Revisions

The contents of this handbook are subject to change based on departmental decisions, legislative changes, contractual obligations, or editorial corrections. The most current edition will supersede any previous editions, unless otherwise indicated. In addition to this handbook, nursing students are subject to all external agency policies and Oakland Community College policies and procedures as listed in the Oakland Community College catalog, schedule of classes, and student handbook.

FERPA Notice

In compliance with Federal regulations, no information regarding a student’s grade or class standing will be given out over the phone or via e-mail unless a statement of permission is on file in the nursing office. Once a student files a statement of permission, the decision to discuss student grades or class standing via e-mail or phone lies solely with the faculty.

Equal Opportunity/Sexual Harassment Complaint Procedure

Oakland Community College, pursuant to the requirements of applicable law and these policies, does not discriminate against applicants, employees or students on the basis of race, religion, color, national origin, citizenship, veteran status, sex, age, height, weight, marital status, sexual orientation, gender identity and expression, disability or handicap, nor will sexual harassment or harassment based on other classifications mentioned herein, be tolerated, in its employment practices and/or educational programs or activities.

Concerns about the above should be communicated to:

Equal Opportunity Compliance Officer
Oakland Community College
2480 Opdyke Road
Bloomfield Hills, MI 48304-2266
(248) 341-2027

Shared Governance

The opportunity for shared governance is extended to the students of Oakland Community College by the Board of Trustees and college administration. Students are invited to participate in college, campus and Department of Nursing committees.
Program Information

Associate Degree Nursing
The Oakland Community College (OCC) Department of Nursing offers the Associate Degree Nursing curriculum. The program leads to an Associate Degree in Applied Science and prepares the graduates to provide direct nursing care at a beginning-staff-level in a variety of health care settings. Successful completion of the program requirements qualifies the students to apply to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Satisfactory achievement on this examination qualifies the graduates for licensure as Registered Nurses (RN).

The nursing program is designed as a full-time program of study. There are two tracks offered:

1. **Associate Degree Nursing (ADN) - Traditional Track**: The ADN track is a 64.5 – 65.5 credit-hour program, which is offered at the Highland Lakes Campus; however, theory and lab courses may be held at other campuses. This track may be completed in 4 ½ semesters. Admission to the ADN track occurs through a selection process during the winter semester of each academic year. Applicants who satisfy the admission procedures and requirements, according to the Nursing Admission Guide, are eligible candidates for selection for the fall or winter semester. Transfer students from other institutions must meet the same selection criteria.

2. **Transitional LPN to ADN Track (TPN)**: Licensed practical nurses can apply for selection into the TPN track, which is offered at the Southfield Campus; however, theory and lab courses may be held at other campuses. The TPN track is a 62 credit-hour program that may be completed in 1 ½ years. Two and a half credit hours are granted for advanced placement.

Accreditation and Approval
Oakland Community College is a fully accredited member of the North Central Association of Colleges and Secondary Schools. The Nursing Program has been in operation since 1965 and received approval by the Michigan Board of Nursing (phone: (517) 335-0918) in 1976, 1986, 1989, 1998 and 2002. The program is an agency member of the National League for Nursing (NLN) and is fully accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN); 3343 Peachtree Road NE, Suite 850, Atlanta GA, 30326. Web: [www.acenursing.org](http://www.acenursing.org). Phone: (404) 975-5000. Fax: (404) 975-5020.

Program Costs
Please refer to the College Catalog or Schedule of Classes for tuition and fees. Additional expenses include:
• background check (including drug screen and fingerprinting)
• physical exam & immunizations
• tuberculosis screening
• certificate in Basic Life Support for the Health Care Provider

• ACEMAPP
• complete uniform
• stethoscope
• books and supplies

Second year students can expect approximately $500 in additional expenses for the NCLEX-RN application, licensure application, and school pin (optional).

Program Goals/Outcomes
The curriculum of the OCC nursing program fulfills the educational requirements to achieve an Associate in Applied Science-Nursing Degree. The goals/outcomes are that the program:

• Prepares the graduate to pass the NCLEX-RN licensing examination for registered nurses (RN) upon their initial attempt,
• Prepares the graduate to qualify for entry level employment in a variety of health care settings, and
• Provides a foundation for further academic endeavors

Opportunities for a Bachelor of Science in Nursing (BSN)
Oakland Community College has developed nursing program articulation agreements with several universities, designed to facilitate educational mobility for OCC ADN graduates and provide opportunities for a BSN degree in an educationally sound, expeditious, and cost-effective manner. More information about these programs can be obtained from the Counseling Department.

Current articulations with colleges offering RN to BSN programs for OCC students:

• Chamberlain College of Nursing
• Concordia University – Ann Arbor (in progress)
• Davenport University
• Eastern Michigan University
• Ferris State University
• Madonna University (in progress)
• Michigan State University
• Oakland University (Bachelors of Science)
• Saginaw Valley State University
• University of Detroit Mercy (in progress)
• University of Michigan - Flint
• University of Phoenix
• Wayne State University
• Western Michigan University (in progress)
# NUR Curriculum and Course Sequence
## Traditional Track, Fall-Start Cohort

### FIRST YEAR

#### Fall Semester, 15 weeks

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 1290 Pharmacology for Nurses</td>
<td>2.0</td>
</tr>
<tr>
<td>NUR 1410 Foundations of Nursing</td>
<td>7.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9.0</strong></td>
</tr>
</tbody>
</table>

#### Winter Semester

1st 7 ½ weeks:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 1450 Clinical Nursing Skills</td>
<td>0.5</td>
</tr>
<tr>
<td>NUR 1510* Nursing of Childbearing Family</td>
<td>4.0</td>
</tr>
</tbody>
</table>

2nd 7 ½ weeks:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 1460 Integrated Physical Assessment and Decision Making Skills I</td>
<td>0.5</td>
</tr>
<tr>
<td>NUR 1520* Nursing of Adults – Mental Health and Maladaptive Behavior</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**Total**

| **9.0 credits** |

#### Summer Semester, first 7 ½ weeks only (May/June)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 1470 Integrated Physical Assessment and Decision Making Skills II</td>
<td>0.5</td>
</tr>
<tr>
<td>NUR 1530* Nursing of Adults I</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**Total**

| **4.5 credits** |

### SECOND YEAR

#### Fall Semester

1st 7 ½ weeks:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 2510** Nursing of Children and Families</td>
<td>4.0</td>
</tr>
</tbody>
</table>

2nd 7 ½ weeks:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 2520** Nursing of Adults II</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**Total**

| **8.0 credits** |

#### Winter Semester

1st 7 ½ weeks:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 2530** Nursing of Adults III</td>
<td>4.0</td>
</tr>
</tbody>
</table>

2nd 7 ½ weeks:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 2540 Transition to Graduate Role</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**Total**

| **8.0 credits** |

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* NUR 1510, NUR 1520, and NUR 1530 may be taken in any order.

** NUR 2510, NUR 2520, and NUR 2530 may be taken in any order.
NUR Curriculum and Course Sequence
Traditional Track, Winter Start Cohort

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Winter Semester, 15 weeks</th>
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</tr>
</thead>
<tbody>
<tr>
<td>NUR 1290 Pharmacology for Nurses</td>
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<tr>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>NUR 1450 Clinical Nursing Skills</td>
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<tr>
<td>NUR 1510* Nursing of Childbearing Family</td>
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<table>
<thead>
<tr>
<th>Fall Semester</th>
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<td>2nd 7 ½ weeks:</td>
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<tr>
<td>NUR 1470 Integrated Physical Assessment and Decision Making Skills II</td>
<td>0.5 credit</td>
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<tr>
<td>NUR 1530* Nursing of Adults I</td>
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**SECOND YEAR**

<table>
<thead>
<tr>
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<tr>
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<tr>
<td>NUR 2510** Nursing of Children and Families</td>
<td>4.0 credits</td>
</tr>
<tr>
<td>2nd 7 ½ weeks:</td>
<td></td>
</tr>
<tr>
<td>NUR 2520** Nursing of Adults II</td>
<td>4.0 credits</td>
</tr>
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<td><strong>Total</strong></td>
<td><strong>8.0 credits</strong></td>
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<table>
<thead>
<tr>
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<tr>
<td>2nd 7 ½ weeks:</td>
<td></td>
</tr>
<tr>
<td>NUR 2540 Transition to Graduate Role</td>
<td>4.0 credits</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

* NUR 1510, NUR 1520, and NUR 1530 may be taken in any order.
** NUR 2510, NUR 2520, and NUR 2530 may be taken in any order.
## NUR Curriculum and Course Sequence
### TPN Track

<table>
<thead>
<tr>
<th>Summer Semester, second 7 ½ weeks only (July/August)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 1290 Pharmacology for Nurses</td>
</tr>
<tr>
<td>NUR 1460 Integrated Physical Assessment and Decision Making Skills I</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

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<tr>
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<tbody>
<tr>
<td>1st 7 ½ weeks:</td>
</tr>
<tr>
<td>NUR 1470 Integrated Physical Assessment and Decision Making Skills II</td>
</tr>
<tr>
<td>NUR 1811 Foundations for the Transition to the Registered Nurse Role</td>
</tr>
<tr>
<td>2nd 7 ½ weeks:</td>
</tr>
<tr>
<td>NUR 1520 Nursing of Adults – Mental Health and Maladaptive Behavior</td>
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<table>
<thead>
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<tbody>
<tr>
<td>1st 7 ½ weeks:</td>
</tr>
<tr>
<td>NUR 2520 Nursing of Adults II</td>
</tr>
<tr>
<td>2nd 7 ½ weeks:</td>
</tr>
<tr>
<td>NUR 1812 Childbearing Foundations for the Transition to the Registered Nurse Role</td>
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<tr>
<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
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<tbody>
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<td>NUR 2510 Nursing of Children and Families</td>
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<td>2nd 7 ½ weeks:</td>
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<tr>
<td>NUR 2540 Transition to Graduate Role</td>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>
Nursing Program Philosophy
The Department of Nursing, as an integral part of Oakland Community College, strives to fulfill the basic mission and educational goals of the college by offering quality educational opportunities that meet the current and emerging needs of the individuals and the community that Oakland Community College serves.

