



BELMONT
COLLEGE

Associate Degree Nursing

Student Handbook

2024 - 2025

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NURSING PROGRAM'S HONOR CODE

The core values of Belmont College are knowledge acquisition, integrity, openness, caring and respect. All members of the college community are expected to maintain and support these core values. The nursing program's honor code reflects the college's core values.

The honor code is:

As a nursing student at Belmont College, I pledge to be an active learner in my education and uphold the values of honesty, integrity, and respect in all of my student activities including, but not limited to, my academic work and my interaction with patients, clinical staff, peers, faculty, and members of the community. I further resolve to refrain from the use of any alcohol, illegal drugs or prescription medications that may alter my judgement and abilities to be an active learner and/or provide safe care to my patients. In the spirit of openness, I will report to my faculty member any violations of this code of conduct.

I. Associate Degree Nursing (ADN) Program

A. Mission

The mission of the Belmont Nursing Program aligns with those of Belmont College. It is the collective vision of faculty to prepare all qualified student applicants for professional nursing practice while providing a knowledge base for career mobility and further academic study. The program is committed to providing an affordable, achievable and meaningful Associate Degree Applied Science in Nursing designed to meet the diverse and changing healthcare needs of the community.

B. Philosophy

The Belmont Nursing Program is committed to a quality educational environment while successfully moving the student into, through and out of the program. The environment for learning is a student, faculty and stakeholder mutual and accountable partnership to strive for commitment and excellence in personal and professional growth as a nurse and contributing member of the community.

The educational philosophy of the Belmont Nursing Program incorporates the seven core values of the National League for Nursing Competencies Framework which includes caring, diversity, ethics, excellence, holism, integrity, and patient centered (NLN, 2010). We believe that “all nurses should display integrity, respect diversity in all forms, uphold given legal and ethical responsibilities and strive for excellence while promoting caring, holistic, patient centered care (NLN, 2010).

The Belmont College Nursing Program supports core and nursing education as a continual learning process incorporating a spirit of inquiry, supported by evidence-based research. The faculty believe that students need to develop nursing judgement in their practice, develop a professional identity as a registered nurse, and learn to support patients and families in development of their ongoing growth as human beings. Life-long learning consists of acquiring knowledge, demonstrating proficient skills, and developing ethical attitudes and values.

C. Conceptual Framework

The Belmont College Nursing Program conceptual framework is based on the National League for Nursing (NLN) Education Competencies Model and the components within it. The model consists of the following components (National League for Nursing, 2010):

- **Core Values:** Seven core values, implicit in nursing's historic paradigm, are foundational for all nursing practice. These values are **caring, diversity, ethics, excellence, holism, integrity and patient-centeredness**. They are shown at the root of the model, to indicate that each type of nursing program and each type of competency must be grounded in these fundamental values.
- **Integrating Concepts:** Emerging from the seven core values are six integrating concepts: **context and environment; knowledge and science; personal and professional development; quality and safety; relationship-centered care; and teamwork**. These concepts are shown as bands around the program types, illustrating their progressive and

multidimensional development in students during their learning experiences. The critical feature of the bands is an enveloping feedback mechanism that acknowledges the ongoing advancement of nursing education, as new graduates return new learning, gleaned from multiple sources, to nursing practice through nursing education. In this way, nursing practice and nursing education remain perpetually relevant and accountable to the public and all those in need of nursing.

D. Conceptual Framework Schematic:

Within the Conceptual Framework Schematic, the Belmont College community is the basis for the program student to move into the program. The student grows with the NLN Core Values presented and fostered within the program. The integrating concepts are shown as the many “leaves with the program” that illustrate the progressive and multidimensional development in the student during their learning experiences in theory and practice. The conceptual outcomes are shown as an arch around the students within the program. The critical feature of the arch is an enveloping feedback mechanism that acknowledges the ongoing and return new learning, gleaned from multiple sources, from nursing practice through nursing education. In the way, nursing practice and nursing education remain perpetually relevant and accountable to the public and all those in need of nursing. (Based in National League for Nursing, 2010)

Nursing Practice Program Outcomes



Belmont College Community

Communicate Effectively; Think Critically and Creatively;
Learn Actively; Accept Accountability;
Build Global / Multicultural Awareness

E. Student Learning Outcomes

The Belmont College Nursing Program upholds the core values and integrating concepts of the National League for Nursing as evidenced by the program's student learning outcomes (SLO).

