needles, glass, or other "sharps" are not to be left unattended or placed into a trashcan.
- When breaking ampules for practice, students should protect their fingers by using a gauze covering or an alcohol wipe and should break the ampule in the opposite direction of their face.
- Never force a needle into an already full container; you may be injured by sharps protruding from the top. Report any sharps container that is $\frac{3}{4}$ full to a faculty member for replacement.
- Never put a needle or other sharp in a wastebasket, in your pocket, or at the client's bedside.
- Sharp containers are for needles, glass, or other sharps only. No trash or gloves are to be placed in these containers at any time.
- Safety syringes or adaptors should be used when possible.
- For the purpose of recapping needles, the one-handed technique will be used.
- OSHA and the National Institute of Occupational Safety and Health (NIOSH) do not advise against recapping sterile needles (after drawing up a medication), except to recommend needleless systems and safety systems.
- The method for recapping sterile needles includes the use of specially developed devices such as, a medication cup, placing the cap on the edge of the counter or shelf or using the hard-plastic tubular container from the syringe, or places an open alcohol prep pad on a sterile surface and then use the one-handed technique.

Section Five - Institutional Statements

MOODLE Statement

Moodle grades are provided for informational purposes only. In the event of a discrepancy between grades reported in Moodle and grades calculated according to the course syllabus, the latter of the two is the official grade for the class.

Micro-Credentials

Nursing courses may earn a micro-credential and will be listed in the course syllabus if applicable. A micro-credential is a short-term credential comprised of non-credit activities or projects, and/or up to 9 hours of credit bearing courses that provide specific career-related critical skills, competencies, and knowledge useful in the workplace. Once you have completed the requirements for the micro-credential, you will receive an email recognizing your achievement and asking you to log in to Credly <https://www.credly.com/> to accept your digital badge. You can then share your digital badge confirming your achievement through social media, resumés, or job applications. More information about OCCC's available micro-credentials can be found here: <https://www.occc.edu/micro-credentials/>.

Course Registration

For enrollment in the Fall 2024 semester and beyond, students will need to provide the College with a plan for payment. Several options are available, but the **best advice is to sign up for a monthly payment plan at the time of registration**. If there is no plan on file, at different intervals during the registration period, students will be **withdrawn from their courses** prior to the beginning of the term. Upon re-enrollment, students will be at the end of any waitlist. Concurrent students will be exempt from withdrawal and not removed from any courses, but it is strongly recommended that they set up a payment plan for any anticipated remaining balances.

Course Attendance

If students do not attend a course from the beginning, including concurrent students, they will be **withdrawn from the class and charged \$100.00 for each course**. Your faculty member will give you specific details about what constitutes attendance.

For more information about these policy changes, payment plan options, dates for withdrawal for not providing a plan for payment, and any charges, please contact the Bursar Office: <https://www.occc.edu/bursar/>.

Attendance Requirements

OCCC expects students to attend class on a regular and punctual basis. If a student is absent from class, regardless of the cause, it is the responsibility of the student to communicate with the instructor to discuss work missed. The instructor will determine whether or not the student will be permitted to make up work and will decide on the time and nature of the make-up. If a student does not appear at a pre-arranged time for make-up work, he/she could forfeit the right to make up the work.

Change of Information

Students who have a name, telephone or address change must give immediate written notice to the Office of Admissions and Records and the Health Professions Division office. It is crucial that OCCC be able to locate students due to emergencies or inclement weather

Accommodations Statement

Oklahoma City Community College complies with Section 504 of the Rehabilitation Act & the Americans with Disabilities Act. Students with disabilities who seek academic adjustments/accommodations must make their request by contacting the office of Student Accessibility and Support located on the first floor of the main building near SEM entry 3 or by calling 405-682-7520. All academic adjustments/ accommodations must be approved by Student Accessibility and Support. You can also go to <https://www.occc.edu/support/disability/> for more information about disability accommodations.

If you have been approved by Student Accessibility and Support to receive academic adjustments/accommodations, you will receive an email from them with your approved accommodations attached. You should forward that email to your instructor, so they will know what is authorized and then you must speak with the instructor either in person, via email, or phone about your accommodations. This will allow the instructor to be better informed on how to assist you with access during the semester. To respect your privacy, the instructor **will not** approach you, but the academic adjustments/accommodations must be discussed to ensure ideal implementation for you. All information will remain confidential.

Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, Oklahoma City Community College (OCCC) provides reasonable accommodations to students who are new parents, pregnant, recently experienced childbirth, and/or have medical needs related to childbirth (such as, false pregnancy, termination of pregnancy, or recovery, etc.). Pregnant and parenting students may request accommodations or adjustments by completing the new [Parenting and Pregnancy Accommodations and Adjustments Request Form](#). Students may also work directly with their instructors, departments, or supervisors for minor adjustments. Additionally, no student should be discriminated against or excluded from an educational program or activity due to their pregnancy or parenting status. If any student has questions, needs assistance with pregnancy-related accommodations/adjustments request, or wishes to file a complaint, please contact the Title IX Coordinator, Dr. Carolyn I. Eastlin by email at reporting@occc.edu or by phone at 405-682-7850. For additional information, please see [OCCC No. 1013 Pregnancy and Parenting Policy](#).