The Nursing Faculty of Oakland Community College believes that the philosophy of the nursing program reflects the vision, mission, and strategic outcomes of the parent institution. The nursing curriculum is designed to prepare the graduates for the present and future nursing needs of individuals in an ever-changing health care delivery system. This curriculum also enables graduates to transfer to other institutions of higher education. To fulfill this mission, the Nursing Faculty is committed to:

- Developing a curriculum to challenge the student to meet high academic standards
- Teaching/fostering the values of scholarship and professional development
- Demonstrating respect for diversity and concern for others.

Philosophy of Nursing Education: The philosophy of nursing education reflects the values of Oakland Community College and is founded upon the philosophical beliefs of the nursing faculty. The teaching/learning process is interactional and faculty and student share responsibility for learning outcomes. Nursing has its foundation in scientific knowledge, research and evidence based practice. At the very core of nursing education is the modeling of caring behaviors for the human being through the utilization of the nursing process.

Nursing faculty serve as experts, resources and facilitators of learning. Through role modeling and guidance, the faculty imparts the knowledge and skills necessary for critical thinking.

The faculty recognizes that every student is a unique learner each with a diverse learning style. A variety of teaching strategies are utilized to enhance the achievement of student learning. The curriculum reflects the faculty’s belief that learning progresses from simple to complex in understanding concepts and their application to the clinical arena.

Nursing education responds to the changing needs of society, political influences, the health care arena and the profession of nursing. Students are encouraged to view their associate degree as a step in the process toward the attainment of a higher degree in nursing. Students are mentored into the role of the professional nurse with an emphasis on integrity, accountability, advocacy, respectfulness for cultural differences...
and the expectation for continued application of new nursing knowledge throughout their professional career.

**Current Department of Nursing Philosophy**: The basic philosophical beliefs of caring for human beings, understanding their environment, nurturing health, and maintaining high standards of nursing care are the core concepts integrated into the curriculum.

- Human beings are multidimensional and unique. They are respected for their innate dignity and worth and honored for their decisions related to their health care.
- Environment encompasses the conditions and circumstances influencing and affecting the development of individuals, families and community.
- Health is a dynamic process that involves the individual’s physical, psychosocial, and spiritual wellbeing. Beliefs, values, and cultural differences and the right to make health care decisions are accepted in assisting the individual to maintain health.

**Core Competencies**:

The nursing faculty has identified nine foundational core competencies. These competencies reflect the ANA Standards of Practice and Professional Performance, the National League of Nursing (NLN) Competencies for Graduates of an Associate Degree Program, Quality and Safety Education for Nurses (QSEN) competencies and the recommendations of the Institute of Medicine. The competencies are as follows:

**Accountability**
Nursing is accountable to the public for the provision of nursing care, professional growth, and lifelong learning.

**Communication/Collaboration**
Communication is fundamental to the development and maintenance of a therapeutic relationship between the nurse, the patient and the family. The nurse is nonjudgmental, caring and compassionate. Therapeutic communication is an integral element of each phase of the nursing process. Collaboration involves communication with colleagues, both verbal and written, that is purposeful, timely and organized. The goal of collaboration is to assure clear communication in providing high quality and safe care.
Critical Thinking/Decision Making

Critical thinking and decision-making are essential to the delivery of quality nursing care and are reflected in the sixteen characteristics listed below.

1) **Confidence**: Feeling assurance in one’s reasoning abilities
2) **Perspective**: Having the ability to consider the whole situation
3) **Creativity**: Imagining alternatives
4) **Flexibility**: Having the capacity to adapt, accommodate, modify or change
5) **Inquisitiveness**: Being eager to learn; seeking knowledge
6) **Intuition**: Having recognitional ability
7) **Integrity**: Seeking truth even if contrary to one’s beliefs/assumptions
8) **Open-minded**: Being receptive to different views and sensitive to one’s biases
9) **Perseverance**: Having the determination to overcome obstacles
10) **Reflection**: Thinking for better understanding and self-evaluation
11) **Analyzing**: Separating a whole into parts to discover functions and relationships
12) **Discrimination**: Recognizing differences
13) **Seek information**: Searching for evidence, facts, and knowledge
14) **Logical reasoning**: Drawing conclusions supported/justified by evidence
15) **Predicting**: Visioning a plan and the consequences
16) **Applying standards**: Judging according to professional/social criteria

Culture/Diversity

Culture and diversity are terms that describe the unique heritage, backgrounds, beliefs and values of each individual. The nurse demonstrates respect and dignity and recognizes the worth of these differences in others, including patients, colleagues and other members of the health care team. Valuing others’ views and beliefs, the nurse considers the preferences of the patient in planning and implementing care.

Leadership

Leadership in nursing is demonstrated by upholding standards of practice, acquiring knowledge, providing mentorship, utilizing creativity, fostering teamwork, and utilizing management and principles of delegation. These professional attributes contribute to professional work environments that transform nursing care and support positive patient outcomes.

Nursing Process

The nursing process is a systematic method of problem-solving. The process includes assessment, diagnosis, outcome identification, planning, implementation and evaluation. It is a process that requires application of critical thinking and decision-making for the safe administration of nursing care.
Professionalism
Professionalism in nursing is demonstrated through commitment to the profession of nursing, the patient and the public. The nurse promotes, advocates for, and strives to protect the health, safety and rights of the patient. The nurse compares his/her own practice to acceptable standards and engages in improvement of the health care environment.

Safety
Safety in nursing is characterized by the application of competent, skilled nursing care. It is care based on critical thinking and decision-making and on the legal and ethical responsibilities of the nurse. Nursing care is safe, timely, effective, efficient, equitable and patient-centered.

Teaching/Learning
Teaching is an individualized, systematic process to assess and present knowledge or develop a skill resulting in a change of behavior. A goal is to increase comprehension and participation in the self-management of health care needs. The nurse is responsible for assessing the patient’s need for information, identifying knowledge deficits and then planning, implementing and evaluating a teaching plan.
Leveled Student Learning Outcomes

Each leveled outcome builds upon the previous levels’ outcome; it is inclusive of the previous levels’ requirements. To achieve the outcome for each level, the student must continue to demonstrate the criteria identified in the previous levels.