At the completion of the associate degree nursing program the graduate will demonstrate the following eight program student learning outcomes associated with the four conceptual nursing student learning outcomes (Human Flourishing, Nursing Judgement, Professional Identity and Spirit of Inquiry) of the program. The competencies that demonstrate and validate the student learning outcomes are identified in each course syllabus.

- **Human Flourishing:** An effort to achieve self-actualization and fulfillment within the context of a larger community of individuals each with the right to pursue his or her own such efforts (NLN, 2010).
 1. **Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings (NLN, 2010).**
 - Core Values: Caring, Integrity, Diversity & Inclusion, Excellence
 - Integrating Concepts: Context & Environment, Knowledge & Science, Quality & Safety, Relationship centered care, Teamwork
 2. **Combine theoretical knowledge from nursing, scientific, environmental, and humanistic disciplines within the safer practice of nursing.**
 - Core Values: Caring, Integrity, Diversity & Inclusion, Excellence
 - Integrating Concepts: Context & Environment, Knowledge & Science, Quality & Safety, Relationship centered care, Teamwork
 - Institutional Core Student Learning Outcomes: Think Critically and Creatively, Learn Actively, Build Global/Multicultural Diversity Awareness
- **Nursing Judgement:** Encompassing the three process of critical judgement, and integration of best evidence into practice (NLN, 2010).
 3. **Make judgements in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context (NLN, 2010).**
 - Core Values: Caring, Integrity, Diversity & Inclusion, Excellence Integrating Concepts: Context & Environment, Knowledge & Science, Quality & Safety, Relationship centered care, Teamwork
 4. **Integrate therapeutic communication techniques and information technology to foster strong relationships within the healthcare environment to promote optimal patient outcomes.**
 - Core Values: Caring, Integrity, Diversity & Inclusion, Excellence

- Integrating Concepts: Context & Environment, Knowledge & Science, Quality & Safety, Relationship centered care, Teamwork
 - Institutional Core Student Learning Outcomes: Communicate Effectively (Written, Oral, Reading), Think Critically and Creatively, Learn Actively, Build Global/Multicultural diversity Awareness.
- **Professional Identity:** Internalization of core values and perspectives recognized as integral to the art and science of nursing (NLN, 2010).
5. **Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context (NLN, 2010).**
 - Core Values: Caring, Integrity, Diversity & Inclusion, Excellence
 - Integrating Concepts: Context & Environment, Knowledge & Science, Quality & Safety, Relationship centered care
 6. **Practice according to current ethical and legal standards of professional nursing with a focus on excellence, safety and quality care which includes health promotion and patient education.**
 - Core Values: Caring, Integrity, Diversity & Inclusion, Excellence
 - Integrating Concepts: Context & Environment, Knowledge & Science, Quality & Safety, Relationship centered care
 - Institutional Core Student Learning Outcomes: Communicate Effectively (Written, Oral, Reading), Think Critically and Creatively, Learn Actively
 - **Spirit of Inquiry:** Persistent sense of curiosity that informs both learning and practice (NLN, 2010).
 7. **Critically analyze the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of holistic care for patients, families and communities (NLN, 2010).**
 - Core Values: Caring, Integrity, Diversity & Inclusion, Excellence
 - Integrating Concepts: Context & Environment, Knowledge & Science, Quality & Safety, Relationship centered care, Teamwork
 - Institutional Core Student Learning Outcomes: Communicate Effectively (Written, Oral, Reading), Think Critically and Creatively, Learn Actively, Accept Accountability
 8. **Value and accept accountability for the continuous evaluation of one's own personal and professional behavior, including integrity, ethics, excellence and the practice of life-long learning.**
 - Core Values: Caring, Integrity, Diversity & Inclusion, Excellence
 - Integrating Concepts: Context & Environment, Knowledge & Science, Quality & Safety, Relationship centered-care, Teamwork

Institutional Core Student Learning Outcomes

- Communicate Effectively (Written, Oral, Reading)
- Think Critically and Creatively
- Learn Actively
- Accept Accountability

F. Definitions of Terms

Caring means “promoting health, healing, and hope in response to human condition” (NLN, 2010). “A culture of caring, as a fundamental part of the nursing profession, characterized our concern and consideration for the whole person, our commitment to the common good, and our outreach to those who are vulnerable. All organizational activities are managed in a participate and person-centered way, demonstrating an ability to understand the needs of others and a commitment to act always in the best interests of all stakeholders” (NLN, 2010).