Title IX

Oklahoma City Community College (OCCC) is committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available.

The College strongly encourages all members of the community to take action, seek support, and report incidents of sexual misconduct to the Office of Institutional Equity. If you should need assistance, please contact the Title IX Coordinator, Dr. Carolyn Eastlin at reporting@occc.edu.

Copyright

Lectures and course materials in this course, including presentations, tests, exams, outlines, and similar materials, are protected by United States copyright law (Title 17, US Code). During this course, students are encouraged to take notes and download course materials for their own educational use. Students are prohibited from disseminating copyrighted course materials to any other person or entity, other than sharing them directly with another student enrolled in the course for purposes of studying, without prior written permission from the course instructor.

Academic Integrity Policy

Students of Oklahoma City Community College are required to meet the highest ethical standards in their academic pursuits. Faculty and staff share in this responsibility with students to maintain academic integrity. You may view this OCCC Policy No. 4016 on the OCCC website. Violations of academic integrity are viewed very seriously. Any form of academic dishonesty is subject to disciplinary action by the College.

Violation of Academic Integrity

The absence of academic integrity is described as cheating, generally defined as the deception about one's work to others. Such acts may include but are not limited to the following:

- Submitting another's work as one's own or allowing another to submit one's work as though it were his/hers.
- Several people completing an assignment and turning in multiple copies all represented either implicitly or explicitly as individual work.
- Failing to contribute an equal share in group assignments or projects while claiming equal credit for the work.
- Using a textbook, notes, or technology tools during an examination without permission of the instructor.
- Receiving or giving unauthorized help on assignment or examinations.
- Stealing a problem solution or assessment answers from a professor, a student or other sources.
- Tampering with experimental data to obtain "desired" results, or creating results for experiments not done.
- Creating results for observations or interviews that were not done.
- Obtaining an unfair advantage by gaining or providing access to examination materials prior to the time authorized by the professor.
- Tampering with or destroying the work of others.
- Submitting substantial portions of the same academic work for credit or honors more than once without permission of the professor.

- Lying about these or other academic matters.
- Falsifying college records, forms or other documents.
- Accessing computer systems or files without authorization.
- Plagiarizing (Plagiarism is generally defined as the use in one's work of specific words, phrases, ideas and/or works without giving proper credit) Specific examples of plagiarism may include but are not limited to the following:
 - Copying and/or presenting the work of others as one's own work, including sources from the Internet.
 - Copying words, even if you cite the sources, unless appropriate quotation is noted.
 - Copying words and then changing them a little, even if you give the source.
 - Copying material from an Internet source without properly citing it.

Any person with a good faith suspicion that a violation of academic integrity has occurred shall report the suspected misconduct to the appropriate professor or immediate supervisor in whose area the suspected misconduct occurred.

The primary responsibility for investigating, making determinations, and assigning academic sanctions for academic misconduct resides with the professor in whose course the suspected misconduct allegedly occurred. If a professor suspects that a violation of the Academic Integrity Procedure has occurred which will result in a failing final grade, the professor shall notify the appropriate Division Dean. The Division Dean will notify the Associate Vice President for Academic Affairs.

A professor who suspects that a violation of the Academic Integrity Policy has occurred shall notify the student in writing of the nature of the alleged violation and schedule a meeting with the student to offer the student the opportunity to discuss the allegation, review any supporting evidence, and offer any relevant information before a determination of violation is made.

For further information regarding this policy, the student is referred to the OCCC Student Handbook which is available online.

Withdrawal Policy

A student choosing to withdraw from a class must complete and submit an add/drop form which may be obtained from the advising office or withdraw online through his/her student account before the beginning of the fourth quarter of a semester (i.e., through the 12th week of a 16-week semester or the sixth week of an eight-week semester). Students who do not take the initiative to officially withdraw from a class may be given the grade of "F" and will be responsible for full payment of tuition and fees for the class. If you have questions regarding this notice, please consult your instructor.

Student Support Services

Information may be found at www.occc.edu under student services. In addition, information may be found in the Moodle course under student support and resources.

OKLAHOMA CITY COMMUNITY COLLEGE



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All information supplied in this publication is accurate at the time of printing; however, changes may occur and will supersede published information. Oklahoma City Community College, in compliance with Title VI and Title VII of the Civil Rights Act of 1964, Executive Order 11246 as amended, The Title IX of the Education Amendments of 1972, the Rehabilitation Act, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991 and other Federal laws and regulations, does not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, disability or status as a veteran in any of its policies, practices or procedures. This includes, but is not limited to, admissions, employment, financial aid and educational services.

In addition to the aforementioned federally-protected characteristics, Oklahoma City Community College is committed to a diverse and inclusive educational environment and will not discriminate on the basis of religious belief, political affiliation, citizenship status, sexual orientation, gender identification or marital status.