<table>
<thead>
<tr>
<th>Student Learning Outcome (SLO)</th>
<th>Level 1 (NUR 1290, 1410)</th>
<th>Level 2 (NUR 1450, 1460, 1470, 1510, 1520, 1530, 1811, 1812)</th>
<th>Level 3 (NUR 2510, 2512, 2520, 2530)</th>
<th>Level 4 (NUR 2540)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: The student will accept accountability for the provision of nursing care, professional growth and lifelong learning.</td>
<td>Identify personal learning needs and demonstrates accountability.</td>
<td>Demonstrate accountability in the provision of nursing care and professional growth.</td>
<td>Accept accountability for the provision of nursing care and professional growth.</td>
<td>Accept accountability for the provision of nursing care, professional growth and lifelong learning.</td>
</tr>
<tr>
<td>1.1.1. Follows directions (e.g. college student handbook, nursing handbook, syllabus, instructors, etc.).</td>
<td>2.1.1. Engages in reflection of the caring component of nursing practice provided.</td>
<td>3.1.1. Engages in strategies to enhance the caring component of nursing practice provided.</td>
<td>4.1.1. Engages in self-evaluation of the knowledge, competence, and caring components of nursing practice to identify areas for growth and lifelong learning.</td>
<td></td>
</tr>
<tr>
<td>1.1.2. Adheres to professional qualities of timeliness, appearance, and honesty.</td>
<td>2.1.2. Compares own nursing practice to acceptable standards.</td>
<td>3.1.2. Compares nursing practice delivered to acceptable standards.</td>
<td>4.1.2. Assesses needs related to successful completion of NCLEX-RN.</td>
<td></td>
</tr>
<tr>
<td>1.1.3. Recognizes personal responsibility for learning.</td>
<td>2.1.3. Identifies areas for professional growth.</td>
<td>3.1.3. Determines areas for professional growth.</td>
<td>4.1.3. Accepts accountability for the assigned nursing care of a group of patients.</td>
<td></td>
</tr>
<tr>
<td>1.1.4. Accepts responsibility for the assigned nursing care for one patient.</td>
<td>2.1.4. Accepts responsibility for the assigned nursing care for one-two patients.</td>
<td>3.1.4. Accepts accountability for the assigned nursing care for a minimum of two patients.</td>
<td>4.1.4. Maintains professional records that are organized and reflective of professional growth.</td>
<td></td>
</tr>
<tr>
<td>1.1.5. Attends clinical during the assigned time.</td>
<td>2.1.5. Demonstrates optimal use of clinical time by seeking out learning opportunities.</td>
<td>3.1.5. Maintains professional records that are organized and reflective of professional growth, continued learning, competency and self-development.</td>
<td>4.1.5. Verbalizes the need to plan for BSN completion.</td>
<td></td>
</tr>
<tr>
<td>1.1.6. Demonstrates preparation for the clinical assignment.</td>
<td>2.1.6. Maintains the student portfolio.</td>
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</tr>
<tr>
<td>Student Learning Outcome (SLO)</td>
<td>Level 1 (NUR 1290, 1410)</td>
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<td>Level 4 (NUR 2540)</td>
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</tbody>
</table>
| **SLO 2:** The student will integrate professional values within the ethical and legal framework of nursing practice. | Identify professional values and legal and ethical issues that affect the practice of nursing.  
1.2.1. Maintains confidentiality within legal and institutional parameters.  
1.2.2. Serves as a patient advocate to protect patient autonomy, dignity, and rights.  
1.2.3. Develops a personal philosophy of nursing.  
1.2.4. Demonstrates the professional values of caring, honesty, integrity and respect. | Recognize professional values within the ethical and legal framework of nursing.  
2.2.1. States awareness of legal and regulatory agency policies.  
2.2.2. Demonstrates caring through the advocacy of patient autonomy, dignity, and rights.  
2.2.3. Notifies clinical instructor of quality of care concerns.  
2.2.4. Practices self-care and manages stress effectively. | Apply professional values within the ethical and legal framework of nursing.  
3.2.1. Maintains legal and regulatory agency policies.  
3.2.2. Values caring through the consistent advocacy of patient autonomy, dignity, and rights.  
3.2.3. Notifies clinical instructor and staff nurse of quality of care concerns. | Integrate professional values within the ethical and legal framework of nursing practice.  
4.2.1. Ensures adherence to legal statutes, rules and regulations, and regulatory agency policies.  
4.2.2. Assimilates and models patient advocacy and caring behaviors by safeguarding patient autonomy, dignity, and rights.  
4.2.3. Reports instances of illegal, unethical, and quality of care concerns utilizing the chain of command.  
4.2.4. Examines the effect of current legal, ethical, economical, legislative, and political issues impacting nursing practice.  
4.2.5. Examines major trends and issues in contemporary nursing and the impact of historical events on nursing practice and nursing education. |
<table>
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<tr>
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<th>Level 3 (NUR 2510, 2512, 2520, 2530)</th>
<th>Level 4 (NUR 2540)</th>
</tr>
</thead>
</table>
| **SLO 3:** The student will collaborate through effective communication with individuals, families, groups and the interdisciplinary health care team members to optimize health outcomes. | Demonstrate the use of effective communication techniques with diverse populations and select healthcare team members to optimize health outcomes.  
1.3.1. Communicates with a patient in a therapeutic and caring manner.  
1.3.2. Obtains report from RN prior to assuming care; gives report to the RN at the end of the clinical day.  
1.3.3. Reports significant changes in patient’s condition to instructor and staff RN in a timely fashion. | Demonstrate the use of therapeutic and professional communication with patients and the interdisciplinary health care team members to optimize health outcomes.  
2.3.1. Demonstrates caring behaviors through professional communication with patients.  
2.3.2. Uses technology to document and communicate relevant and accurate information.  
2.3.3. Communicates patient care information to peers, health care colleagues/staff, and instructor in a concise, timely and organized manner.  
2.3.4. Participates, actively, in clinical conferences.  
2.3.5. Maintains a positive working alliance with peers and clinical faculty. | Communicate effectively with individuals, families, groups and the interdisciplinary health care team members to optimize health outcomes.  
3.3.1. Collaborates using caring behaviors in a professionally appropriate format with individuals, families, groups and interdisciplinary health care team members.  
3.3.2. Documents the relevant and accurate assessment, outcomes, implementation, and evaluation of care in an organized and timely manner.  
3.3.3. Communicates relevant and accurate data when reporting off.  
3.3.4. Reports to RN in a concise, organized and thorough manner. | Collaborate through effective communication with families, groups and the interdisciplinary health care team members to optimize health outcomes.  
4.3.1. Communicates with patient, family and health care team through caring behaviors to facilitate the patient’s transition in care.  
4.3.2. Participates in conflict resolution with peers, health care colleagues/staff, and instructor.  
4.3.3. Conducts shift reports in a concise, organized and thorough manner. |
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<td><strong>SLO 4:</strong> The student will promote culturally competent care with diverse individuals, families and groups.</td>
<td>Recognize the influence of culture. 1.4.1. Maintains compassionate and caring relationships with all individuals. 1.4.2. Identifies healthcare related cultural influences. 1.4.3. Selects culturally appropriate communication techniques. 1.4.4. Selects culturally appropriate nursing activities.</td>
<td>Practice culturally competent care with patients from diverse populations. 2.4.1. Identifies healthcare related cultural influences within diverse populations. 2.4.2. Applies caring behaviors that reflect cultural awareness.</td>
<td>Practice culturally competent care with diverse individuals, families and groups. 3.4.1. Prioritizes healthcare related cultural influences for diverse individuals, families and groups. 3.4.2. Utilizes nursing activities and caring behaviors that are culturally appropriate nursing activities for diverse individuals, families and groups.</td>
<td>Promote culturally competent care with diverse individuals, families, and groups. 4.4.1. Consistently integrates culturally competent caring behaviors reflecting values and beliefs of individuals, families, and groups. 4.4.2. Advocates for culturally sensitive care.</td>
</tr>
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</table>
| **SLO 5:** The student will apply the nursing process to manage the delivery of care for a group of individuals in a variety of health care settings. | Develop a nursing care plan using standardized language for an individual in extended care and acute care settings.  
1.5.1. Collects accurate data using the functional health patterns.  
1.5.2. Determines nursing diagnoses (NANDA) based on assessment data.  
1.5.3. Identifies outcomes (NOCs) based on assessment data.  
1.5.4. Develops an individualized plan of care including nursing activities (NICs) with rationale.  
1.5.5. Safely implements an individualized plan demonstrating caring.  
1.5.6. Collects relevant data to evaluate patient’s progress toward obtaining the outcomes.  
1.5.7. Identifies needed modification in the plan of care as indicated. | Apply the nursing process in the delivery of care with individuals and families.  
2.5.1. Collects data from multiple sources using the functional health patterns.  
2.5.2. Selects appropriate priority nursing diagnoses (NANDA) based on assessment data.  
2.5.3. Identifies priority outcomes (NOCs) based on assessment data.  
2.5.4. Develops an individualized plan of care using comprehensive activities (NICs).  
2.5.5. Implements caring behaviors and nursing activities in an organized and safe manner.  
2.5.6. Evaluates the patient’s progress toward obtaining the outcomes.  
2.5.7. Modifies plan of care as indicated. | Apply the nursing process in the delivery of care with individuals, families, and groups in a variety of health care settings.  
3.5.1. Uses appropriate assessment and evidence based techniques when collecting a comprehensive database.  
3.5.2. Establishes a relevant master problem list (NANDAS/NOCs/NICs) for the delivery of care.  
3.5.3. Implements nursing strategies and caring behaviors that are organized, safe and timely.  
3.5.4. Evaluates the patient’s response to the plan of care in a timely manner.  
3.5.5. Incorporates feedback from patient, family and health care providers to modify plan of care. | Apply the nursing process to manage the delivery of care for a group of individuals in a variety of health care settings.  
4.5.1. Advocates for timely and evidenced based modifications in plans of care with patients, families and health care providers in a variety of health care settings.  
4.5.2. Analyze professional caring behaviors as they relate to the management and delivery of care for a group of individuals. |
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| **SLO 6:** The student will integrate concepts of quality and safety in the provision of nursing care that minimizes the risk of patient harm and achieves optimal patient outcomes. | Adhere to safety initiatives in the provision of nursing care.  
1.6.1. Identifies the role of the nurse in promoting a culture of safety.  
1.6.2. Implements basic safety initiatives such as patient identification, asepsis, infection control, fall prevention, hand offs, SBAR and collaborative communication.  
1.6.3. Uses evidence-based risk assessment tools during patient assessment (e.g. skin, falls, VTE, pain, etc.). | Provide nursing care that minimizes the risk of patient harm and achieves optimal patient outcomes.  
2.6.1. Identifies high alert medications.  
2.6.2. When applicable, calculates and administers medications safely and accurately.  
2.6.3. Identifies the “Rights of Medication” administration.  
2.6.4. When applicable, minimizes interruptions during medication administration.  
2.6.5. Verbalizes knowledge of actions, side effects and related nursing implications of medications.  
2.6.6. Implements evidence-based nursing activities to decrease risk of patient harm.  
2.6.7. Maintains a safe milieu. | Provide nursing care that minimizes the risk of patient harm and achieves optimal patient outcomes.  
3.6.1. Uses indicators to monitor quality, safety and effectiveness of nursing care.  
3.6.2. Uses new knowledge and innovation in nursing practice to improve care delivery.  
3.6.3. Implements nursing care that is safe, timely, effective, efficient, equitable, and patient-centered (STEEEP). | Integrate concepts of quality and safety in the provision of nursing care that minimizes the risk of patient harm and achieves optimal patient outcomes.  
4.6.1. Demonstrates the effective use of technology and standardization practices to support safety and quality initiatives.  
4.6.3. Uses results of evidence-based practice/quality improvement activities to initiate change.  
4.6.4. Discusses the importance of nursing research as it contributes to the advancement of nursing practice. |
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<td><strong>SLO 7:</strong> The student will maximize critical thinking to optimize clinical decision-making.</td>
<td>Recognize the relationship between patient needs and clinical decision-making. 1.7.1. Demonstrates the critical thinking characteristics: integrity, logical reasoning, and information seeking.</td>
<td>Demonstrate elements of critical thinking/decision making in the application of the nursing process. 2.7.1. Demonstrates the critical thinking characteristics: inquisitiveness and perseverance. 2.7.2. Provides scientific rationale for practice decisions. 2.7.3. Utilizes evidence based practice findings.</td>
<td>Apply critical thinking to optimize clinical decision-making. 3.7.1. Demonstrates the critical thinking characteristics: flexibility, open-mindedness, analysis, and discrimination.</td>
<td>Maximize critical thinking to optimize clinical decision-making. 4.7.1. Demonstrates the critical thinking characteristics: intuition, confidence, prediction, perspective, creativity, and reflection. 4.7.2. Analyzes clinical care and decision making relative to policy and standards.</td>
</tr>
<tr>
<td><strong>SLO 8:</strong> The student will teach groups of individuals with complex health care needs to promote, maintain, and restore optimal health.</td>
<td>Assess patient healthcare knowledge deficit(s). 1.8.1. Assesses for learning preferences and learning barriers. 1.8.2. Incorporates principles of teaching-learning into nursing plan of care. 1.8.3. Implements appropriate teaching strategies.</td>
<td>Teach individuals and families to promote, maintain, and restore optimal health. 2.8.1. Participates in health promotion activities both in community based and/or acute care settings. 2.8.2. Identifies lifestyle risk factors. 2.8.3. Utilizes informal teaching opportunities and documents. 2.8.4. Identifies discharge needs.</td>
<td>Teach individuals and families with complex health care needs to promote, maintain, and restore optimal health. 3.8.1. Analyzes lifestyle risk factors to develop an individualized health promotion teaching plan. 3.8.2. Documents, consistently, patient education per agency format and regulatory guidelines.</td>
<td>Teach groups of individuals, with complex health care needs to promote, maintain, and restore optimal health. 4.8.1. Participates actively in discharge planning to enhance timely discharge. 4.8.2. Contributes to the agency designed discharge/transfer summary.</td>
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<td>SLO 9: The student will integrate leadership and management skills in nursing practice.</td>
<td>Identify the leadership skills of the nurse in the management of patient care. 1.9.1. Observes the role of the RN in the health care setting. 1.9.2. Utilizes the electronic medical record for data gathering and accurate basic data entry. 1.9.3. Treats colleagues with respect, trust and dignity. 1.9.4. Attains clinical skills and knowledge base. 1.9.5. Participates in the Nursing Student Association (OCCNSA).</td>
<td>Assess leadership roles of the nurse in the management of patient care. 2.9.1. Observes the role of the RN as the manager of a group of patients. 2.9.2. Ensures accurate and timely electronic documentation. 2.9.3. Seeks out learning materials relevant to course content and patient care. 2.9.4. Works effectively within a group to achieve assignment goals. 2.9.5. Functions as an effective member of the health care team.</td>
<td>Utilize leadership and management skills in nursing practice. 3.9.1. Abides by the health care organizations overall vision, mission and goals. 3.9.2. Utilizes the electronic data base to analyze trends and prioritize care. 3.9.3. Contributes to resolution of clinical problems.</td>
<td>Integrate leadership and management skills in nursing practice. 4.9.1. participates in problem identification and data collection for research, quality control or improvement processes to meet patient outcomes 4.9.2. Contributes as a role model and/or mentor in nursing. 4.9.3. Participates in problem resolution regarding clinical issues. 4.9.4. Manages a team of patients. 4.9.5. Delegates tasks based on the rights of delegation.</td>
</tr>
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</table>
Nursing Program General Policies

