

THE NURSING STUDENT HANDBOOK

2025



Carl Albert State College
NURSING

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Title IX of The Education Amendments of 1972, the Rehabilitation Act, The Americans with Disabilities Act, and other Federal Laws and Regulations, does not discriminate on the basis of race,

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Questions about discrimination can be directed to: Title IX Coordinator, Holly Bormann, available in BC866F at 1507 S McKenna, Poteau, OK or 918-647-1474; or room 8207 Mitchell Library Building at 1601 Buddy Spencer Ave., Sallisaw, OK or Deputy Title IX Coordinator, Kelly Vongnarath, V.P. for Student Affairs, available in HH144, Poteau campus, 918-647-1370.

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MESSAGE TO THE STUDENT:

This handbook has been designed to provide you with helpful information you will need throughout the nursing program. It is intended to supplement the *Carl Albert State College Catalog* and *Carl Albert State College Student Handbook*. It is your responsibility to become familiar with all college and department policies. The entire nursing faculty establishes nursing department policies. The faculty reserve the right to make revisions or additions as needed. CASC Nursing will notify you of changes using class announcements, written addendums or email. You are expected to sign a statement indicating your agreement to follow departmental policies.

CASC Nursing Faculty

Carl Albert State College Department of Nursing Education

The Associate Degree Nurse

Graduates of the CASC associate in applied science degree nursing program are nurse generalists who are prepared to take the NCLEX-RN licensure exam and function as registered nurses in diverse care settings.

CASC NURSING PROGRAM OUTCOMES

Graduates of the CASC Nursing Program will:

1. Enter practice as a Registered Nurse as measured by the National Council Licensure Examination for Registered Nurses.
2. Obtain employment as a Registered Nurse.
3. Complete the Nursing Program curriculum within 3 academic years from the point of admission.
4. Satisfactorily perform *End of Program Role Specific Competencies* as identified as End of Program Student Learning Outcomes.

The Carl Albert State College Department of Nursing Education is approved by the OK Board of Nursing. The Board of Nursing, by law, has authority and legal jurisdiction over basic educational programs of nursing, nursing practice and nursing licensure in Oklahoma. The *Oklahoma Nurse Practice Act and Rules* are available on the Oklahoma Board of Nursing web site at <http://www.ok.gov/nursing/index.html> and apply to the CASC Associate Degree in Nursing Program.

Oklahoma Board of Nursing
2501 N. Lincoln Blvd., Suite 207
Oklahoma City, OK 73105
(405) 962-1800 or 405 962-1832

The CASC nursing program is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN). The belief of ACEN is that specialized accreditation contributes to the centrality of nursing for the public good and provides for the maintenance and enhancement of educational quality through continuous self-assessment, planning, and improvement. Accreditation indicates to the general public and to the educational community that a nursing program has clear and appropriate educational objectives and is working to achieve these objectives.

Accreditation Commission for Education in Nursing, Inc.
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
(404) 975-5000
<https://www.acenursing.org/>

Carl Albert State College Department of Nursing Education

PROGRAM MISSION & PHILOSOPHY

The Mission of the Department of Nursing Education, in harmony with the mission of the college, is to prepare and empower students by providing affordable, accessible, and exceptional education to address health care needs of the client in diverse settings. Students obtain this ability by acquiring nursing knowledge and leadership skills for entry level practice while building a foundation for life-long personal and professional learning. Nursing roles are enhanced by fostering health promotion, disease prevention, and best practices with diverse groups in a time of rapid technological and societal change.

People are unique, holistic individuals with bio-psycho-social-cultural-spiritual needs. These needs are demonstrated in relation to the person's position on the health-illness continuum. Individualized needs are met by adaptation to the environment throughout the lifecycle.

Learning is a life-long process of acquiring knowledge, skills, attitudes, and values. New learning occurs at different rates and through various methods based upon the individual's qualities and experiences. Learning can best be facilitated by active participation in an organized program of study where the student is guided through the achievement of well-defined outcomes and established criteria used to evaluate progression. As a component of the learning-teaching process the faculty believe nursing education should be centered in institutions of higher learning and prepare graduates for professional advancement within the discipline of nursing.

Nursing is an art and science directed toward the respectful care of people. Nursing assists individuals to meet their needs by increasing their level of functioning and progressing toward optimal health as well as protecting the dignity of the person during end of life care. The nurse uses a dynamic problem-solving process that is based on scientific principles, critical thinking, and evidenced based practices to promote the attainment and maintenance of health.

The associate degree nursing education program provides skills necessary to function in a beginning staff position in diverse health care settings. In such a position, the associate degree nurse is prepared to administer and evaluate health care, while functioning as a member of a health care team. Within this team, the nurse provides direction and supervision to other care providers, ensures quality care in a safe environment, and seeks guidance from other team members. Therefore, nursing education must keep pace with rapidly evolving knowledge and technology.

Organizing Framework

(Rev 9/2014)

People are holistic, adaptive beings with unique biological, psychological, social, cultural and spiritual components. Any disturbance in one component affects the whole person.

Although people have unique characteristics, certain basic needs are common throughout the life cycle. The ability to meet human needs is based on adaptive responses that determine the person's fluctuating position on a health-illness continuum. Adaptation is defined as changes and adjustment made in response to new or unresolved stressors. A stressor is a challenge or force that disturbs the equilibrium of a person.

The life cycle is an orderly sequence of events that begin with conception and end in death. People progress through the life cycle by stages of growth and development. Because of unique characteristics, each person is an individual. Different characteristics can be accounted for, not only on the basis of heredity, culture or environment, but also on life experiences encountered during the life cycle, the perception of these experiences, and the manner in which a person adapts to these experiences.

Learning is the acquisition of knowledge that may produce a change within a person. It is acquired through experience and education throughout the life cycle. The ability to learn depends on the unique characteristics of a person. Teaching and learning occurs in three domains: cognitive, psychomotor, and affective. The cognitive domain involves the processing of knowledge and facts. The psychomotor domain entails learning physical skills. The affective domain consists of attitudes, values, and emotions. As a result of the learning-teaching process, a learner experiences a change in cognitive, affective and psychomotor behaviors.

Teaching is the act of providing knowledge via a series of actions that manipulates the learner's environment. The teacher and learner collaborate to assess goals and devise a plan for achieving outcomes. The teacher can enhance the learner's knowledge by providing a variety of evidence based activities throughout the learning process.

Evaluation of learning is a collaborative process between the teacher and learner that determines if student learning outcomes have been met. Formative evaluation occurs throughout the learning process. Summative evaluation occurs at the end of the learning experience.

The nurse requires a knowledge base that is maintained throughout a life-long learning process. Nursing faculty develop and evaluate nursing courses within the curriculum which integrate dependent, collaborative and interdependent behaviors. Nursing role performance competencies are incorporated from simple to complex and evaluated throughout various learning experiences of the nursing curriculum.

The nursing process is a systematic, rational method of planning and providing nursing care. Nursing process identifies a person's actual or potential needs to establish a plan to meet the identified human. The components of the nursing process include: assessment, diagnosis, planning, implementation and evaluation. Critical thinking is integrated through each step of the nursing process.

As a humanistic science, nursing values the uniqueness, complexity, and wholeness of each person and creates a sense of caring for the dignity and welfare of the person. The well -

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being of the person is the foundation of all nursing actions. A person's health status is determined by the ability to meet their basic bio-psycho-social cultural –spiritual needs. Nursing assists people meet basic needs and improve or maintain quality of life. Nursing care facilitates a person's movement along the health-illness continuum which is defined in terms of a person meeting or not meeting basic needs. Health and illness are on opposite ends of the continuum.

Implementation of the Curriculum

During semester one, the student is introduced to Maslow's hierarchy of needs in relation to the *human being* as a client and "Human Needs" as defined by Carl Albert State College nursing faculty. The *human needs* assessment method is presented to the student in a cumulative fashion during the first two semesters. In semester one the student assesses the *human needs* of the older adult client. In semester two the student utilizes all of the *human needs* as criteria for assessment of the childbearing family and surgical client. During semesters three and four, the student utilizes the *human needs* in assessment of clients with physical and/or mental illness. Health promotion and disease prevention is integrated throughout the four semesters.

The concept of *nursing*, is integrated throughout the program. The nursing process, definitions of nursing, nursing roles and competencies, and the legal and ethical aspects of nursing are introduced in semester one. Application of the nursing process continues in semester two and the student's knowledge base for assessment is increased. The nursing role expands to include more cognitive and psychomotor skills. The *human needs* concept is used to establish priorities of patient care so that the most basic needs are approached first. Nursing care expands in semester two to include care of the childbearing family. In semesters three and four, the student focuses on the nursing care of the adult and child with commonly occurring health problems. As the student becomes more skilled in nursing practice, the nursing process is applied to patients with illnesses of increased complexity.