Context and Environment, in relation to organizations, refer to the conditions or social system within which the organizations’ members act to achieve specific goals. Context and environment are a product of the organization’s human resources, and the policies, procedures, rewards, leadership, supervision and other attributes that influence interpersonal interactions. In health care, context and environment encompass organizational structure, leadership styles, patient characteristics, safety climate, ethical climate, teamwork, continuous quality improvement and effectiveness.

Core Competencies are the discrete and measurable skills, essential for the practice of nursing, that are developed by faculty in schools of nursing to meet established student learning outcomes. These competencies increase in complexity both in content and practice during the program of study. The core competencies are applicable in varying degrees across the didactic and clinical courses and within all programs of study, role performance, and practice settings. They structure and clarify course expectations, content, and strategies, and guide the development of course student learning outcomes. They are the foundation for clinical performance examinations and the validation of practice competence essential for patient safety and quality care.

Course Student Learning Outcomes are expected culmination of all learning experiences for a particular course within the nursing program, including the mastery of essential core competencies relevant to that course. Courses should be designed to promote student learning outcomes written in measurable terms that express what a student will know, do, or think at the end of a learning experience.

Critical thinking means identifying, evaluating, and using evidence to guide decision making by means of logic and reasoning. Clinical judgement refers to a process of observing, interpreting, responding, and reflecting situated within and emerging from the nurse’s knowledge and perspective (Tanner, 2006). Integration of best evidence ensures that clinical decisions are informed to the extent possible by current research (Craig & Smith, 2007).

Diversity means recognizing differences among “person, ideas, values and ethnicities,” while affirming the uniqueness of each, “within the context of nursing care (NLN, 2010). “A culture of diversity embraces

acceptance and respect. We understand that each individual is unique and recognize the individual differences, which can be along the dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. A culture of diversity is about understanding ourselves and each other and moving beyond simple tolerance to embracing and celebrating the richness of each institutional and system-wide behavior pattern” (NLN, 2010).

Ethics “involves reflective consideration of personal, societal, and professional values, principles and codes that shape nursing practice. Ethical decision making requires applying an inclusive, holistic, systematic process for identifying and synthesizing moral issues in health care and nursing practice, and for action as moral agents in caring for patients, families, communities, societies, populations, and organizations. Ethics in nursing integrates knowledge with human caring and compassion, while respecting the dignity, self-determination, and worth all persons” (NLN, 2010).

Excellence means “creating and implementing transformative strategies with daring ingenuity.” A culture of excellence reflects a commitment to continuous growth, improvement, and understanding. It is culture where transformation is embraced, and the status quo and mediocrity are not tolerated”. (NLN, 2010).

Holism “is the culture of human caring in nursing and health care that affirms the human person as the synergy of unique and complete attributes, values, and behaviors, influenced by that individual’s environment, social norms, cultural values, physical characteristics, experiences religious beliefs and practice, and moral and ethical constructs with the context of a wellness illness continuum,” (NLN, 2010).

Human Flourishing can be loosely expressed as an effort to achieve self-actualization and fulfillment within the context of larger community of individuals, each with the right to pursue his or her own such efforts. The process of achieving human flourishing is a lifelong existential journey of hope, regret, loss, illness, suffering, and achievement. Human flourishing encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population. The nurse helps the individual in efforts to reclaim or develop new pathways toward human flourishing.

Integrity means “respecting the dignity and moral wholeness of every person without conditions or limitations.” (NLN, 2010). “A culture of integrity is evident when organizational principles of open communication, ethical decision-making, and humility are encouraged, expected, and demonstrated consistently. Not only is doing the right thing simply how we do business, but our actions reveal our commitment to truth telling and how we always were ourselves from the perspective of others in a larger community” (NLN, 2010).