The following requirements are conditions of admission and continuation in the nursing program. Any nursing student who does not comply with these regulations, prior to the start of instruction will be denied entrance to the clinical component.

Criminal History and Drug Screening

1. Criminal Background Check: All selected nursing students must undergo a criminal history check at the student's expense, including fingerprinting, to verify that they are eligible for admission to the program.

Either of the following will preclude eligibility for admission:

- A felony or any attempt to commit a felony within the fifteen (15) years immediately preceding the date of the criminal history check; or

- A misdemeanor within the ten (10) years immediately preceding the criminal history check,

Moreover, any enrolled student in the program who is arrested for any felony or misdemeanor (including, but not limited to, misdemeanor or felony traffic violations, i.e. Operating Under the Influence of Alcohol – OUIL, Operating While Impaired – OWI, etc.) must contact the Dean of Nursing and Health Professions at (248) 942-3335, within 72 hours of the arrest. Pending verification of the violation, the Dean of Nursing and Health Professions will then decide further subsequent actions needed related to continued status. A felony or misdemeanor conviction will preclude continued enrollment in the nursing program.

2. Drug Screening: The Department of Nursing follows and enforces the Oakland Community College and the clinical affiliated agencies' policy of maintaining a drug-free campus and work place. Therefore, a negative result on a urine drug screen test (no drugs found) is a requirement for admission into the nursing program.

All students selected for admission must have a urine drug screen test at their own expense and must be drug free in order to be eligible for admission. If the result of the drug test comes back indicating that the urine sample is positive, too dilute to measure, not completed by the deadline or otherwise unreadable, the student must submit a hair sample for testing at the student’s expense. Students with "conditional positive" or "positive" results will be advised by the Dean of Nursing and Health Professions or a designee appointed by the dean.
3. **Drugs, Intoxicants, and Mind Altering Substances:**

Success in both nursing as a student and as a practitioner requires sound nursing judgment and positive professional relationships with the community, the personnel and the patient. Behavior that threatens these relationships or alters judgment will endanger nursing effectiveness. For this reason, students are expected to abstain from the use of illegal or mind altering substances before or during any contact with faculty, staff, or patients. Prior to and during clinical experiences students should abstain from any prescribed drug that could impair judgment or function.

Students who arouse the suspicion of the instructor may be subject to a drug screen for any substance, at the student's expense. Declining to submit to a drug screen may result in dismissal from the program. There is zero tolerance for breaches of this policy. Documented use of mind-altering or illegal drugs or substances will result in immediate dismissal from the program and failure in the nursing course in which the student is enrolled. Students will be ineligible for readmission to the program under these circumstances.

**Physical Requirements**

1. **Health insurance** is strongly encouraged. The college, the health care facilities, and Workman's Compensation do not cover the students against accidents or illness. **Students are responsible for the cost of any medical or emergency care.**

2. A current **health history and physical examination** are required prior to starting the first clinical nursing course of the program. The Physical Exam Form and Health History Form are available from the nursing office. Students who drop out of the nursing program for more than one year must have another physical examination and have the appropriate forms on file prior to resuming clinical experiences.

3. Tuberculosis (TB) clearance must be **completed annually in July** and requires a negative TB skin test or negative TB blood test. If the test result is positive, then additional physician clearance is required and a TB Screening Questionnaire is required annually thereafter. (TB clearance is good for one year from the date of clearance and must be valid throughout the entire academic year—i.e. it must not be due to expire prior to June 30 of the following year.)

4. Each student must meet the technical standards of the program (page 2-4).

5. **Immunizations:** Nurses and those studying nursing are at risk for increased exposure to certain preventable infectious diseases and other health hazards. It is important for nurses to be immunized properly for protection against these diseases and for prevention of spread among patients in the hospitals and clinics. In addition, nurses must rigidly adhere to special precautions to minimize risks.
Immunization documentation is required as follows:

- **MMR (Measles, Mumps, Rubella)** – 1.) Birth date prior to 1957 **OR** 2.) Positive titers for all three **OR** 3.) Proof of vaccination (series of two)

- **Varicella (Chickenpox)** – 1.) Positive titer **OR** 2.) Proof of vaccination (series of two) **OR** 3.) Proof of past diseases from treating physician at the time of disease

- **Tdap** – Proof of vaccination in the last seven years for Pertussis, Tetanus, and Diphtheria

- **Hepatitis B** – 1.) Positive titer and Student Release form **OR** 2.) Proof of vaccination (series of three) and Student Release form **OR** 3.) Signed and notarized Student Release form if declining vaccination

- **Influenza** – Proof of seasonal influenza vaccination, completed annually

**IMMUNIZATION REQUIREMENTS MAY BE SUBJECT TO CHANGE AT ANY TIME.**

6. A student with a history of chemical, latex or other sensitivities/allergies is responsible for taking proper precautions and notifying the clinical and lab faculty.

7. **Change in Health Status:** Any student experiencing a change in health status while enrolled is required to submit a written statement (OCC Department of Nursing Form for Medical Clearance) at the onset of any change and prior to returning to the clinical component. The form must be signed by a physician, physician assistant, or nurse practitioner. To return to clinical, the physician must verify the student’s ability to meet the technical standards (physical abilities) of the program and perform all expected functions fully, safely and without jeopardizing the health or well-being of the student and others.

   If a student is unable to assume the responsibilities of a nursing student, it is the student’s responsibility to discuss the following options with the theory faculty:

   a. A withdrawal from the course (refer to academic policies on progression, grades, and repeated courses)

   b. An incomplete contract for an “I” mark to complete the course by a specified date

**Pre-clinical Certification Requirements**

1. **Basic Life Support for the Healthcare Provider (BLS-HCP):** Evidence of current BLS Healthcare Provider Certification through the American Heart Association or the American Red Cross, **completed in the month of July.** (BLS certification is typically good
for two years (expiration will be shown on card) and must be valid throughout the entire academic year—i.e. it must not be due to expire prior to June 30 of the following year.)