The concept, *learning-teaching*, is integrated throughout the program. In semester one the student assesses the patient's knowledge and identifies patient-learning needs. In semester two the student provides healthcare teaching for the childbearing family, well child and the surgical client. In semester three, the student progresses to the identification of learning needs not only related to the client's chief complaint, but those that encompass other areas of health maintenance and promotion. During semester four, the student plans an educational program for other members of the health care team.

The recurring theme of the *health-illness continuum* is introduced to the student in semester one. The health portion of the continuum is emphasized in the first two semesters as the student's knowledge base related to *human needs* expands. The focus of the health concept is aimed at achieving and maintaining an optimum level of health. The illness portion of the continuum is emphasized in semesters three and four as the student focuses on biological, mental, and emotional components of illness, adaptation, and pathophysiology.

The recurring theme of *communication* begins in semester one. The student learns therapeutic communication and applies the techniques in the clinical setting. In semester two, the student continues to refine communication and teaching skills with individual clients and families. In semester three, the student increases expertise in communication through clinical

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experience with acutely ill clients, and families. Finally, in semester four, the focus is on goal-directed, therapeutic communication for the critically ill as well as communication with health team members in a managerial role.

The recurring theme of the *life cycle* is first presented in semester one. The focus in semester one is on the older adult. In semester two, the student focuses on the adult, newborn and well child. In semesters three and four, the student reviews growth and development and focuses on the application of principles as they relate to the ill adult and child.

The student acquires content on the recurring theme of *pharmacology* throughout the nursing program. Semester one includes the responsibilities related to dosage calculation, experience in dosage calculations, and administration of medications. In semester two, the student utilizes pharmacological concepts and content of selected drugs, including drugs specific to the childbearing family and surgical client. In semesters three and four, the student utilizes information concerning drugs and their interactions and administers through a variety of routes to clients with acute and chronic illness.

An overview of the recurring themes *legal and ethical aspects* of nursing is first addressed in semester one. The student in the clinical setting demonstrates documentation of nursing practice, utilizing the nursing process. In semester two the student begins to identify potential situations in the clinical area that have legal and/or ethical implications. During semester three, the student begins to learn how to use the health care system to address issues with potential legal and/or ethical implications. Specific emphasis is given to this recurring theme in semester four as students focus on legal and ethical responsibilities as a manager while functioning in the leadership role.

The nursing roles and competencies learned by the associate degree nursing student are in congruence with those defined by the National League for Nursing, QSEN (Quality and Safety Education for Nursing), Institute of Medicine, and Joint Commission along with state guidelines of the Oklahoma Board of Nursing.

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Nursing Graduate Learning Outcomes (Role Specific Graduate Competencies)

The following nursing program learning outcomes are based on national guidelines and competencies of QSEN, NLN, and JC along with state guidelines of the Oklahoma Board of Nursing. These role-specific graduate competencies empower graduates to address health care needs of the client in diverse settings

Upon completion of the nursing program, the graduate will:

1. Evaluate the nursing process by using scientific rationale, evidence based practice and critical thinking IOM to meet client needs while respecting their dignity, cultural diversity and right to make health care decisions. (QSEN, OBN, NLN)
2. Select therapeutic communication principles to establish and maintain a therapeutic, professional relationship with clients as they adapt to their health status on the health illness continuum. (QSEN, OBN)
3. Collaborate with members of the healthcare team to manage a group of clients with diverse needs while functioning within the scope of associate degree nursing practice and continuous quality improvement. (QSEN, OBN, NLN)
4. Value nursing skills according to evidence-based practice for health promotion, restoration, and prevention of complications by provide a safe environment to reduce risks to clients. (QSEN, JC, NLN)
5. Appraise the use of technology and informatics in communication and management of data in support of nursing practice and teaching/learning principles for clients and peers to maintain and promote client health throughout the lifecycle. (OBN, QSEN, JC, NLN)

NURSING COURSE DESCRIPTIONS

(Rev 2017)

Nursing 1129 - Health Illness Nursing 1

This first nursing clinical course provides instruction in basic nursing skills and supporting scientific principles which create the foundation for other nursing courses. In this course the student is introduced to and applies the nursing process and physical assessment skills to the older adult client in the community and long term care setting. Content focus of the course includes the concepts of: human needs, nursing practice, the health-illness continuum, interpersonal and therapeutic communication, life cycle, and beginning pharmacology. Legal and ethical nursing content is included as a basis for accountability. This course provides campus lab practice and check-off for selected nursing skills. Credit: 9 semester hours; 5 hours theory, and 4 hours laboratory. Pre-requisite: Math 1315, Chemistry 1115, Zoology 2124, AHS 1203, Psychology 1113

Nursing 1219: Health Illness Nursing II

This clinical course allows the student to apply nursing skills and theory to nursing care of clients in acute care and community-based settings. The course focuses on nursing care delivery to the medical/surgical client and childbearing family. The course expands the student's knowledge base of the health-illness continuum, human needs, life cycle, and pharmacology. The nursing process, interpersonal and therapeutic communication and principles of learning/teaching are used in the delivery of nursing care. Emphasis is placed on the maintenance and restoration of health and encouragement of an appropriate level of self-care for clients. The nursing student develops an awareness of cultural influences on family structure and health maintenance. The campus laboratory is used to advance nursing skills. Credit: 9 semester hours; 5 hours theory, 4 hours laboratory/clinical. Prerequisite: Nursing 1129 (or advanced standing). Zoology 2114

Nursing 2119 Health Illness Nursing III

This clinical nursing course provides content and clinical experience related to nursing care of clients with alterations in health, including mental health, throughout the lifecycle. The course provides clinical experiences in medical, surgical, and mental health nursing while developing complex nursing skills. Content focuses on caring for the ill child and adult and teaching families and clients to meet their own health care needs. Utilizing the nursing process, the student expands their ability to develop individualized plan of care to a variety of needs, feelings and behaviors expressed by the client. Clinical skills advance to more complex procedures. Prerequisites: Nursing 1129 and Nursing 1219 or equivalent. 5 hours theory, 4 hours laboratory/clinical.

Nursing 2219: Health Illness Nursing IV

This clinical nursing course provides content and clinical experience related to management, and critical care concepts. This course emphasizes assisting clients toward attainment and maintenance of optimum levels of health, managing nursing care for groups of clients, working with a team of health care providers, and performing complex nursing procedures and decision making skills. An understanding of the nurse's legal, ethical, and professional responsibilities is expanded. Students use informatics, communication and learning/teaching principles to enhance care. Through active participation in a variety of formats, the students will have an opportunity to explore the complexity of health care issues facing society. This is considered the capstone course of the nursing program. Prerequisites: Nursing 1129, 1219, 2119 or equivalent. 5 hours theory, 4 hours laboratory/clinical.

Nursing 1103 — Role Transition in Nursing

This course is designed to facilitate the transition of advanced placement students into the Associate in Applied Science in Nursing program. The course introduces the philosophy and framework of the CASC nursing program. It includes the nursing process, assessment of the client and roles and functions of the registered nurse. The course will include laboratory experiences to apply physical assessment and the nursing process. Prerequisites: Admission with Advanced Standing (LPN or Transfer), English 1 113, English 1213, Psychology 1 113, AHS 1203, Chemistry 1115, Zoology 2114 and 2124. 0.5 hours theory, 0.5 hours laboratory.

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The following statement is from the Oklahoma Board of Nursing:

The Carl Albert State College Department of Nursing Education is approved by the Oklahoma Board of Nursing. 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, 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, with the exception of felony convictions. Potential applicants to state-approved education programs, with a criminal history, may obtain an initial determination of eligibility for licensure or certification from the Oklahoma Board of Nursing for a fee. The initial determination of eligibility for licensure petition can be accessed at

<https://oklahoma.gov/content/dam/ok/en/nursing/documents/initialdeterm.pdf>.

Board Approved: 7/92 OBN Policy/Guideline: #E-05 Board Reviewed w/o Revision: 1/29/13

Page 1 of 2 Revised: 9/01; 5/04; 1/25/05; 11/13/07; 5/25/10; 11/4/13; 5/24/16; 11/12/19

P:/Administration/Executive/Policies/Education/E-05 Information for Bulletins and Catalogues of Nursing Education Programs

PROVISIONS TO PRACTICE NURSING

Carl Albert State College fully subscribes to all principles and requirements of the Rehabilitation Act of 1973 for qualified handicapped individuals and the Americans with Disabilities Act of 1990. Therefore, applicants are encouraged to self-identify their accommodation needs as part of the admissions process. It is important to note that in order to successfully progress through the curriculum and function as a practicing nurse upon graduation, an individual must be able to perform certain physical activities that include vocal, visual, auditory, and dexterity requirements.