Knowledge and Science refer to the foundations that serve as a basis for nursing practice, which, in turn, deepen, extend, and help generate new knowledge and new theories that continue to build the science and further the practice. Those foundations include (a) understanding and integrating knowledge from a variety of disciplines outside nursing that provide insight into the physical, psychological, social, spiritual, and cultural functioning of human beings; (b) understanding and integrating knowledge from nursing science to design and implement plans of patient centered care for individuals, families, and communities; (c) understanding how knowledge and science develop; (d) understanding how all members

of a discipline have responsibility for contributing to the development of that disciplines' evolving science; and (e) understanding of nature of evidence-based practice.

Nursing Judgement encompasses three processes: namely, critical thinking, clinical judgement and integration of best evidence into practice. Nurses must employ these processes as they make decision about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community, and management and resource allocation.

Patient-Centeredness "is an orientation to care that incorporates and reflects the uniqueness of an individual patient's background, personal preferences, culture, values, traditions and family. A patient centered approach supports optimal health outcomes by involving patients and those close to them in decision about their clinical care. Patient centeredness supports the respectful, efficient, safe, and well-coordinated transition of the patient through all levels of care," (NLN, 2010).

Personal and Professional Development is a lifelong process of learning, refining, and integrating values and behaviors that (a) are consistent with the profession's history, goals and codes of ethics; (b) serve to distinguish the practice of nurses from that of other health care providers; and (c) give nurses the courage needed to continually improve the care of patients, families and communities and to ensure the profession's ongoing viability.

Professional Identity involves the internalization of core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, and grows in the profession. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing profession. Professional identity is evident in the lived experiences of the nurse, in his or her ways of "being", "knowing" and "doing".

Program Student Learning Outcomes are the expected culmination of all learning experiences occurring during the program, including the mastery of essential core nursing practice competencies, built upon both the seven core values and the six integrating concepts written in measurable terms that express what a student will know, do, or think at the end of a learning experience.

Quality and Safety is the degree to which health care services 1) are provided in a way consistent with current professional knowledge; 2) minimize the risk of harm to individuals, populations, and providers 3) increase the likelihood of desired health outcomes; and 4) are operationalized from an individual, unit and systems perspective.

Relationship Centered Care positions (a) care; (b) therapeutic relationships with patients, families, and communities; and (c) professional relationships with members of the health care team as the core of nursing practice. It integrates and reflects respect for the dignity and uniqueness of others, valuing diversity, integrity, humility, mutual trust, self-determination, empathy, civility, the capacity for grace and empowerment.

Spirit of Inquiry is a persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative

approaches to problems. The spirit of inquiry suggests, to some degree, a childlike sense of wonder. A spirit of inquiry in nursing engenders innovative thinking and extends possibilities for discovering novel solutions in ambiguous, uncertain, and unpredictable situations.

Teamwork means to function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care. (NLN, 2010)

II. Nursing Curriculum

A. Traditional Registered Nursing (ADN) Associate of Applied Science Degree

The Associate Degree Nursing program at Belmont College is designed to provide an educational opportunity in which students develop a scientific basis for nursing practice, master technical skills, and develop caring patient relationships.

Lecture, lab, and clinical classes are limited in size which allows for enhanced student/faculty interaction and student learning patient simulation, mastery of technical skills, caring interventions, and the development of critical thinking occur in the nursing lab. Clinical experiences in local healthcare facilities provide students opportunities to utilize their knowledge, skills and abilities while providing nursing care under the direct supervision of qualified nursing faculty.

The goal of Belmont College is to graduate students who have developed a scientific, systematic, evidence-based foundation. The graduate will possess the knowledge, skills, and abilities necessary to assist people in meeting their healthcare needs. This two-year associate degree program prepares the graduate to take the NCLEX-RN licensing examination to become a registered nurse.