2. Each student admitted to the nursing program is required to complete the HIPAA, OSHA, and Blood Borne Pathogens assessments successfully, which are administered via ACEMAPP (michigan.acemapp.org). These assessments must be renewed annually. The annual fee is $50 (as of 2017). Additional clinical requirements (immunizations, CPR, etc.) are entered into the ACEMAPP site by the nursing office staff shortly after they are received from the student. All ACEMAPP requirements must be kept current.

3. All external agency-specific requirements must be completed in a timely manner, prior to the start of each new clinical placement assignment.

**Technical Standards**
The nursing student must demonstrate:

1. Oral and written English language skills to communicate effectively with patients and others.

2. Academic ability to learn a large volume of technically detailed information and to be able to synthesize and use this knowledge to solve clinical problems.

3. Mental, emotional and physical ability and stamina to plan and implement care for patients.

4. Emotional maturity and stability to approach highly stressful situations in a calm, safe and rational manner, to make timely clinical decisions such as selecting the correct technique, equipment and safety measures, to assure comprehensive and safe care of patients.

5. Physical abilities to competently perform activities that are essential to the program curriculum and the profession:
   a. Sufficient visual acuity for accurate assessment and nursing care, such as required in the accurate preparation and administration of medications and for the observation of patients.
   b. Sufficient auditory perception to receive verbal communication from members of the health care team and to assess the health status of patients through monitoring devices, such as stethoscopes, monitors, intravenous infusion pumps, fire alarms, bed alarms, call lights, etc.
   c. Sufficient gross and fine motor coordination to respond promptly and to implement skills required in meeting the health care needs of patients, including the manipulation of equipment.
   d. Sufficient physical abilities to move around in patient rooms, work and treatment areas, and to administer cardiopulmonary procedures.
e. Sufficient **physical strength and stamina** to perform physical activities frequently requiring the ability to push and pull objects more than fifty pounds and to transfer objects and persons of more than **one-hundred pounds**.

**Employment**
The Nursing Program is very demanding. It is recommended that students limit employment to a maximum of twenty-four (24) hours per week. Additionally, students may not work the night shift prior to a morning clinical assignment or the morning shift prior to an afternoon clinical assignment. Failure to comply with this rule will result in not allowing the student to attend clinical.

**Tuition and Financial Aid**
Per college policy, students **who do not pay tuition by the deadline will be deregistered**. Nursing students who are deregistered due to non-payment will not be registered again in the same semester. They will be registered in the next semester contingent on available space. Students who have been deregistered and have not yet started the program may lose their seat in the program.

Students who receive financial assistance have an ethical responsibility to repay their student loans.

**E-mail**
To maintain student confidentiality, nursing faculty will only communicate with students using their OCC student e-mail addresses.

**Professional Behavior Policies**
Violations of any professional behavior policy or college policy may result in academic discipline. Academic disciplinary actions range from a letter of reprimand to a failing course grade and/or dismissal from the nursing program or college.

1. **Student Responsibilities for Professional Behavior**

Students must comply with the policies of the college, the nursing department, and the assigned clinical agencies including those policies that involve:

- Accountability
- Academic honesty
- Confidentiality
- Ethical behavior
- Professional conduct
2. Social Networking

The use of cell phones in the classroom or clinical lab is not allowed for personal use. The use of cell phones in the clinical area for educational purposes is dependent on the agency’s policy.

Privacy: The student is not to transmit or post online any individually identifiable information about a student, faculty or patient. Students must behave responsibly and adhere to privacy policies. OCC nursing students are held accountable to the rules and regulations of HIPAA, other laws and the clinical agencies policies and procedures. Violations of the rules and regulations may result in criminal and/or civil liability and academic disciplinary actions. Academic disciplinary actions are taken for unprofessional behavior such as, but not limited to:

- Vulgar language
- Display or use of language or photographs that imply disrespect
- Posting potentially inflammatory or unflattering material
- Fraudulently presenting oneself as college faculty or a representative of the college

Students should evaluate their postings with the understanding that they could potentially be viewed by a patient, educational institution or employer.

The National Council of State Boards of Nursing (NCSBN) has published guidelines in professional behavior and social media use. Two brochures, “Professional Boundaries Brochure” and “NSNA Social Media Guidelines,” are available on both the NCSBN website (www.ncsbn.org) and the OCC Student Resource Site on D2L. Due to the severity of potential consequences for unprofessional behaviors, inappropriate social media usage, and HIPAA violations, each OCC nursing student must read and abide by the guidelines established in these publications.

Professional Recognition (Gifts)

Historically, nursing students have demonstrated gratitude to faculty through mementos and gifts. While the nursing faculty have always appreciated the generous gifts from students, nursing faculty may no longer accept personal gifts from students. If a student wishes to acknowledge a faculty member, it is suggested that they do so with a card or a small donation to the OCC Foundation Nursing Scholarship. All contributions are an act of professional giving and recognition. Furthermore, contributions will support the education of future nursing students and thereby support the future of the nursing profession.
Academic Policies

Academic Honesty
Academic honesty involves scholarship integrity, truth, honesty, the value of knowledge and the production of independent work.

Violations of Academic Honesty: There are many different forms of academic dishonesty. A partial list of violations follows, which are representative of unacceptable academic conduct.

- **Cheating:** Copying or sharing exam answers; presenting false self-identification; using study guides, notes or books that are unauthorized or at inappropriate times; using unauthorized technology during exams; looking at other students’ work during an exam or during an assignment for which collaboration has been barred; allowing another to do work and submitting the work as one’s own; or intentionally undertaking any activity that results in an unfair advantage over other students.

- **Plagiarism:** Using an idea, phrase or other material from a source without proper acknowledgement of the source or copying or submitting work done by another as one’s own work. This can be done in the form of paraphrasing without reference to the source, rearranging another’s words and using them as one’s own, or quoting another without the use of quotation marks and reference to the source material.

- **Facilitating academic dishonesty:** Aiding another in an act that violates academic honest.

- **Misrepresentation/Fabrication:** Falsifying information, citation or data; or misrepresenting oneself or one’s status in the college.

Consequences of Academic Dishonesty may include a letter of reprimand, a failing grade on a test or paper, a failing grade in the course, dismissal from the program or dismissal from the college.

Grades and Passing
1. Successful completion of a nursing course (NUR) requires:
   a. A passing grade, at least 80% (B- or above), achieved in the theory component
      AND
   b. In any NUR course with a clinical component, “satisfactory” achievement in this component for all leveled student learning outcomes

If either requirement is not met (grade below 80% OR unsatisfactory in clinical), the student will fail the course.
2. Final Grade for the Course:
   a. If SATISFACTORY achievement in the clinical component, the final grade will be the letter grade earned in the theory component.
   b. If UNSATISFACTORY in the clinical component and did not complete the theory component of the course or sit for the final exam, the final grade will be a WS mark, which may negatively affect any financial aid awards.
   c. If UNSATISFACTORY in the clinical component and did complete the theory component, the final grade will be “F” and will negatively affect the grade point average. A grade of “F” may also affect any future financial aid awards.

For more information regarding F grades and WS marks, refer to the college grading policies.

Theory Grading
Theory grades are based on the total number of points achieved through quizzes, exams and other course requirements. Each course syllabus includes a point-to-percentage scale and states the minimum number of test points and other requirements needed to achieve a passing grade at 80% or above. **There is no rounding of points.** The following is the basic percentage scale used for all theory NUR courses:

<table>
<thead>
<tr>
<th>Passing Grades</th>
<th>Unsatisfactory Grades</th>
<th>Unsatisfactory Marks</th>
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<tbody>
<tr>
<td>A 92 – 100%</td>
<td>C+ 78 – 79%</td>
<td>W Student-initiated Withdrawal</td>
</tr>
<tr>
<td>A- 90 – 91%</td>
<td>C 75 – 77%</td>
<td>WS Stopped attending</td>
</tr>
<tr>
<td>B+ 87 – 89%</td>
<td>C- 73 – 74%</td>
<td>N Never attended</td>
</tr>
<tr>
<td>B 83 – 86%</td>
<td>D+ 71 – 72%</td>
<td></td>
</tr>
<tr>
<td>B- 80 – 82%</td>
<td>D 68 – 70%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F 67% and below,</td>
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<tr>
<td></td>
<td>or clinical unsatisfactory</td>
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</table>

NSA Bonus Points
Students have the opportunity to earn additional points for NSA and other volunteer activities. The student must earn at least 80% cumulative for the course before any NSA bonus points will be added. Points cannot be saved or carried over. To receive credit, the student must submit a Bonus Point Record form to their theory instructor prior to the final exam. The form includes a chart of the maximum points allowed.

Incomplete (I) Marks
This mark will be used sparingly and only when an emergency prevents a student from completing course work during the regular college session. Before the faculty assigns an incomplete, the student is responsible for completing a written agreement with them. This
agreement details the requirements to be met for the completion of the incomplete. The student will not be registered for a course in which he or she has a current mark of I. Without prior faculty-initiated action to change the Incomplete, this mark will become a WS one year subsequent to its original issue.

Students returning to complete an I mark must successfully complete the Medication Calculation Proficiency Test by the third theory course meeting. With the exception of the Medication Calculation Proficiency Test, all other previous grades are counted and the student may not be rescored on any previously taken exams or assignments.