In order to be considered for admission to or retention in the nursing program after admission, all applicants should possess:

1. Sufficient visual acuity, such as is needed for the observation necessary for client care
2. Sufficient strength to lift, push/pull 30-50 lbs; able to bend, walk, stand, reach and kneel.
3. Sufficient auditory perception to receive verbal communication from clients and members of the health team and to assess health needs of clients through the use of monitoring devices such as stethoscopes, timers, cardiac monitors, fire alarms, etc.
4. Sufficient gross and fine motor coordination to respond promptly and to implement the skills required in meeting client health care needs safely. These include, but are not limited to, manipulation of equipment and performance of CPR.
5. Sufficient communication and language skills (speech, comprehension, reading writing) to interact with clients and the health care team to communicate effectively, as may be necessary in the client's interest and safety.
6. Sufficient intellectual functions and emotional stability to implement care for clients.

The individual is expected to notify the Department of Nursing Education Admissions Committee in writing if such a disability exists or occurs during matriculation in the nursing program. Professional documentation may be requested regarding the individual's ability to perform assigned tasks.

An individual denied admission or continuance in the program due to the inability to perform certain activities has the right to appeal any decision made. A complete copy of the Grievance Procedure may be obtained from the CASC Student Handbook.

ACADEMIC ADMISSION REQUIREMENTS

Students must meet these criteria to be *academically* eligible for admission to the Associate in Applied Science in Nursing Program:

- ACT Composite Score of 19 is no longer required. Score of 20 or higher is awarded points based on the Standard CASC point system.
 - ACT Superscores are accepted from a National or CASC Residual ACT exam. **There is no time limit on ACT scores.**
 - ACT and Reading requirement will be waived for those students who have completed a college degree (i.e. Associate, Bachelors, Masters)
- Cumulative College Grade Point Average of 2.5 or higher
 - Use High School Transcript if less than 12 college hours are completed
 - Use College Transcript if 12 or more hours are completed
 - Zero Level course grades are not included in the retention GPA.
- Courses used for nursing admission points or in the Nursing degree must have a grade of “C” or higher.
- Before January 15th of the application year students must meet reading and math requirements:
 - ACT Reading Score of 19 or higher, or meet reading deficiencies with
 - a. Next-Gen Accuplacer Score of 260 or higher, or
 - b. Accuplacer Reading Score of 90 or higher
 - ACT Math Score of 19 or higher, or meet math deficiencies with
 - a. Math 1413 Survey of Contemporary Math with a “C” or higher (this only clears math deficiency; **College Algebra is still required to complete the nursing degree, or**
 - b. Math 1513 College Algebra (**required in degree**) with score of “C” or higher.
- Human Anatomy and General Chemistry I must be completed, with a grade of “C” or higher, before the first nursing course (**NUR 1129**). **There is no time limit on science courses.** Human Physiology may be taken before or with the first nursing course.
 - Chemistry 1115 General Chemistry I
 - Zoology 2124 Human Anatomy
 - Zoology 2114 Human Physiology
- Bonus Admission Points
 - Students may obtain 3 bonus admission points by completing AHS 1113 Introduction to Medical Terminology with a grade of “C” or higher.
 - Students may obtain 3 bonus admission points by completing AHS 2013 Basic Pharmacology with a grade of “C” or higher.

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- Students may obtain 3 bonus admission points by completing AHS 2013 Pathophysiology (Human Anatomy and Physiology are prerequisites) with a grade of “C” or higher.
- Students may obtain 3 bonus admission points by having a current direct patient care certificate from a state or federal agency (examples are Nursing Assistant or EMT) – **LPNs do not receive Bonus Points.**

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APPLICATION PROCEDURE

1. Complete the admission process for entry into Carl Albert State College <https://carlalbert.edu/admissions/>.
2. Complete the *Application for Admission* to the Associate of Applied Science in Nursing Program. Application packets are available from the Division of Health Sciences or online at <https://carlalbert.edu/2023/06/27/nursing/>. All documentation specified in the application packet must be turned in with the application by the January 15th deadline. A student who has been dismissed by the faculty from any of the CASC Health Science programs is not eligible for admission to the nursing program.
3. Admission to the nursing courses is contingent on eligibility for the nursing program, space availability in the assigned course, the needs of the CASC Nursing Program.
4. Provide the Department of Nursing Education an official copy of your high school transcript and official transcripts of all colleges attended (including CASC). LPNs should provide official LPN transcripts.
5. Provide the Department of Nursing Education a copy of your ACT scores, (and if required, an Accuplacer Reading for reading level verification). This does not apply to those who have an Associate degree or higher.
6. The application process must be completed by January 15th of each year. It is the applicant's responsibility to provide all required forms and information by the January 15th deadline to the Poteau Nursing Office.

Upon admission into the nursing program, the applicant will be required to complete a departmental Health Survey form, Criminal Background Check, and Urine Drug Screen.

CASC Nursing Students should not be under the influence of any substance or medication that can alter judgement, behavior, physical ability, or mental function (Examples include, but are not limited to, medical marijuana, alcohol, sedatives, and narcotics). Any indication that a CASC Nursing Student is under the influence of such a substance may result in a random drug screen and subsequent dismissal from the program if the screen is positive.

ADMISSION OF PERSONS WITH AN ARREST AND/OR CRIMINAL CONVICTION

- Any arrest, charge, or conviction of any felony or misdemeanor, or charge for Medicare fraud may affect a student's ability to attend certain clinical sites for clinical education and thereby prevent a student from satisfactorily meeting course objectives and passing the course.
- Any arrest, charge, or conviction of any felony or misdemeanor, disciplinary action on any nursing or occupational license, or judicial declaration of mental incompetence may prevent graduates from taking the NCLEX-RN licensure exam in Oklahoma or other states.
- Graduating with an AAS in Nursing from CASC does not guarantee that you will be allowed to test for RN licensure.
- Effective November 1, 2019, certain criminal convictions disqualify applicants from being eligible for RN licensure in Oklahoma. See <https://nursing.ok.gov/initialdeterm.pdf> to request more information from the Oklahoma Board of Nursing.
- Applicants with any federal, state, or local criminal arrests, charges or convictions of a **felony must have completed all sentencing terms**, including probation, fines, suspended sentences and rehabilitation programs at least **three years** prior to the application deadline date in order to be considered for admission to the Associate in Applied Science in Nursing program.
- Applicants with any federal, state, or local criminal arrests, charges or convictions of a **misdemeanor must have completed all sentencing terms**.
- Certified copies of verification that sentencing requirements are complete must be submitted with the application to the program in order to be considered for Admission.

Because the nursing student works with medications and vulnerable patients in clinical agencies, any applicant who has been arrested, charged, or convicted of a felony or misdemeanor and has completed all sentencing requirements is considered for admission on an individual basis by the Nursing Faculty and/or Nursing Admissions Committees. Decisions will be based on the needs of the CASC Nursing Program, and these factors are considered:

1. The nature of the crime(s);
2. Evidence of rehabilitation;
3. Personal characteristics;
4. Behavior/action since the offense was committed;
5. The total criminal records; and
6. The disciplinary action of the court.

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ADVANCED STANDING (LPN to RN) ADMISSION

Licensed Practical Nurses and Transfer Students from other nursing programs may apply for Advanced Standing admission to the Associate in Applied Science in Nursing program. In addition to the general application process, advanced placement applicants must also complete the following:

Licensed Practical Nurse:

1. Submit to the Department of Nursing Education a copy of active, license to practice practical nursing, verifying good standing with a State Board of Nursing. There should be no history of disciplinary action taken by the Board of Nursing against the nursing license.
2. Submit an official copy of your transcript from the college or vocational school in which you completed your practical nursing education. This transcript is used to determine Admission Points and is in addition to any other academic education transcripts.
3. Licensed Practical Nurses admitted to the CASC nursing program with advanced standing are required to successfully complete NUR 1103 Role Transition for Nursing. In addition, the following general education courses must be completed before the student can progress into NUR 2119 Health Illness Nursing III:

<input type="checkbox"/> ENGL 1113 Freshman Comp I	<input type="checkbox"/> MATH 1513 College Algebra (Pre-Calc)
<input type="checkbox"/> ENGL 1213 Freshman Comp II	<input type="checkbox"/> CHEM 1115 General Chemistry I
<input type="checkbox"/> PSY 1113 Intro to Psychology	<input type="checkbox"/> ZOO 2124 Human Anatomy
<input type="checkbox"/> AHS 1203 Basic Nutrition	<input type="checkbox"/> ZOO 2114 Human Physiology

4. Other general education courses that must be completed before graduation include:
 POS 1113 American Federal Government
 HIST 1483 American History to 1865 *or* HIST 1493 American History1865 to Present.

Rev. 8/2024

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ADVANCED STANDING ADMISSION FOR TRANSFER STUDENTS

Students who have taken nursing classes at another School of Nursing and are requesting transfer of Nursing course credits, will be evaluated individually for eligibility and placement in the nursing curriculum sequence. Validation of selected nursing skills and content competency examinations may be required. Admission to the nursing courses is contingent on the needs of the CASC Nursing Program, space availability in the assigned course, and eligibility for the nursing program.