TRADITIONAL ADN CURRICULUM MAP *Or PCT with National Registry **Or its transfer equivalent		Credit Hours
PRE-ADMISSION REQUIREMENTS		15
BIO2110**	Anatomy & Physiology I	4
MAT1110**	Allied Health Math	3
PSY1120**	General Psychology	3
AHT1100*	State Tested Nursing Assistant	4
FALL SEMESTER		15
ADN1105	Nursing Healthcare Concepts I	4
ADN1115	Professional Nursing Concepts	2
ADN1125	Principles Of Nursing Practice I	3
ADN1135	Physical Assessment & Diagnostics	2
BIO2112**	Anatomy & Physiology II	4
SPRING SEMESTER		15
ADN1205	Nursing Healthcare Concepts (1/2 Semester)	4
ADN1215	Mental Health Concepts (1/2 Semester)	4
ADN1225	Nursing Pharmacology	3
BIO2120**	Microbiology	4
SUMMER TERM		6
ENG1110**	Composition I	3
COM1110**	Interpersonal Communication	3
FALL TERM		12
ADN2105	Nursing Healthcare Concepts III	3
ADN2115	Family Health Concepts	2
ADN2125	Principles Of Nursing Practice III	4
PSY1130**	Human Development	3
Spring Term		13
ADN2205	Integration Of Nursing Healthcare Concepts	9
ADN2215	Advanced Professional Nursing Concepts	4

TRADITIONAL STUDENTS: Clock Hours for ADN Numbered Courses

Nursing Course Name	Theory Clock Hours	Lab Clock Hours	Clinical Clock Hours	Total Course Clock Hours
ADN 1105 Nursing Healthcare Concepts 1	64	0	0	64
ADN 1115 Professional Nursing Concepts	32	0	0	32
ADN 1125 Principles of Nursing Practice 1	0	80	64	144
ADN 1135 Physical Assessment & Diagnostics	16	48	0	64
ADN 1205 Nursing Healthcare Concepts 2 (1/2 semester)	32	32	64	128
ADN 1215 Mental Health Concepts (1/2 semester)	32	32	64	128
ADN 1225 Nursing Pharmacology	48	0	0	48
ADN 2105 Nursing Healthcare Concepts 3	48	0	0	48
ADN 2115 Family Health Concepts	32	0	0	32
ADN 2125 Principles of Nursing Practice 3	0	64	128	192
ADN 2205 Integration of Nursing Healthcare Concepts	80	64	128	272
ADN 2215 Advanced Professional Nursing Concepts	32	72	24	128
Total Clock Hours	416	392	472	
TOTAL PROGRAM CLOCK HOURS				1,280

B. Transitional Registered Nursing (TAN) Associate of Applied Science Degree

Belmont College offers Transitional Nursing, in which a Licensed Practical Nurse or Paramedic has the opportunity to enter the Associate Degree Nursing program.

Following the Transitional Nursing semester, the student can pursue an Associate Degree in Nursing and become eligible to take NCLEX for Registered Nurse licensure and practice.

The transitional program allows Licensed Practical Nurse (LPN) or Paramedic to advance his/her education without repeating nursing courses and to make the necessary transition to enter the Associate Degree in nursing program. All classes are subject to adequate enrollment. Class size is limited.

TRANSITIONAL ADN CURRICULUM MAP		* Or its transfer equivalent	Credit Hours
PRE-ADMISSION REQUIREMENTS			10
BIO2110*	Anatomy & Physiology I		4
MAT1110*	Allied Health Math		3
PSY1120*	General Psychology		3
FALL SEMESTER			9
ADN1135	Physical Assessment & Diagnostics		2
ADN1145	Transition To Professional Nursing		3
BIO2112*	Anatomy & Physiology II		4
SPRING SEMESTER			15
ADN1205	Nursing Healthcare Concepts (1/2 Semester)		4
ADN1215	Mental Health Concepts (1/2 Semester)		4
ADN1225	Nursing Pharmacology		3
BIO2120*	Microbiology		4
SUMMER TERM			6
ENG1110*	Composition I		3
COM1110*	Interpersonal Communication		3
FALL TERM			12
ADN2105	Nursing Healthcare Concepts III		3
ADN2115	Family Health Concepts		2
ADN2125	Principles Of Nursing Practice III		4
PSY1130*	Human Development		3
Spring Term			13
ADN2205	Integration Of Nursing Healthcare Concepts		9
ADN2215	Advanced Professional Nursing Concepts		4