For more information about incomplete marks, refer to the college grading policies.

Clinical Grading

1. **Continued Progress and Improvement in Clinical:** Continued observation of the student will be made and any remediation will be provided and documented. The student is expected to continue to demonstrate satisfactory performance in all student learning outcomes from prior nursing courses and to demonstrate improvement as the semester progresses. Students will also be expected to utilize skills and knowledge learned in all prerequisite, co-requisite, general education, supportive, and nursing courses.

2. **Unsatisfactory Performance in Clinical:** If the student continues to demonstrate unsatisfactory clinical performance, they will fail the clinical component and subsequently fail the course. Continued unsatisfactory performance may necessitate, at the recommendation of the clinical faculty, an assignment other than direct patient care. The student has the right to continue to attend the theory component until the end of the semester. Consistent with agency affiliation agreements, the hospital or clinical agency has the right to request the college to remove any student whose work or conduct may be unsatisfactory to the hospital or clinical agency.

3. **Communication of Student Progress in Clinical:** Ongoing open communication between the faculty and student will provide the student with information about their progress and suggest areas that need improvement. Communication Records are used as a tool to facilitate this communication. These forms are completed by faculty and signed by the student, and the student will receive a copy. The faculty will inform the student when performance is unsatisfactory or student learning outcomes are not being achieved in the clinical area. The instructor and the student will arrange an individual conference to specify a written remediation plan.

4. **Final Evaluation:** At the conclusion of each clinical rotation, faculty will complete a Clinical Evaluation, which reflects the leveled student outcomes for each course. (A copy of this form is included in the course syllabus.) A clinical evaluation of “satisfactory” on each student learning outcome is required to pass the course. Faculty will also prepare an Evaluation Action Plan (EAP) and review it with the student for their input. Each student will receive a copy of their EAP and is responsible for submitting this plan to the clinical faculty of the next course.
**Portfolio**
Each student in the nursing program is required to develop and maintain a portfolio. This program requirement is to assist the student in assuming responsibility for professional growth and to value learning as a lifelong process. The syllabus for each course that contains a clinical component will identify the portfolio guidelines and the required content. Portfolios are reviewed by the clinical faculty with each clinical rotation.

**Progression**
Nursing courses are sequenced and must be taken in order indicated in the Nursing Curriculum, and in accordance with published prerequisites and corequisites. The prerequisites and corequisites for each nursing course are listed in their course descriptions in the College Catalog. Therefore:

1. Students must successfully complete the Level I courses—NUR 1290 and NUR 1410—in the sessions in which they are offered, before progressing to the Level II nursing courses.

2. Students must successfully complete Level II lab courses—NUR 1450, NUR 1460 and NUR 1470—in order and in the sessions in which they are offered.

3. Students must successfully complete the Level II courses—NUR 1510, NUR 1520 and NUR 1530—in the sessions in which they are offered, concurrently with NUR 1450, NUR 1460 or NUR 1470.

4. Students must successfully complete all designated first year NUR courses (Level I and Level II) before progressing to Level III of the second year nursing courses.

5. Students must successfully complete the Level III courses—NUR 2510, NUR 2520, and NUR 2530—in the sessions in which they are offered, before progressing to NUR 2540 (Level IV).

Students who are out of sequence due to one (1) unsuccessful attempt, or for personal reasons, will return based on a revised sequence of courses developed by the faculty and dean. The semester and course to return is contingent on availability of space and course offerings. The student’s input and financial situation (e.g. financial aid status) will be taken into consideration.

Students who do not successfully complete a NUR course must drop any and all NUR courses for which they are registered, and which have not started:

1. If the prerequisites for the upcoming courses have not been met. (For example, if the student does not pass the last course in the first year sequence, they must drop any second year courses. If the prerequisites have been met, then the student may continue to the next course.)
2. If it is the second unsuccessful attempt and the student is no longer eligible to continue in the program.

*Courses dropped in the second half of the semester may cause the student to owe a balance for any financial aid that was awarded at the beginning of the semester.*

**Repeat Policy and Termination**

A student may repeat a NUR course **only once** (registration and attendance of one or more class meetings constitutes repeating the course). When a student must repeat a course due to a failing grade or mark, all course requirements must be repeated, including all clinical days.

If the student fails or withdraws twice from any NUR course, the student will be ineligible to continue in any of the OCC nursing programs. If the student accrues any two of the following grades or marks, or combination thereof, in any NUR courses, the student will be ineligible to continue or seek admission in any of the OCC nursing programs: W, WS, or theory grade below 80% (C+ and below).

A course that is dropped **prior to the first day of class** and does not receive a grade or mark will not count toward the repeat policy.

A grade below passing in NUR 1290 Pharmacology for Nurses will count toward the repeat policy. Additionally, nursing courses taken simultaneously in the same session will each be counted individually. For example, NUR 1450 and NUR 1510 taken in the same 7-1/2 week session, each with a withdrawal or grade below passing will **both** count toward the repeat policy.

**Drops or Withdrawals**

Students who decide to drop a required course or withdraw from the nursing program for personal or academic reasons should notify their nursing faculty at the time of their decision before taking an official action.

1. If becoming inactive, an Inactive Status Form must be completed in the nursing office to be eligible for readmission. If exiting the program, an Exit Form must be completed in the nursing office.
2. No student will be considered for readmission unless a complete Inactive Status Form is on file.
3. The Department of Nursing Inactive Status Form does not constitute an official drop from a course, nor is a substitution for it.
4. The student is responsible for reporting to Enrollment Services to officially drop a course. Students must follow the guidelines published in the college catalog and schedule of classes with regard to withdrawals and refund policies.
**Inactive Status**
The student may maintain inactive status in the Department of Nursing for one year. Before assuming inactive status, the student must meet with the course facilitator and/or the theory faculty to develop a specific written remediation plan **within two weeks** of declaring the intent to become inactive. The student must then submit the written remediation plan to the nursing office and complete an Inactive Status form in the nursing office.

**Criteria for Readmission**
Returning to the nursing program is contingent upon availability of space in the program. The following requirements must be met by the returning student:

1. Student must indicate in writing intention to return to the nursing program at least one semester prior to the anticipated date of return to the program.

2. The student must comply with all Oakland Community College and Department of Nursing policies and requirements in effect at the time of readmission.

3. Nursing students are required to complete the Associate Degree program within four (4) years of taking the first NUR course.

**Academic Appeals Policy**
The Department of Nursing is committed to educational excellence. Further, the department is committed to the equal treatment to all nursing students. Thus, the individual course syllabi and *The Nursing Student Handbook* provides the essential framework for consistent course and program processes.

The Nursing Faculty recognize their ethical responsibility for consistent application of course and program policies thus, these are non-negotiable and may not be altered for or by specific individuals.

The College process to resolve academic concerns is available to students and will be adhered to by the Department of Nursing. This process is explained on the [college website](#). A form is needed for this process, which is available in any dean’s office.
Classroom Policies

Theory Attendance and Make-Up Days
Students are required to attend all theory classes, including make-up days for holiday or emergency closings. Any student absent from an exam must notify the faculty.

Religious Days
The student is responsible for meeting with the theory and clinical faculty at the start of the course to discuss adjustments in their schedule to allow for observance of a religious days.

Cancellation of Theory Class Due to Weather
Official notifications of college or campus closings are available through the Emergency Notification System. Registration is required to receive this notification.

If there is official notification of a college-wide closing or closure of your course-specific campus (HL or SF), the theory and lab classes will be cancelled and rescheduled. At the earliest possible date and time, the nursing faculty will meet to develop a rescheduling plan that optimizes student success. This plan will be posted to the D2L student resource site as soon as possible.

Taping/Recording of Classes
Students are to request permission from the theory faculty to record lectures/classes. The recordings are to be used only by class members during the current term. The recordings are not to be forwarded to other students in following terms.

Disruptive Behavior
Students should refrain from any behavior that disrupts the learning experience. This includes the use of perfumes, scented lotions, and aromatherapy oils. Clothing and bags must also be free of odors, including cigarette odors. (Per college policy, smoking is not permitted on college property.)

Exams
Each exam can only be attempted once. (If a student returns to complete an incomplete course, all previous grades are counted and the student may not be rescored on any previously taken exams, excluding the Medication Calculation Proficiency Test.)

Missed tests must be made up prior to the next theory class. Students must contact the faculty to arrange time for the make-up test. Grades on tests administered at any time other than the scheduled date and time will be reduced by 10% of the total points.
Prior to testing, students are required to remove any hats, caps or scarves; turn off cell phones; and place these items, along with any book bags, purses or coats, at the front of the classroom. No food or drink is permitted on the desk during testing. At the discretion of the faculty, students may be directed to remain seated after turning in testing material until all students have completed the test.

The only acceptable score is what appears on the scantron form. Students are responsible to always retain and bring the scantron feedback form for test review. A student who fails a test (achieves less than 80% of the points) or drops below the 80% cumulative grade is responsible for initiating a conference with the faculty regarding recommendations.