All applicants requesting transfer of nursing courses must meet the following criteria to be considered for placement into the Nursing Program. The deadline for receipt of the documentation listed below is January 15th.

Submit the following:

1. Documents showing that the applicant meets current CASC Nursing admission requirements.
2. Official transcripts of all college course work
3. Course descriptions of all nursing courses completed.
4. A letter of good standing from the director of the nursing school attended if you did not complete the program.

CASC nursing program will not accept any applicant that has exited/failed/or withdrew from course/another nursing program two or more times within the last five years. Applicants who have exited/failed/or withdrew from nursing courses/nursing program two or more times, five years or more years ago may be considered for admission on an individual basis.

After admission to the nursing program as an Advanced Placement student, each transfer student will be evaluated individually for eligibility and placement in the nursing curriculum sequence. Validation of selected nursing skills and content competency examinations may be required. Admission to the nursing courses is contingent on eligibility for the nursing program, space availability in the assigned course, and the needs of the CASC Nursing Program.

Readmission Policy:

Readmission is defined as “admission of a CASC Nursing student whose transcript reflects previous enrollment in the CASC nursing courses.” To be considered for readmission the student must have been enrolled in the CASC nursing program within 2 years prior to the requested readmission. The Nursing Program will not consider an applicant that has been dismissed by the faculty from any of the CASC Health Science programs. Qualified CASC nursing students will be allowed to enter the program a maximum of two (2) times as a Traditional student and two (2) times as an Advanced Placement student.

All applicants for readmission must meet the following criteria to be considered for placement into the Nursing Program. Deadline for receipt of documentation listed below is **January 15th for the fall semester** courses and **October 1st for the spring semester** courses.

Submit the following:

1. Official transcripts of all college course work
2. Letter describing your plan for success if you are readmitted
3. Documents showing that the applicant meets current admission requirements.

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The Carl Albert Nursing Faculty Committee will review all complete Readmission requests. The committee may request an interview with the applicant. Readmission to the CASC Nursing Program is not guaranteed. Re-admission requests are considered based on the applicant's prior academic and clinical performance, data supporting the ability to complete the nursing program and pass the NCLEX-RN. Readmission decisions are based on eligibility for the nursing program, space availability in the assigned course, and the needs and best interests of the CASC Nursing Program. The CASC Nursing Committee will decide acceptance or denial of the readmission request. Applicants will be placed in competition with other readmission applicants for course ranking. Any student readmitted to the nursing program may be asked to complete an individualized remediation action plan.

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ADMISSION POINTS WORKSHEET

Eligible applicants are ranked for entry to the Associate in Applied Science in Nursing Program according to the following point system.

— **ACT Composite Score** (ACT Composite score of 19 is no longer required to be eligible. ACT Superscores are accepted from both the National and/or CASC Residual ACT exam. There is no time limit on ACT scores)

<u>Points</u>	<u>ACT Composite Score</u>
5	20 – 22
10	23 – 25
15	26 or above

— **Grade Point Average** (2.5 College/HS cumulative GPA required)
12 hours college credit or more attempted – use cumulative college GPA
11 hours college credit or fewer – use high school GPA
Licensed Practical Nurses – use practical nursing GPA (for points only)

College/Practical Nursing GPA	H.S. GPA	
<u>Points</u>	<u>Points</u>	<u>Retention GPA</u>
5	4	2.75 – 2.99
10	8	3.00 – 3.24
15	10	3.25 – 3.49
20	15	3.50 – 3.74
25	20	3.75 – 4.00

Required College Courses Completed

Course grades are assigned weighted points: A = 4, B = 3, C = 2, CLEP Test = 3 (Grade of D or F do not count toward AAS) (40 points possible) *Highlighted courses must be completed before starting the first Nursing course as Traditional Admit.

<input type="checkbox"/> MATH 1513 College Algebra*	<input type="checkbox"/> CHEM 1115 General Chemistry I * (Math 1513 is co-requisite)
<input type="checkbox"/> ENGL 1113 Freshman Comp I	<input type="checkbox"/> ZOO 2124 Human Anatomy*
<input type="checkbox"/> ENGL 1213 Freshman Comp II	<input type="checkbox"/> ZOO 2114 Human Physiology (Chem 1115 is pre-requisite)
<input type="checkbox"/> PSY 1113 Intro to Psychology*	<input type="checkbox"/> HIST 1483 or 1493 American History 1492-1865 <i>or</i> 1865-Pres
<input type="checkbox"/> AHS 1203 Basic Nutrition*	<input type="checkbox"/> POS 1113 American Federal Government

Prior Degrees Earned (Can only claim points for one completed degree)

<u>Points</u>	<u>Degree</u>
5	Associate's
10	Bachelor's
15	Master's or higher

Bonus Points

<u>Points</u>	
3	AHS 1113- Introduction to Medical Terminology
3	AHS 1403 Basic Pharmacology
3	AHS 2013 Pathophysiology (Anatomy and Physiology are prerequisites for this course)
3	Current Patient Care Certificate (Examples are Certified Nurse Assistant or EMT) - LPNs do not receive these Bonus Points.

TOTAL POINTS

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PROGRAM OF STUDIES

FRESHMAN YEAR

SEMESTER HOURS

(Must be completed before NUR 1129)

Chemistry 1115 General Chemistry I	5
Math 1513 College Algebra (Pre-Calc)	3
Zoology 2124 Human Anatomy	4
Psychology 1113 Introduction to Psychology	3
Allied Health Sciences 1203 Basic Nutrition	<u>3</u>
	18 Total

Fall Semester:

English 1113 Freshman Composition I	3
Zoology 2114 Human Physiology	4
Nursing 1129 Health-Illness Nursing I	<u>9</u>
	16 Total

Spring Semester:

English 1213 Freshman Composition II	3
Nursing 1219 Health-Illness Nursing II	<u>9</u>
	12 Total

Interim Fall Semester:

*Nursing 1103 Role Transition in Nursing (Advanced Placement Students)	<u>3</u>
	3 Total

SOPHOMORE YEAR

Fall Semester:

Political Science 1113 American Federal Government	3
Nursing 2119 Health-Illness Nursing III	<u>9</u>
	12 Total

Spring Semester:

History 1483 American History 1492-1865 <u>OR</u>	
History 1493 American History 1864-Present	3
Nursing 2219 Health-Illness Nursing IV	<u>9</u>
	12 Total

Total Hours 70 - 73

ADDITIONAL REMEDIAL COURSES MAY BE REQUIRED BASED ON ACT SCORES AND/OR HIGH SCHOOL CURRICULAR DEFICIENCIES.

***Advanced placement students** are required to take N1103 – Role Transition in Nursing. Students who have a valid LPN license will be given advanced credit for two (2) of the nursing courses: NUR 1129 and NUR 1219 and will enter NUR 2119.

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DOCUMENTATION REQUIREMENTS

After acceptance into the nursing program and before clinical laboratory experiences begin, the student must provide the following documentation on file in the nursing office:

Before you have any tests or immunizations done, check and see if you or your physician already has this information.

1. **TB Skin Test Results**

Two (2) TB Skin Tests – each test placed at least 1-2 weeks apart within one (1) year. The following information must be listed: the date the test was administered; date of the reading; and the results.

OR

One TB blood test within the last 12 months (IGRA, T-Spot, Quantiferon Gold)

*If the student has a history of **TB Positive** result, a letter from the County Health Department (county you live in) indicating the student is safe for public contact is required.

2. **1 Tdap vaccine** (Tetanus, Diphtheria and Pertussis; one vaccine within the last 10 years)

3. **2 (two) MMRs (Measles, Mumps, and Rubella) vaccines** – at least one month apart

OR

Positive IgG titers for Rubeola, Rubella, and Mumps

*Females should **not** be pregnant when receiving this MMR immunization.

4. **2 (two) Varicella (Chicken Pox) vaccines or Titer IgG**

5. **Proof of Influenza Vaccine – effective October 1st of current year. *Do not get this Vaccine until you have received further notification for the Nursing Office in October 2024.***

6. **Proof of current CPR certification.** Certification must be the American Heart Association Basic Life Support Healthcare Provider course covering Modules 1-4.

7. Provide COVID documentation if vaccines have been received. If not vaccinated, you will be required to secure an exemption from the clinical agencies to attend clinical.

Other requirements for nursing admission to be paid by student:

8. **Additional expenses include urine drug screen, background check, and malpractice liability.** Information and instructions regarding this will be distributed at a later date via CASC student email.

Estimated Fees and Expenses

Information regarding college fees and expenses are found in the CASC Catalog. Additional expenses for nursing students may include the following and are subject to change as need arise:

- program & standardized testing fees
- liability insurance and exposure insurance
- laboratory supply kit
- uniform requirements (See Uniform Policy)
- specified medical equipment
- pinning requirements
- transportation to and from the clinical facilities
- meals at the clinical facility
- copy costs of clinical forms, etc.
- CPR classes
- immunity documentation requirements
- criminal background checks and CareLearning
- urine drug screen
- RN licensure fee

DEPARTMENTAL POLICIES and INFORMATION

Student Messages - In case of an emergency, every attempt will be made to get a message to the student. Students should provide their child's school or child-care center the name and telephone number of a relative who may be contacted in case of an emergency.