TRANSITIONAL STUDENTS: Clock Hours for ADN Numbered Courses

Nursing Course Name	Theory Clock Hours	Lab Clock Hours	Clinical Clock Hours	Total Course Clock Hours
ADN 1135 Physical Assessment & Diagnostics	16	48	0	64
ADN 1145 Transitional to Professional Nursing	32	48	0	80
ADN 1205 Nursing Healthcare Concepts 2 (1/2 semester)	32	32	64	128
ADN 1215 Mental Health Concepts (1/2 semester)	32	32	64	128
ADN 1225 Nursing Pharmacology	48	0	0	48
ADN 2105 Nursing Healthcare Concepts 3	48	0	0	48
ADN 2115 Family Health Concepts	32	0	0	32
ADN 2125 Principles of Nursing Practice 3	0	64	128	192
ADN 2205 Integration of Nursing Healthcare Concepts	80	64	128	272
ADN 2215 Advanced Professional Nursing Concepts	32	72	24	128
Total Clock Hours	352	360	408	
TOTAL PROGRAM CLOCK HOURS				1,120

III. Overview of Programs and Important General Information

A. Regulatory Approval

The Belmont College Associate Degree Nursing Program is approved by the Ohio Board of Nursing and Ohio Board of Education. The College and programs that are offered are approved by the Higher Learning Commission.

B. Program

Students are admitted to the program to pursue the two-year program on a full-time basis. Licensed Practical Nurses with current licensure and paramedics with current certification/registry may be admitted to the transitional ADN program after admission requirements are met and prerequisites are completed.

Belmont College Nursing Faculty take pride in assisting students in developing the knowledge, skills, and attitudes to be an effective member to the healthcare team. The Belmont College Faculty is genuinely interested in the individual student's welfare as well as overall effectiveness of the program in producing graduates who are deemed safe to enter practice. Student contact, inquiry, and education is welcome and viewed as important in the success of students, faculty, and the program.

C. Program Rigor

The program is one of the most rigorous programs in the College, demanding determination, stamina, personal planning, and time devoted to study. The Nursing Faculty defines curricular rigor as academically and intellectually challenging curriculum/material that promotes progressive learning to help students understand complex concepts and enhances clinical reasoning skills.

Preparation for both theory and clinical activities requires full-time effort. Therefore, students are encouraged to reduce their employment to a minimum in order to maintain their education focus. Clinical days and hours will vary each semester. Flexibility of time as well as reliable personal transportation remains the responsibility of the student. Policies of the Programs are intended to promote students' successful completion, to meet requirements of external review agencies and affiliate institutions and to ensure equitable treatment of students.

Time management is key to student success. Each student is responsible for meeting program requirements, including availability for assigned clinical experience which may occur on day, evening night, weekday, and weekend hours. Therefore, flexible work scheduling and childcare arrangements are essential.

Clinical courses (i.e., those involving clinical experience), require additional study time beyond the actual scheduled classroom and clinical hours. **An approximation of study time per college hour is three hours additional time needed weekly. Example, a five-hour nursing course could require fifteen hours of weekly study in addition to class attendance to meet course requirements.** A variety of program resources are available to aid student learning. Students are urged to adopt a habit of library usage and digital research in education. This practice of awareness of current literature and research in clinical problem-solving will be a valuable endeavor in professional life.

D. Program Evaluation

The quality of the program is continually assessed using a variety of approaches. Each course and Faculty member are evaluated by students, who complete evaluation forms at the conclusion of course and/or clinical experience rotation. Feedback/communication are also sought concerning organizational systems and planning. Such data is instrumental in evaluating need for changes and effectiveness of plans/actions.

E. Disclaimer of Exposure to Infectious Diseases

In classroom, laboratory and clinical settings, students may be exposed to infectious diseases. Students will receive instruction on potential hazards, risky behaviors, and preventive measures during their pre-clinical labs. Students are expected to adhere to all CDC and OSHA standard precautions guidelines and infection control practices.