The nursing faculty encourages test review and will review a test with a student in accordance with the test review procedures outlined in the course syllabi. The process of test review includes the following for all nursing courses:

- Tests may be reviewed with the faculty by appointment only, but no later than one week following test feedback to the class.
- Nursing test booklets and completed scantrons remain the property of the Department of Nursing.
- Nursing test booklets are destroyed following the exam.
- Completed scantrons (or copies of completed scantrons) may not be given to students.
- Nursing students may request to receive their individual test specific computer generated scantron feedback sheet

**Medication Calculation Testing**

Students must successfully complete the 10-question Medication Calculation Proficiency Test at the start of each 7-1/2 week session for each course, with the exceptions of NUR 1290 and NUR 1410. This includes students who are returning to complete an incomplete mark. For successful completion, the student must score 90% or better. This requirement must be met by the third theory class to be able to meet the clinical objectives of the nursing courses. A maximum of two retake exams are offered.

The student is not to administer medications in each new clinical rotation until successfully completing the Medication Calculation Proficiency Test for the course in which they are enrolled. Furthermore, the student is responsible for informing the assigned clinical faculty of their status.
Clinical Policies

Clinical Attendance and Tardiness

Attendance at clinical is required. Students are expected to report by phone any absence from clinical. Individual faculty will discuss the mechanics for reporting absences. All clinical absences will be made up.

In the event of an absence from clinical due to illness or serious family problems, the faculty and unit should be notified at least one half hour prior to the scheduled session. Failure to report the impending clinical absence shall be considered a lack of accountability for the purpose of clinical evaluation.

Attendance at On-Campus Clinical Lab is required during the first year of the nursing program. The on-campus nursing clinical laboratory provides students with the opportunity to practice psychomotor, communication, and interpersonal skills in a simulated health care setting. Students are expected to report by phone any absence from lab. Faculty will discuss the mechanics for reporting absences. An alternative assignment related to the course content may be required for an absence.

Clinical Tardiness

Students are expected to be prompt to all scheduled activities. An accumulation of two clinical tardies will be considered an absence and treated as such. For a first tardy, the student will receive a communication record. For a second tardy, at the discretion of the clinical faculty, student may be sent home without a clinical assignment.

Religious Days

The student is responsible for meeting with the theory and clinical faculty (at the start of the course to discuss adjustments in their schedule to allow for observance of a religious day(s).

Cancellation of Clinical Due to Weather

Official notifications of college or campus closings are available through the Emergency Notification System. Registration is required to receive this notification.

If there is official notification of a college-wide closing due to weather or otherwise, clinical classes will also be cancelled.

If there is a campus-specific closing, off-campus clinical classes will be held.

NSA Conventions

In order to attend conventions, students may request prior approval from the clinical faculty to be excused from assigned clinical days. This may include travel to the convention. Approval is at the clinical faculty’s discretion and the student must be meeting all clinical
objectives. Upon return, attendees are expected to share the information gained with their clinical group, which can be done during a post conference.

National Student Nurse Association (NSNA) conventions are held in the fall (mid-annual) and spring (annual). Michigan Nurse Student Association (MNSA) conventions are held yearly in the winter.

Placements
The Department of Nursing assigns theory sections every semester and clinical experiences every 7 ½ weeks for each student. Students are placed in clinical agencies beginning in the first course and continuing throughout the program. The clinical setting provides real life situations where there are opportunities to apply nursing theory to practice working with individuals and families. The clinical assignment changes with each new course. This allows for a variety of experiences, schedules, and locations. **Students are expected to be flexible and may be scheduled for morning shifts, evening shifts and weekend shifts.** Agencies that provide clinical placements for Oakland Community College nursing students include:

- Beaumont Hospital: **Farmington Hills, Royal Oak, and Troy**
- Crittenton Hospital, **Rochester**
- DMC (Detroit Medical Center): **Commerce, Detroit, and Madison Heights** (Children’s Hospital, Detroit Receiving Hospital, Harper University Hospital, Huron Valley Sinai Hospital, Commerce, Hutzel Women's Hospital, Rehabilitation Institute of Michigan, Sinai Grace Hospital, and DMC Surgery Hospital)
- Evergreen Health and Living Center, **Southfield**
- Genesys Regional Medical Center, **Grand Blanc**
- Havenwyck Hospital, **Auburn Hills**
- HCR **Bloomfield Hills**
- Henry Ford Medical Center, **Detroit and West Bloomfield**
- Henry Ford Kingswood Hospital, **Ferndale**
- Lake Orion Nursing Center, **Lake Orion**
- Lourdes Nursing Home, **Waterford**
- Marvin and Betty Danto Family Health Care Center, **West Bloomfield**
- McLaren Oakland, **Pontiac**
- St. John Health System (St. John Macomb-Oakland, Providence Hospital and Providence Park Hospital,) **Southfield, Madison Heights and Novi**
- St. Joseph Mercy Oakland, **Pontiac**
- West Bloomfield Nursing Center, **West Bloomfield**
- Woodward Hills Nursing Center, **Bloomfield Hills**

Each new clinical assignment will be available to view on each student’s ACEMAPP account approximately two weeks prior to the start of the next course. The on-campus clinical lab assignments will be posted to the D2L Student Resource Site within a few days after the clinical assignments have been posted to ACEMAPP. (Labs are located at both the Highland Lakes Campus and the Southfield Campus. Students may be assigned to either location.)

During the scheduling period, students must not contact the office to ask when assignments will be posted because it severely delays the process. Assignments are posted over the course of a week, one student at a time. Additionally, the nursing office will not give
schedules to students early, nor does the office give schedules over the phone or in person. Schedules are only available online. However, any inconsistency should be reported to the nursing office promptly, via email to HLNursing@oaklandcc.edu.

The nursing department reserves the right to make changes to the posted schedules at any time, but will only do so when unavoidable. **Student requests to change placement assignments are not permitted.** A student who is unable to adapt to a clinical schedule or assignment has the option to become inactive for that session and should contact the nursing office promptly to do so.

The nursing department recommends that students show the above placement policies to their employers, so that they will be aware of the restrictions and limitations of the nursing program.

**Transportation**
Transportation to and from the clinical agency and off-site experiences is the responsibility of the student.

**Required Materials**
All nursing students are required to have the following items for clinical:

- School patches
- Name badge (Raider One Card)
- Stethoscope
- Bandage scissors
- Nursing drug book
- Watch with second hand
- Black ballpoint pen
- Calculator
- Pen light

**Clinical Dress Code and Uniform**
As a representative of the OCC Nursing Department, students are required to adhere to a dress code. An OCC clinical uniform is not to be worn on campus or during non-OCC nursing activities.

The designated OCC uniform consists of an olive green jacket, olive green slacks/trousers or skirt and a white top. Uniforms (including the school patch and Raider One Card used as a name badge) may be ordered and purchased through the OCC Bookstore at the Highland Lakes or Southfield Campus.

Clinical Uniform Requirements:

- Must include a school emblem/patch on the left arm of the jacket and top
- Must be appropriately sized, clean and in good repair
- Must be worn with appropriate undergarments
• Must be free of odors, including but not limited to cigarette smoke, perfumes or colognes
• Shoes must be white, clean, polished and in good repair. An athletic shoe without a logo or a nurse’s shoe is appropriate. Shoes may not be clogs or have open toes or heels. Socks or hose must be worn with appropriate footwear.
• Jewelry, if desired, is limited to a wedding band and one pair of small post earrings. No other jewelry is allowed. Additional body piercings, such as nose, eyebrow, tongue or lip piercings are not allowed. Visible tattoos are not allowed; therefore, they may require coverage with makeup, clothing, or a bandage.
• Hair must be clean, neat, well-groomed and off the shoulder. Facial hair should be neatly trimmed and cosmetics should be tasteful and suited to the situation.
• Nails should be maintained at a working length, less than ¼ inch. Rhinestone or appliques, artificial nails, gels, nail wraps, or bond nails are not permitted in patient care areas due to infection control issues. Polish, if worn, must be a light, natural shade.
• The OCC clinical uniform includes a bandage scissor, stethoscope, calculator, penlight, black pen and a watch with a second hand.

Clinical Professional Dress Code
As a representative of the OCC Nursing Department, students may at times be required to adhere to a professional dress code. For example, students are required to adhere to a professional dress code during mental health clinical rotations and other community events.

Professional Dress Code Requirements:
• Professional clothing includes well-fitted slacks or trousers and a collared dress shirt or polo shirt over a white undershirt. Additional professional clothing includes a skirt or dress (worn with hose) that is not shorter than one inch above the wearer’s knee when standing. Dressy shorts, jeans, denim clothing, tight fitting clothing, yoga pants, sleeveless tops or tops revealing cleavage are not permitted.
• Well-fitted, flat shoes with a closed toe and a closed heel are required. High heels and sandals are not permitted.
• Allowable jewelry is noted above. Bracelets, long earrings, and long dangling necklaces are not permitted.

Student Responsibilities in Clinical
Students will be responsible for meeting the clinical student learning outcomes for each course. Evaluation tools developed for each course will be available to each student at the beginning of the course. Student clinical performance will be evaluated by the faculty throughout the term.
Students are responsible for compliance with the clinical agencies' policies and procedures, including, but not limited to: disaster, cardiac arrest, incident reporting, and infection control including standard precautions. Students will be supervised in all new procedures while in the clinical area until the faculty determines the student can do them safely without assistance.

Students will be responsible to their faculty and to the clinical staff for:

- care given to the patient
- prompt reporting of all urgent patient needs
- reporting on the patient condition before leaving the clinical area
- following the faculty-established procedure for breaks
- arranging for nursing supervision of the patient when he or she is off the assigned unit
- demonstrating safe quality care, and maintaining professional behaviors in interactions
- attending pre- and post-clinical conferences to discuss the care of selected patients

In addition, the following OCC Department of Nursing policies must be observed at all clinical agencies:

1. Valuables and study materials are your responsibility. (Locker space may be provided by the agency when available. However, space is limited.)
2. Gum chewing, use of tobacco products, and use of electric cigarettes are not allowed in clinical.
3. Smoking is prohibited on hospital property.
4. Students must observe the parking policies of each agency.