Cellular Phones – Phones are to be turned off in the classroom and/or clinical unless otherwise authorized by the nursing instructor.

Visitors - Nursing classes, labs, or breakrooms/study area are not open to audit, visitors, or children.

Student Employment – A nursing student or a recent graduate of a nursing education program may be employed as a Nurse Technician (Refer to the OBN guideline: Employment of Nursing Students or Non-Licensed Graduates Guidelines.)

Medical Release - Any condition which exists on admission or arises during enrollment in the CASC nursing program which might limit students' ability to meet course objectives, jeopardize their health or the health of others must be reported to the faculty. Faculty reserve the right to evaluate any reported condition and may request a written statement from the physician granting permission for the student to participate in school and/or clinical laboratory.

Health Insurance – Students are encouraged to carry a health insurance policy to help defray cost of illness or injury that may occur while in the nursing program. The nursing program is not responsible for medical costs incurred while in the program.

Confidentiality - HIPAA Regulations apply to this program. Tape recording of nursing class or clinical is not allowed. The federal government has strict guidelines regarding client confidentiality. The student is expected to maintain confidentiality of all photographic, verbal, written, or electronic information.

Contact Information – Inform the Office of Admissions and Nursing of all name, telephone, or address changes while a student in the nursing program.

Attendance and Tardiness – Class attendance is required for successful completion of the nursing course. Tardiness will not be tolerated. If class is in session, please do not interrupt your classmates. Wait outside the room until the class goes on break or the instructor determines if you will be allowed to enter at the time of your arrival to the classroom. **Please note that three tardies or early departures from class is equal to one absent day.** Students are expected to contact the lead instructor prior to the beginning of the class/clinical if they will be absent. Upon the occurrence of two absences, the student will be required to meet with the Course Coordinator. Three absences will necessitate a meeting with the Assistant Director of Nursing Education. Further absences will warrant a meeting with the faculty teaching team. Appointments and/or meetings should be scheduled outside of class or clinical time. Onsite Traditional and Advanced Placement students are expected to attend class on campus. On the rare occasion a student may zoom in for class in the event of an

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illness with the instructor's approval. Avoid making appointments etc. during class/clinical time.

Clinical Placement – All clinical assignments are made by nursing faculty. Students may be assigned to clinical during the weekend, evenings, or nights. Assignment of students to a clinical agency is dependent on the willingness of the agency to accept a student. Clinical placement is not guaranteed with enrollment. The faculty and students are guests in the agency. If the student's behavior and performance disrupts client care at the agency, the faculty or agency staff may immediately remove the student from the facility.

Standardized Exams – Students are required to take standardized exams during each nursing course. Fees for these exams are charged by the servicing company and paid for by the student.

Scholarships - are available to students at Carl Albert State College. Individuals, civic and professional groups, as well as the college itself, provide funding for scholarships. Students must apply for scholarships in November and must accept by pre-enrolling each semester at designated times. For further scholarship information, please refer to the CASC Student Handbook, Catalog and Enrollment Center.

ADA Policy - Carl Albert State College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations should make their request in the following way: Talk with your instructor before or after class about your disability or special needs related to work in class. An **INTAKE FORM** needs to be filled out each semester for accommodations to be met. This can be found on the **Website** under **Academics tab or Student Life tab** (<https://forms.carlalbert.edu/Forms/DisabilityIntakeForm>).

Poteau, Sallisaw, and WEB Campus's – Contact your instructor and Erika Castillo, ADA Coordinator, located at Poteau Campus in Hemphill Hall, room HH 130, 918 647-1270, ercastillo@carlalbert.edu about your disability or special needs. Your documents can be taken to Erika Castillo in HH 130 or emailed to ercastillo@carlalbert.edu.

Code of Professional Conduct

Nursing students are expected to conduct themselves in a professional and ethical manner as is appropriate for the Registered Nurse. Professional conduct is one of the hallmark criteria that set the nurse apart from untrained and uneducated health care providers. The impression you make as a nursing student on patients and others reflects not only upon yourself, but also on the Program and the College. The Program and the College will not tolerate unacceptable behavior in the classroom, laboratory, clinical setting, or public events where students could represent the Program or College.

A student enrolled in the Nursing Program at CASC is expected to:

1. Appear and conduct oneself in a professionally acceptable manner.
2. Be cognizant of and adhere to the chain of command.
3. Show respect for faculty and be mutually supportive of fellow students, and staff regardless of race, religion, gender, sexual orientation, nationality, or economic status.
4. Identify truthfully and accurately one's credentials and professional status.
5. Refrain from performing any professional services that require the competence that one does not possess or which prohibited by law unless the situation morally dictates otherwise
6. Accept responsibility for relating incompetence and unethical conduct to the proper Program official
7. Regard as strictly confidential all information concerning each patient and refrain from discussing this information with any unauthorized individual, including the patient. This complies with HIPPA regulations.
8. Follow the Code of Ethics for the profession.
9. Follow the practice standards for the profession.

Unprofessional and/or disrespectful conduct in the classroom, laboratory, clinical environment and professional meetings will not be tolerated. The faculty has a right to remove the student from any activity who demonstrates unprofessional/or disrespectful behavior. All written and oral communication with faculty and/or staff must also exhibit professionalism and respect.

Any student who exhibits behaviors of being under the influence or in possession of intoxicating drugs or alcohol in the classroom, laboratory, or clinical environment will be recommended for immediate dismissal from the Program. In the event a student appears to be impaired, clinical personnel and/or faculty may require the student to obtain an immediate drug test at the student's own expense. Students may be randomly tested for substance abuse at any time while enrolled in the Program. This testing will be done at the student's expense.

Health Insurance Portability and Accountability Act (HIPAA)

Confidentiality – The United States Department of Health and Human Services has issued federal privacy standards to protect patients' medical records and other health information as part of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). These standards represent a uniform, federal floor of privacy protections for consumers across the country. Violation of the privacy rights of any client is a violation of HIPAA and is considered an extremely serious example of unprofessional conduct. In addition, civil and criminal penalties may result from misuse or personal health information. According to the National Council of State Boards of Nursing (2011), if allegations are found to be true, a Board of Nursing may investigate reports of inappropriate disclosures on social media sites on the grounds of: unprofessional conduct, unethical conduct, moral turpitude, mismanagement of patient records, revealing a privileged communication and breach of confidentiality. The nurse/student may face disciplinary action by the Board of Nursing, including a reprimand or sanction, assessment of a monetary fine, temporary or permanent loss of licensure or inability to take the licensure exam.

HIPAA Guidelines – The CASC Nursing Department will comply with the HIPAA Guideline interpretations of each clinical agency. A student may be dismissed from the School of Nursing for any violation of confidentiality.

Students are not allowed to copy parts of charts, social security numbers, patient names or initials, birth date or hospital numbers.

Students are not to communicate patient data at home or on any form of social media.

Students are not to leave patient information visible and accessible to passersby.

Students are not to photograph any patients or clinical agency staff.

The Collegiate Classroom

The collegiate classroom is a very special place and should be respected. It is a place where scholars meet to acquire new knowledge, examine previous beliefs and values, challenge current societal practices and work together to extend the intellectual capacity of all present.

The nursing faculty member is in charge of the classroom. To enhance the learning environment each member must be focused on the topic at hand. The behavior of each learner affects the level of scholarship. As a scholar in this community, you are expected to comply with the following rules or be dismissed from class.

- A. During lecture time and audio-visual presentations, students are expected to refrain from talking.
- B. Food is not allowed in the classroom or any health science lab. Drinks are also not allowed in the computer or skill laboratories.
- C. Since all present must focus on the topic at hand, creating disturbances, working on other material, texting or sleeping in class will not be tolerated. Those who do so will be instructed to leave the classroom. Do not bring children or pets to the classroom. Phones are to be turned off in the classroom and/or clinical unless special permission is given by the faculty.
- D. In order to be an effective member of the learning community, you must be present for class. Each member is responsible for increasing the learning of others.
- E. You are expected to be in your seat when class begins. Do not enter the classroom if you are late and the door is closed. You must wait until the class goes on break and then you may join them. Do not gather books etc. and stand up until class has been dismissed by the instructor.
- F. Students are expected to dress in a manner that properly represents the nursing program and does not interfere with the learning process. Tight fitting, low cut, provocative clothing, and pajamas are not considered appropriate. Shoes must be worn at all times. House shoes are not considered appropriate footwear. Underwear and midriffs should be covered at all. Faculty reserves the right to ask any student they regard as inappropriately dressed to leave the classroom or laboratory setting.
- G. To increase your understanding of the material, it is expected that you will read your assignments and prepare prior coming to class. Completion of a daily assignment may be required for entrance into the classroom.
- H. Group work should be handled in a professional manner and each member of the group needs to contribute to the maximum.
- I. Student led announcements will be presented upon faculty approval.