F. General Information

Nursing students shall adhere to all policies and time schedules of Belmont College, in addition to the student guidelines outlined in this handbook. These guidelines have been developed by the nursing faculty and administration in an effort to establish professional attitudes and conduct in the nursing students. The student's personal copy of these guidelines should be accessible to the student at all times.

The nursing faculty reserves the right to conduct virtual and distance learning should be college campus be closed. Students may not be in public settings while participating in remote online, live classes or meetings in which others with no need to know are a part of or aware of the classes or meetings as they are being conducted.

Student access to reliable internet and technology is a requirement.

The nursing program and faculty reserve the right to adjust student schedules as needed throughout the semester.

Students are responsible for effectively and professionally communicating to the nursing program and faculty via their Belmont College email regarding any personal and/or academic issues that could jeopardize the student's ability to complete nursing courses and/or program.

All emails to the faculty must be professional and written with the proper salutation or the faculty will not respond. Emails and/or conversations perceived as aggressive, threatening, or disrespectful are not acceptable and may result in an in-person discussion between the student, faculty, and Director of Nursing. Faculty are not required to respond to unprofessional emails. The faculty will not respond to emails within 48 hours if the information is in the syllabus or on Canvas.

Emails will be responded to Monday through Friday 8am-5pm or during normal business hours and emails received after 5pm on Friday, on the following Monday unless extenuating circumstances occur.

Text messaging is at the discretion of the faculty. The faculty will designate times and days of the week texts are allowed to be sent.

Students are required to purchase all required course material by the end of the first week of the semester.

“Admission to the nursing program” is defined as a student who remains listed on the course roster for all first semester nursing courses after the last day to drop without an academic record as identified on the Academic Calendar.

G. Expenses & Fees

All fees are subject to change pending action by Belmont College Board of Trustees and the various vendors for the program resources that are utilized. Twelve (12) credit hours indicates status as a full-time student.

The ADN program requires a nontransferable, nonrefundable deposit paid for the specified date on the student's notification of acceptance letter to reserve a space or the space will be filled by the next qualified applicant.

Belmont College has established a deferred tuition payment whereby the student may pay tuition and fees in 3 equal installments. See Deferred Tuition Payment section of the college catalog.

All tuition and fees (not including books) for the semester are due by the published due dates established in the Academic Calendar or at the time of registration unless prior arrangements have been made through the Business Office. The Board of Trustees established the tuition and fee rates at Belmont College. Resident, Out-of-State, and International Student fees are subject to change pending Board action. Please note that the tuition and fees for the current academic year may not be finalized at the time the catalog goes to print. Current tuition and fees information is published on the Belmont College website at www.belmontcollege.edu.

Belmont College has established a policy regarding the refunding of fees when the withdrawal procedure has been followed. See refund of tuition & fees in the college catalog.

Average program's cost will be provided to the student. Additional program costs for the ADN program include uniforms, supplies, shoes, personal healthcare costs, etc. Lab fees assessed per semester as listed in the college catalog.

Several scholarships available to students are outlined in the college catalog and Financial Aid staff may be contacted for additional information.

H. Parking and Vehicle Registration

Parking is provided for students in designated areas.

All vehicles parked in Belmont College lots must have a college parking permit clearly visible. Parking permits are furnished for each vehicle.

The only acceptable provision for utilization of handicapped parking spaces is an official state issued handicapped parking permit.

Students are responsible for their own transportation to and from school and clinical facilities. Students are not to park in employee parking areas. The specific parking area will be explained to students prior to the first clinical day. Students who fail to park in clinical site's designated student parking can be removed from the nursing program and/or clinical site.

I. Tobacco/Vaping Policy

In accordance with the Smoke-Free Workplace Act (Chapter 3794) of the Ohio Revised Code), Belmont College prohibits tobacco/vaping use in all buildings and fleet vehicles owned, leased, or operated by the College, and in outdoor areas within fifty (50) feet of the College buildings. This includes all buildings. The courtyard area at the main campus is a smoking-prohibited area.

Any employee, student, or visitor of Belmont College who violates this policy will be asked to extinguish their smoking material or move to an area where smoking/vaping is permitted. Any individual who refuses to comply with the request will be asked to leave the College property.