**Medication Administration**

Students must adhere to agency policy regarding medication administration and under no circumstances are they authorized to administer medications without direct supervision by the clinical instructor or the agency registered nurse.

**Clinical Quality and Safety Initiatives**

In an effort to establish a culture of safety in the OCC nursing program, the Quality and Safety Committee has developed the Quality and Safety Reporting Tool and the Good Catch Program. These programs facilitate the reporting and analysis of quality and safety concerns that occur during clinical rotations. The data from both programs is used to identify trends and provide direction for process improvement, with the overall goal of improving the quality and safety of the clinical practice of students and faculty.

To report incidents, complete and submit the appropriate form.
Resources

Academic Advisement
Nursing course facilitators and the department chair serve as nursing program advisors. They can be reached via e-mail, at their offices during scheduled office hours, by appointment, or through a message left with the secretaries in the nursing office to assist with concerns related to nursing courses, clinicals, grades, progression in the program or future goals.

D2L
D2L is the online learning management site used by the college. The Department of Nursing uses the site to communicate important information such as:

- Important dates, such as tuition deadline and holiday closings, are posted on the calendar
- Simulation and lab assignments
- Information about the first day of your next clinical assignment, including the address of the hospital
- Materials for your course, such as PowerPoints, Nursing Care Plan forms, APA Guidelines, and Medical Calculation practice problems
- Notices of events or opportunities, such as scholarships and OCC NSA fundraisers

MyOCC
Online via the college website for: registration, payment and refund information, payment deadlines, and important links

International Student Services
Royal Oak Campus, Building B, Room 102
(248) 246-2563

Veterans Affairs
Auburn Hills Campus, Room B227
(248) 232-4342

Tutoring Services
Tutoring Services are offered through the Academic Support Center.
Student Organizations
Nursing students are encouraged to join any OCC student organization in which they are interested. Participation in student organizations can be a valuable experience that may be included on a resume. Contact the campus Student LIFE office for more information about joining these organizations.

- **Oakland Community College Alumni Association**

- **Phi Theta Kappa (PTK)** is a national honor society organization for community college students. To join, students must pay a fee and have completed at least twelve credit hours, with a cumulative GPA of 3.5 or higher. PTK membership offers many benefits, including exclusive access to scholarships.

- The **Oakland Community College Nursing Student Association (OCC NSA)** is the pre-professional organization for nursing students. The OCC NSA is affiliated with both the State Student Nurses Association and the National Student Nurses Association. The purpose of the OCC NSA is to "develop members as professional nurses through professional networking, community outreach, college and social activities, education and leadership." Benefits to members are numerous and include exclusive access to scholarships and discounts on nursing textbooks, low cost group health insurance, and malpractice insurance. Members also receive *Imprint*, the National Student Nurses Association official magazine published by and for nursing students.

All students admitted to the OCC nursing programs will be automatically enrolled as members of the NSA. Enrollment will be completed by the nursing department on an annual basis. While in nursing school, the OCC NSA provides opportunities for students to maximize their leadership potential and management skills. After graduation, these skills can be transferred to the work environment. Potential employers seek graduate nurses who have demonstrated these skills during their education.

Graduation, Ceremonies and Honors

**Outstanding Achievement Awards**
The outstanding achievement award is offered each year to a second year nursing student who has demonstrated outstanding service to the Department of Nursing, to the campus, to the community and to the nursing profession. The recipient of this award and his/her family are recognized in a special ceremony.

**Honors Convocation**
Minimum criteria for Oakland Community College honors include an overall grade point average of 3.5. College honors are awarded according to the criteria published in the College Catalog. Early in May, recipients and their families are invited to attend a special ceremony.
Application for Degree
During the last semester of the program, the student must make an appointment with a Highland Lakes counselor to complete an Application for Degree. The student must have completed all required course work, earning a grade of B- or above in each required course.

Commencement
Commencement refers to the formal ceremony during which graduated students receive their diplomas. Commencement occurs only once per year in the spring, therefore graduates may attend the nearest commencement date that occurs after completion of the program. Details of Commencement, including the date and location, will be available on the College website once they are established by the college.

Nursing Recognition Ceremony
During the final course, NUR 2540, students receive information about the Recognition Ceremony. This is an exclusive event for nursing students and their guests. During this ceremony, all nursing graduates are recognized for their success. Those graduates who purchase the school pin, which can be ordered through Herff Jones, will receive their pin during the ceremony. The Recognition Ceremony is not a substitute for Commencement.

NCLEX and Michigan Licensure
During the final course, NUR 2540, students receive information about application for the NCLEX and Michigan Licensure. The NCLEX-RN code for OCC is US 09408700. Specific questions regarding the background check and fingerprinting for Michigan licensure should be directed to the Michigan Board of Nursing.

Career Opportunities
OCC’s Placement Services office is located at the Auburn Hills Campus. They offer services to OCC students and alumni in resume writing and employment related workshops, and hold job fairs. They also utilize the College Central Network’s job database. For more information call (248) 232-4143.
Directory

Department of Nursing

Main (248) 942-3333
Fax (248) 942-3338
Website www.oaklandcc.edu/health/nursing
Email HLNursing@oaklandcc.edu

Highland Lakes Campus
7350 Cooley Lake Road, WH 320
Waterford, MI 48327

Southfield Campus
22322 Rutland Drive, A202
Southfield, MI 48075

Dean's Office
The Dean of Nursing's primary office is located in room WH 320 of the Highland Lakes Campus. An additional office is located at the Southfield Campus in room A-208B. For appointments with the dean or associate dean, contact the administrative specialist.

Dean of Nursing and Health Professions
Dr. Rosalind Woodson
Administrative Specialist
Gia Huff (248) 942-3328

Associate Dean of Nursing
Nancy Wong
Administrative Specialist
Sue Henke (248) 942-3335

On-Campus Nursing Labs
Highland Lakes, Levinson Hall Room 419/420
(248) 942-3339

Southfield, Room A217/218
(248) 233-2927

Department of Nursing Faculty Secretaries
Highland Lakes Campus, room WH 320
Shari Buttrey (248) 942-3330
Mary Thomas (248) 942-3336

rev. July 2017
# Department of Nursing Faculty

*Highland Lakes Campus, Woodland Hall*

<table>
<thead>
<tr>
<th>Co-Department Chairs</th>
<th>Room</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Christina Genei</td>
<td>WH 342</td>
<td>(248) 942-3347</td>
</tr>
<tr>
<td>Kathy Schulte</td>
<td>WH 334</td>
<td>(248) 942-3353</td>
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<tr>
<th>Faculty</th>
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<tr>
<td>Dawn Baker</td>
<td>WH 336</td>
<td>(248) 942-3329</td>
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<tr>
<td>Nina Barkell</td>
<td>WH 340</td>
<td>(248) 942-3346</td>
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<tr>
<td>Retha Bragg</td>
<td>WH 340</td>
<td>(248) 942-3340</td>
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<tr>
<td>Michelle Compton</td>
<td>WH 338</td>
<td>(248) 942-3343</td>
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<tr>
<td>Debra Fifield</td>
<td>WH 339</td>
<td>(248) 942-3349</td>
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<tr>
<td>Teresa Garcia</td>
<td>WH 342</td>
<td>(248) 942-3332</td>
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<tr>
<td>Cynthia Klingler</td>
<td>WH 346</td>
<td>(248) 942-3162</td>
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<tr>
<td>Jayne Lobert</td>
<td>WH 348</td>
<td>(248) 942-3351</td>
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<tr>
<td>Mary Miles</td>
<td>WH 338</td>
<td>(248) 942-3348</td>
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<tr>
<td>Susan Snyder</td>
<td>WH 334</td>
<td>(248) 942-3341</td>
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<tr>
<td>Jennifer Wims</td>
<td>WH 346</td>
<td>(248) 942-3235</td>
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## Student Services

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<tr>
<th>Service</th>
<th>Highland Lakes Campus</th>
<th>Southfield Campus</th>
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<tbody>
<tr>
<td>OCC Main Switchboard</td>
<td>WH 20 (248) 341-2000</td>
<td>A212 (248) 233-2735</td>
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<tr>
<td>Academic Support Center (ASC)</td>
<td>WH 20 (248) 942-3035</td>
<td>A240 (248) 233-2750</td>
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<td>Business Office</td>
<td>WH 271 (248) 942-3025</td>
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<td>Counseling</td>
<td>WH 230 (248) 942-3050</td>
<td>A211 (248) 233-2780</td>
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<td>Dental Clinic</td>
<td>WH 310 (248) 942-3260</td>
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<td>Disability Services (ACCESS)</td>
<td>WH 220 (248) 942-3080</td>
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<td>Enrollment Services</td>
<td>WH 263 (248) 341-3100</td>
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<td>Financial Assistance</td>
<td>WH 260 (248) 341-2240</td>
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<td>&amp; Scholarships</td>
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<td>Library</td>
<td>WH 28 (248) 942-3125</td>
<td>A230 (248) 233-2825</td>
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<td>Public Safety</td>
<td>SC 201 (248) 858-4911</td>
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<tr>
<td>Raiders Bookstore</td>
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