Food & Drink Policy

No eating in any classroom. This includes the lecture rooms, skills labs, and computer labs. Students may eat in the designated student study rooms. Any exceptions are by nursing instructors only for specified occasions.

Students may have a covered drink in the skills lab and the lecture room. All covered drinks must stay on the study tables away from equipment such as the manikins and computers. Students are responsible for damages they incur to any equipment that belongs to the college or to other students such as laptops and tablets, for example.

There is no food or any drinks, covered or otherwise, allowed in the computer lab where exams are given. Students only bring their keys to the computer lab when they are going to take an exam.

Students are responsible for picking up after themselves in all areas of the Nursing Program.

Cheating/ Plagiarism:

Cheating and or plagiarism will not be tolerated in the nursing program. The following will apply in connection with academic dishonesty.

- (1) The instructor and his/her academic superiors have final authority over the grades given to students or lowering of grades because of cheating or plagiarism.
- (2) If it is established that cheating or plagiarism has occurred:
 - (a) The instructor may take appropriate disciplinary action that may include the awarding of "F" on the particular assignment or F in the course.
 - (b) The instructor may make a report of the incident and of action taken to the Health Science Division Chairperson and the Vice-President of Academic Affairs and/or Student Affairs.
 - (c) The CASC Student Conduct Committee may review the record and assess additional penalties, including conduct probation or suspension from the program or college.

STATEMENT OF ACADEMIC INTEGRITY

CASC is a community of learning whose effectiveness requires an environment of mutual trust and integrity. In order to create an environment conducive to the legitimate pursuit of knowledge and to promote the highest level of academic excellence, the faculties of CASC hold all students accountable for maintaining the highest standards of academic and professional integrity. Students who participate in any form of academic dishonesty will be considered to be in violation of CASC academic integrity statement and will be subject to sanctions, up to and including dismissal from CASC.

While not all forms of academic dishonesty or professional misconduct can be listed here, the following instances can be seen as actions that not only violate the mutual trust necessary between faculty and students, but also undermine the validity of CASC's grading of students, and take unfair advantage of fellow students.

It is academically dishonest to solicit, receive, or provide any unauthorized assistance in the completion of assignments and tests submitted as part of the course. CASC understands the utility of generative text models, such as ChatGPT, and leaves the decision for guiding appropriate and ethical use to the faculty. Students must obtain permission from the instructor before using AI composition software for any assignments. Using these tools without permission puts academic integrity at risk. Before using AI, students should verify that it is allowed, as well as understand how to attribute or document the AI-generated portions of the work.

A student has the obligation to exhibit honesty and to respect the ethical standards of the nursing profession in carrying out his or her academic assignments. A student may be found to have violated this obligation if he or she:

- A. Exhibits behavior including, but not limited to, use of unauthorized notes or reference materials during examinations.
- B. Copies from another student's exam, or clinical nursing assignment, or allows another student to copy from oneself or one's work.
- C. Falsifies information written in a medical record or reported orally to an instructor or staff person in a nursing practice setting.
- D. Submits an assignment as new work when this same assignment had been completed for a prior course. Copying a passage or text directly from a book or journal, or using extensive paraphrasing without indicating the source or without using a recognized style for citing sources.
- E. Violates the CASC Nursing Student Code of Professional Conduct, Academic Integrity Statement and/or the ANA Code for Nurses.
- F. Receives assistance or information about exams other than that provided by the instructor. Provides classmates with information about the test or talks to anyone about the test until all students have taken it.
- G. Fails to report violations of academic and/or professional integrity to faculty.

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- H. Engages in unauthorized exchange of information or collaboration regarding test, or other course assignments.
- I. Secures or supplies in advance a copy of an exam without the knowledge and consent of the instructor.

Sanctions

Where there is clear indication of academic or professional dishonesty, the nursing faculty has the responsibility to apply sanctions in order to protect the environment of integrity necessary for learning and safe patient care. Such violations can result in the student receiving a lower grade or a failing grade for the assignment and/or the course, and/or other academic sanctions as deemed to be appropriate by the faculty member.

Please **initial** the first page then **sign** and **date** below to acknowledge that you have read and understand the Statement of Academic Integrity.

Print Name: _____

Signature: _____ Date: _____

Acknowledgements

The development of the Statement of Academic Integrity was based on a comprehensive review of integrity policies of many U.S. nursing schools. The structure, content, and language of this statement have been adapted from portions of the reviewed integrity policies. Policies reviewed include Code of Conduct from Edinboro University of Pennsylvania, Academic Integrity policy from Saint Louis University School of Nursing, Personal Integrity Policy for Duke University School of Nursing Student, and the Code of Professional Conduct from Carl Albert State College.

Faculty Review of a Student Incident

The student is expected to maintain professionalism at all times. An instructor may request a review by the nursing faculty of any incident that occurs in connection with classroom or clinical laboratory experience. Some examples include, but are not limited to: inadequate preparation, excessive fatigue, inappropriate emotional control, lack of certification of professional liability insurance coverage, failure to follow specified guidelines in the clinical area and when absent from or late in arriving at a class or clinical laboratory. Actions that may be taken as a result of the faculty review are:

1. ***"Anecdotal Note"*** to be placed in student's record - The instructor's documentation of the incident is placed in the student's permanent record.
2. ***"Plan to Improve Classroom/Clinical Performance"*** - A written plan developed by the instructor and student which describes specified objectives that the student is to complete within a specified time frame.
3. ***"Unsatisfactory Classroom/Clinical Performance/Incident"*** - Defined as inappropriate, nonprofessional behavior. A student receiving more than one unsatisfactory classroom/clinical performance/incident per semester may be subject to progressive discipline up to and including dismissal from the program.
4. ***"Unsafe Behavior/Incident"*** - Defined as any act that could potentially cause harm to others. This includes threatening to cause harm. Some examples include, but are not limited to: student under the influence of alcohol or drugs (including prescription drugs) resulting in impaired functioning, verbally or nonverbally threatening a person's physical or psychological well-being, and unsafe medication administration. ***ONE Unsafe Behavior Incident may result in the student being dismissed from the nursing program.***

Due Process - Student Grievance Procedure in the Department of Nursing Education

When a student has a grievance with a staff or faculty member in the Department of Nursing Education, the following procedures will be followed:

1. Talk to the person directly about the problem. If it is not resolved at this point, a conference with the Course Coordinator should be arranged.
2. If successful resolution is not obtained in step 1, the problem may be taken to the Director of the Nursing Program. Then next resource is the Division Chair of Health Sciences.
3. If successful resolution is still not obtained, the student and/or the Chairperson may refer the problem to the Vice President for Academic Affairs.

Standards of conduct and grievance procedures are listed in the *Carl Albert State College Student Handbook*.

Cumulative and Progression Policy

In order to continue in nursing courses, students must have satisfactorily completed both clinical and theory in previous courses. A course letter grade of "C" will indicate satisfactory performance according to Carl Albert State College Associate in Applied Science Nursing program standards.

All first-year general education courses listed on the Program of Studies must be completed before the student can sequence into the sophomore nursing courses. A "C" grade must be earned in all courses required for the nursing program.

Progression will be interrupted when the student:

1. Does not achieve a grade of "C" in nursing or support courses during the curriculum sequence.
2. Does not maintain a cumulative college grade point average (GPA) of 2.5 or above.
3. Does not achieve a passing **Performance Evaluation** in clinical practice.
4. Requests permission to delay progress for a period not to exceed two (2) years.
5. Is dismissed from the program or denied readmission to the program.

Students who do not progress in the nursing program are expected to meet with the Nursing Program Director for an Exit Interview. Contact the nursing office to set up an appointment.

Requirements for Graduation

Students who complete the required courses in the nursing curriculum with a "C" or better will be eligible for graduation with the Associate in Applied Science Nursing degree.

Upon graduation, the graduate will be eligible to apply to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Grading Policies

Grade Scale

A = 90 - 100

B = 80 – 89.99

C = 75 – 79.99

D = 65 – 74.99

F = 64.99 and below

Students are required to satisfactorily complete both **Theory** and **Clinical** components of all nursing courses in order to pass the course and progress in the nursing program. If a nursing course is repeated due to failure, then both theory and clinical components of the course must be repeated for course credit.

To successfully pass a clinical nursing course with minimum competency the student must achieve a grade of 75% in **Theory** and "Pass" with standard performance on the **Performance Evaluation Tool**. If the student does not meet this minimal competence for the nursing course, the grade course will be recorded as "D" or "F" dependent on the student's **Total Theory** grade.

Calculation of the **Total Theory** grade is subject to the student achieving a 75% exam average, which includes the final exam. Other written assignments for theory will be considered for the course grade *only after* the exam average of 75% is achieved. Individual course syllabi address specific criteria for successful completion of the course.

Nursing Exams and Assignments

The student is expected to take the nursing exam on the date it is scheduled. If an absence is necessary, the student must contact the Course Coordinator before the scheduled examination in order to be eligible to take a make-up examination. Make up exams will be scheduled on an individual basis.

Remediation policy:

Students who fail to successfully pass an exam with a 75% will require remediation to promote future success. The remediation process is as follows:

- For the first failed exam, the student will meet with their nursing advisor within 5 days to review the exam, review strengths and challenges, and discuss measures to enhance success on the next exam. The student will be encouraged to use tutor.com for tutoring and/or an assignment deemed appropriate by the advisor.
- For the second failed exam, the student will meet with their nursing advisor to review the exam, review strengths and challenges, and discuss measures to enhance success on the next exam. The student will be required to complete a test taking strategies review, be required to complete 2 hours of tutoring with tutor.com and/or an assignment deemed appropriate by the advisor, and complete a plan for success to discuss with the nursing advisor.
- For three or more failed exams, the student will meet with their nursing advisor to review the exam, review strengths and challenges, and discuss measures to enhance success on the next exam. The student will complete critical thinking case studies to enhance knowledge of the material, and complete 2 hours of tutoring with tutor.com and/or an assignment deemed appropriate by their advisor, and remediation will be completed on campus. The on-campus remediation will be scheduled in collaboration between the student and the advisor and must be completed within 5 days of their creation.
- Assignments may vary due to student learning need and include, but are not limited to, compiling a study guide, the creation of NCLEX style questions, case studies, and concept maps.
- Tutor.com is available to students on the CASC Blackboard. Students who fail to successfully pass an exam with a 75% will require remediation to promote future success. The student must schedule an appointment with their advisor **within 5 days** of the exam for an exam review.

The remediation process is as follows:

- For the first failed exam, the student will meet with their nursing advisor to review the exam, review strengths and challenges, and discuss measures to enhance success on the next exam. The student will be encouraged to use tutor.com for tutoring.
- For a second failed exam, the student will meet with their nursing advisor to review the exam, review strengths and challenges, and discuss measures to enhance success on the next exam. The student will be required to complete a test taking strategies review, be required to complete 2 hours of tutoring with tutor.com, and complete a plan for success to discuss with the nursing advisor.

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- For three or more failed exams, the student will meet with their nursing advisor to review the exam, review strengths and challenges, and discuss measures to enhance success on the next exam. The student will complete critical thinking case studies to enhance knowledge of the material, and complete 2 hours of tutoring with tutor.com.

Missed assignments that are due when absent may not be accepted by the faculty.

Campus/Clinical Laboratory Policies

CAMPUS SKILLS LABORATORY: The Campus Skills Laboratory experience is designed to allow students to investigate, discuss and practice clinical skills in a controlled, supportive environment. Specific requirements for successful completion of this portion of the clinical experience include:

1. Attendance at all assigned sessions
2. Preparation for the laboratory experience through completion of the assignments and readings listed with each laboratory outline
3. Physical and verbal participation in the laboratory session
4. Successful completion of the skills laboratory practicum.
5. Uniforms must be worn as assigned to campus skills labs

A student who is absent or unprepared for participation or from Campus Skills Laboratory has not demonstrated her/his ability to meet the clinical objectives for that week. Failure to meet the campus skills laboratory objectives may result in failure of the campus skills laboratory assignment and/or course. The campus skills laboratory faculty may make this evaluation when the student is unprepared as evidenced by:

1. Lack of basic, preparatory knowledge of the skills being discussed (knowledge that would have been obtained through required readings)
2. Unwillingness to participate in laboratory practice and discussion
3. Inattention during the clinical laboratory session.
4. Coming to the laboratory session without all of the necessary supplies and/or paperwork

CLINICAL LABORATORY: Carl Albert State College is privileged to maintain partnership agreements with clinical facilities in both Eastern Oklahoma and Western Arkansas. The students and faculty are guests in these facilities and must abide by their rules and regulations. Failure to comply with any of these rules and regulations may lead to dismissal from the nursing program. Students are not to present themselves in the clinical area without the supervision of a clinical instructor. Students are to inform the Course Coordinator and the Clinical Instructor of they have any health issues, changes in health, or pregnancy. A written statement from your primary care provider is required identifying restrictions or if no restrictions are to be followed within the clinical area.

Clinical experience hours are required of each student in the nursing program. This program provides diverse educational experiences. The educational experiences take place in a variety of settings such as hospitals, clinics, and community-based agencies. In addition, these experiences take place at differing times. For example, a clinical rotation may require a weekend, evening, or early morning assignment. Clinical assignments are made each semester. Some semesters may have one rotation and other semesters may have more than one. The locations, dates and times for each rotation will change. A student may have more than one evening or weekend clinical a semester/year. The faculty will make clinical assignments after considering times of the required general education courses in which the student is enrolled.

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The goal of the facility clinical experience is to provide the student with a supervised learning experience in which knowledge from classroom learning, independent learning, and the campus clinical laboratories can be applied directly in the care of patients using the nursing process. The student should expect to complete clinical objectives and care for an assigned patient(s) each

week while in the facility clinical assignment. In order to successfully complete this portion of the clinical assignment students will:

1. Come to clinical prepared to actively interact with patients, facility staff, and the faculty to achieve care of the patient.
2. Submit completed assignment for the assigned facility patient each week.

A student who is unprepared for the clinical care of the patient may be considered absent from clinical due to lack of preparation for patient care, called before the faculty teaching team and recommended for a Clinical Unsatisfactory. The clinical instructor may make this evaluation when the student is unprepared as evidenced by:

1. Lack of adequate verbalization of plan of care,
2. Lack of knowledge related to the patient's basic needs regarding safe nursing care,
3. Inability to safely care for the assigned patient.

The student must pass each clinical rotation in order to pass clinical and therefore in order to pass the course. Failure to meet clinical objectives will result in failure of the clinical rotation and course

A. Inclement Weather - It will be at the discretion of each Course Coordinator as to whether to postpone clinical due to inclement weather. The college campus closing will not necessarily determine clinical cancelations. Every effort will be made to expedite the decision making process. The preference will be day clinical to have a decision the night before and evening clinical to have a decision at least 2 hours before meeting times. **Students are not expected to jeopardize their safety while traveling.**

Each clinical instructor will be responsible to contact the course coordinator regarding inclement weather. Weather conditions may vary from one location to another and at different times of day, therefore; clinical laboratory for one clinical group may be rescheduled while other groups attend clinical.

D. Transportation and Equipment - Students are expected to provide their own transportation to assigned clinical sites. CASC name tag, stethoscope, bandage scissors, and a watch with a second hand are required.

E. Professional Liability Insurance - All students must carry professional liability insurance. Minimum coverage of \$2,000,000/\$5,000,000 is required. A copy of the policy for professional liability insurance must be on file in the nursing office before any clinical experience. Failure to provide this policy may result in an ***Unsatisfactory Clinical Incident***. Students are responsible for maintaining current coverage while in the nursing program.

F. Documentation of Records – The following documents must be on file in the

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Department of Nursing Education before a student is allowed to practice in the clinical area:

- a. Proof of current **TB Skin Test – 2 step PPD; an alternate test is the Tspot** is required for initial testing and then **once a year** thereafter. If a student has had a previous positive result, a letter/card from the County Health Department (county you reside) indicating the student is safe for public contact is required.
- b. Proof of immunization with **Tdap** (Tetanus, Diphtheria and Pertussis) within 10 years.
- c. Proof of immunity with immunization of 2 (two) **MMRs (Measles, Mumps, and Rubella) or the IgG titers**. Females should not be pregnant when receiving immunization.
- d. Proof of Varicella (Chicken Pox) Titer IgG or 2 varicella vaccines.
- e. A signed **Hepatitis B Vaccine Information** form
AND EITHER
 - 1) **Hepatitis B Vaccination Refusal** form OR
 - 2) Documentation of Hepatitis B immunization
(At least one immunization)
- f. Proof of Influenza vaccine effective October 1st each year.
- g. Proof of CPR certification through an American Heart Association Basic Life Support Healthcare Provider course covering Modules 1-4
- h. For advanced standing students (LPNs), a copy of current nursing license
- i. Criminal Background Check
- j. Drug Test (as required)
- k. Copy of current professional liability insurance policy

Vaccines exemptions for religious or medical reasons will be considered on an individual basis according to CASC departmental policies and clinical partner guidelines.

Other requirements may be added to the above list as clinical facilities update their requirements for student clinical rotations. Most facilities also require “Onboarding” training and documentation from each student before clinical. If a student is not allowed to attend clinical laboratory due to lack of appropriate documentation, an **Unsatisfactory Clinical Incident** will be given by the faculty.

Each clinical facility has the right to independently determine if an adverse or negative outcome on the criminal background check or a urine drug screen will prohibit a student’s practice in their agency. If a student is unable to meet the clinical objectives for the course this will result in the student being unable to complete program objectives, therefore halting continued progression in the student’s program of study.

The Nursing Student Uniform

The nursing student uniform is required in clinical settings where care is delivered. It is understood that when in uniform, the student is a representative of CASC and expected to act in a manner that positively reflects on the college. Students should be aware that nursing attire might indicate to others that the student is functioning in a student, professional role. They should present themselves as CASC nursing students **only** when delivering nursing care to an assigned client or group of clients under the supervision of the clinical instructor. At other times, students need to be cautious that they are not perceived to be acting in a professional capacity just because they are in uniform. Full uniform consists of:

Uniform top – “WonderWink” brand, **Pewter color** scrub top.

Female style# **6255**

Male style # **6355**.

A white, collarless, short sleeve undershirt may be worn under the uniform top.

A white turtleneck shirt may be worn to cover a tattoo.

Uniform Pants - “WonderWink” brand, **Pewter color** scrub bottom.

Female style # **5155**

Male style # **5355**.

Hems must be appropriate length without dragging on the floor. All under garments must be white; no bikini or thong underwear. Drawstrings must not be visible below the uniform top.

School patch - must be centered on the left sleeve with top of the patch placed two inches below the shoulder seam. The word "Nursing" should be centered at the bottom.

Uniform shoes – solid white shoes which totally enclose the foot, kept clean and polished, and **white** hose or socks that cover the ankles. Clogs, open toe, open heel, high heel, wedge or cork shoes are not acceptable.

Lab Jacket - White, with or without collar. The lab jacket must be longer than the uniform top with sleeves of full or three-fourths in length. Full length, physician lab coats are not acceptable. The school patch must be affixed to the left sleeve 2 inches below the shoulder seam. The lab coat with school patch and picture ID card will be worn for observational, campus laboratory and school related experiences (seminars, etc.) unless otherwise instructed. ***Students are not to wear lab coat for patient care when other uniform is worn.***

Picture Identification Badge (ID) - CASC nursing student identification badge clipped to uniform, no additional attachments. Front of ID badge should be listed as the example below:

Jane Doe
Student Nurse

Carl Albert State College Department of Nursing Education

Personal Hygiene and Hair:

All students should present a clean, neat appearance at all times. Students should wear a bright, well fitting, clean uniform and be free of any body odor, cologne (i.e. aftershave and/or perfumed lotions), or smoke odor.

Hair should be well groomed, worn above the collar and off of the face when in uniform. Long hair should be worn up (French braid, etc.), so as not to touch the collar. No colored hair ornaments (bows, clips, bands, decorated pins, etc.) are to be worn with the uniform. Thin hair bands or clips corresponding with hair color are allowed as long as the clip blends in with hair color. Plain pony-tail bands only may be used. Hair should be within the natural range of colors (no blended or 2 tone colors).

Male students –facial hair shall be kept neatly trimmed. Beards shall be no longer than 1/4" in length.

Nails - fingernails should be clean, short and neatly trimmed. No nail polish, false, acrylic nails or overlays are allowed.

Jewelry

No bracelets may be worn in the clinical area.

Necklaces - a single, thin gold or silver chain that does not drop below the sternal notch may be worn (subject to clinical agency policy).

Rings - **only wedding and/or engagement rings without raised stones may be worn in the clinical area.** Some clinical areas do not allow any rings to be worn.

Earrings – Earrings may be worn as follows: only small gold or silver stud earrings that do not cover the entire ear lobe may be worn. No enamel, decoratively colored earrings, drop earrings, or gauge earrings are to be worn in the clinical area. Only **one identical pair** of earrings may be worn - one in each ear lobe. No facial, cartilage, or other body piercing may be evident in the clinical area. Tattoos must be securely covered when in uniform.

Infectious/Communicable Disease Policy

Infectious/communicable diseases are common and may be a threat to students and faculty of the Department of Nursing Education. During the performance of clinical practice and/or campus laboratory practice activities students may have contact with patients/subjects and various infections such as blood borne transmitted disease, (Hepatitis B, Hepatitis C, Human immunodeficiency virus), airborne transmitted disease (tuberculosis, measles, varicella), droplet transmitted disease (influenza, pertussis, mumps) and contact transmitted disease (methicillin-resistant *Staphylococcus aureus*). This contact may expose the student to infectious agents, and may result in the student transmitting an infectious disease to other students, faculty, patients, family members, and subjects. During pregnancy, the fetus may also be at risk depending on the infection.

Students must comply with the communicable/infectious disease policy and protocols of the agency or facility with which they are assigned for clinical practice as well as with the policies of the CASC Department of Nursing Education, the College, state and Federal statutes, regulations, and the contractual mandates of clinical affiliates. Any student who exposes another to his/her body fluids and /or infectious disease during clinical practice or campus laboratory activities may be responsible for all costs incurred as a result of that exposure.

Precautions should be taken to prevent injuries caused by needles, scalpels, and other sharp instruments during disposal of used needles and when handling sharp instruments after procedures. Needles should not be recapped, purposely bent, or broken by hand, removed from disposable syringes, or otherwise manipulated by hand. After they are used, disposable syringes and needles, scalpel blades, and other sharp items should be placed in puncture-resistant containers for disposal.

Mouthpieces, resuscitation bags, or other ventilation devices should be used when mouth-to-mouth resuscitation is likely to be performed in emergency situations. Health care workers who have exudative lesions or weeping dermatitis should refrain from all direct patients care and from handling patient-care equipment until the condition resolves.

Infectious/Communicable Disease Clinical Laboratory Policy

It is the responsibility of each student to maintain current knowledge and practice of any revisions of the Center of Diseases (CDC) precautions. Since medical history and examination cannot identify all patients infected with infectious/communicable disease should be consistently used for all patients. It is also the responsibility of each student to immediately report to the clinical instructor any exposure to infectious/communicable disease via direct contact or needle stick. If a student becomes exposed during clinical, the protocol used by the clinical agency will be followed. The student is responsible for all costs incurred for the treatment of exposure if billed by the clinical agency.

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Infectious/Communicable Campus Laboratory Policy

The campus laboratory at Carl Albert State College is utilized to prepare students for clinical experience. Therefore, procedures such as finger sticks, injections and initiation of intravenous lines will be performed. In order to prevent exposure to infectious/communicable disease precautions must be used by all students. Students must follow the daily current nursing program and clinical facility requirements for PPE use and prevention of COVID-19 variants.

Gloves are to be worn by students who perform any procedure where infectious/communicable diseases are present. Protective eyewear, mask, and/or gowns must be worn in the event of possible splashing of blood. Gloves are to be changed after each contact. Hands or any skin contact must be washed immediately after each procedure. In the event, of contact with infectious/communicable fluids, whether directly or through the use of a needle, the student must report the exposure to the Instructor and Campus Laboratory Coordinator. A ***Carl Albert State College Incident Investigation Report*** will be filed with the student's permanent record, and the Carl Albert State College Safety Coordinator. Students will be referred to their private physician for follow up evaluation and treat.

Student Refusal to Care for Patients with Infectious/Communicable Diseases

Nursing is a knowledge-based, caring profession. Nurses provide care to individuals with respect for human dignity and regardless of the patient's socioeconomic or personal attributes or the nature of their health problem (ANA, 2001).

Refusal to provide care to patients with an Infectious/Communicable disease is inconsistent with performance expectations for student from the CASC Department of Nursing Education and is considered anti-ethical with the ethics of the nursing profession. It is expected that student will provide care to all persons. In cases when continuing clinical practice activities present more than a minimal risk, such as when a student is immunosuppressed, the student may be temporarily reassigned. Students with medical restrictions on activities must provide a note from the health care provider describing in detail the activity restriction required.

Carl Albert State College Department of Nursing Education

**CARL ALBERT STATE COLLEGE
DIVISION OF HEALTH SCIENCES**

Request for Letter/Release of Information

I, _____, authorize Carl Albert State College to release
(PLEASE PRINT FULL NAME)

information for the letter indicated below. I understand that information released may consist of my acceptance to the program, academic standing regarding theory and clinical progress, attendance/absences, disciplinary problems, or unprofessional conduct. My signature of consent and the date the request is made are below.

***Please provide all information:**

*Date Request Made: _____ *Major: _____

*Purpose: _____

*Student Signature: _____

*Student ID Number: _____

*Phone: Home _____ Work or Cell _____

ADDRESSEE OF LETTER:

*Name of Individual/Institution: _____

*ATTENTION: _____

*Mailing Address: _____

*City, State, Zip: _____

NOTE: After the student has read and completed this form, submit the form to the secretary of the Carl Albert State College Division of Health Sciences. If requested, the student will be notified when the letter is ready.

PLEASE ALLOW A MINIMUM OF TEN (10) WORKING DAYS FOR PROCESSING THE LETTER.

Carl Albert State College Department of Nursing Education

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Rev. 5/08