In addition, Belmont College reserves the right to administer sanctions through the College disciplinary process to any employee or student found in continuous violation of this policy by referral through the college disciplinary process.

Compliance with the Smoke-Free Workplace Act is mandatory. The Act will be implemented and enforced by the Ohio Department of Health and its designee. However, all faculty staff and students have a collective responsibility to promote the safety and health of the campus community and therefore, share in the responsibility of enforcement.

Tobacco products are defined as cigarettes, cigars, cigarillos, blunts, pipes, bidis, hookahs, chewing tobacco, dip, smokeless tobacco, snuff, or any other items containing or reasonably resembling tobacco products. This also includes, but not limited to, electronic cigarettes as well as vapor producing items and e-liquids.

Students in the clinical setting must adhere to the facility's tobacco/vaping policy.

J. Student Notification of Changes in Program Policies

Students are notified of changes in program policies at the beginning of each academic year. All students are provided with an electronic copy of the current program policies at their orientation session or first day of class. Policies are reviewed by faculty and any changes are highlighted.

IV. Essential Abilities and Technical Standards for Nursing Program

A. Essential Abilities

The following functional abilities or technical standards are essential to meet the objectives for the ADN program at Belmont College. Applicants to the Associate Degree Nursing Program are responsible to review these abilities and identify to the college any potential problem areas, and to recommend to the college any accommodations they may need. Students who do not meet these essential abilities and who enter the program must do so with the understanding that they will be expected to meet course requirements with any reasonable accommodations that may be provided by the college. Each clinical site has the right to define and determine minimum essential abilities for student entry to their facility. Students must be aware that this may impact their ability to meet clinical and program student learning outcomes.

The following technical standards describe the non-academic qualifications required, in addition to academic qualifications that the college considers essential for entrance to, continuation in, and graduation from its nursing degree program. Candidates for a nursing degree must be able to meet these minimum standards with or without reasonable accommodations for successful completion of the degree requirements.

B. Technical Standards for Nursing Programs

1. *Visual, Auditory, and Tactile Abilities*

- Sufficient abilities to allow him/her to gather data from written reference materials, oral presentations, demonstrations and observations of a patient and his/her environment.
- Sufficient ability to perform health assessments and interventions; observe diagnostic equipment; and obtain information from digital, analog and waveform representations of physiologic phenomena to determine a patient's condition.

Examples of relevant activities:

- Visual acuity sufficient to draw up the correct quantity of medication in a syringe or detect changes in skin color or condition. Discrimination of depth and color perception.
- Auditory ability sufficient to detect sounds related to bodily functions using a stethoscope or to respond and react immediately to instructions/requests and audible alarms generated by mechanical systems used to monitor the patient's physiological status.
- Tactile abilities sufficient to detect unsafe temperature levels in heat-producing devices used in patient care or detect anatomical abnormalities, such as edema or small nodules. Discriminate between sharp/dull and hot/cold when using hands. Feel vibrations, temperature differences in surface characteristics and differences in size and shape.
- Smell odors, smoke, gases, or noxious smells.

2. *Communication Abilities*

- Ability to communicate with accuracy, clarity and efficiency with patients, their families, and other members of the health care team (including spoken and non-verbal communications, such as interpretation of facial expressions, affect and body language).
- Required communication abilities, including speech, hearing, reading, writing, language skills and computer literacy.

Examples of relevant activities:

- Reading ability sufficient to understand the English language written word at a minimum of a high school graduate or at the acceptable level for TASC/GED completion.
- Abilities sufficient to give verbal directions to or follow verbal directions from other members of the health care team and to participate in the health care team discussions of patient care.
- Ability sufficient to elicit and record information about health history, current health state, or responses to treatment from patients or family members.
- Ability sufficient to convey information to patients and others as necessary to teach, direct, and counsel individuals.
- Interpersonal skills sufficient to establish rapport with patients and co-workers, and to respect the rights of others and their differences.
- Ability to communicate effectively, both orally and in writing, using appropriate grammar, vocabulary, and word usage.
- Communication skills sufficient to teach others, to explain procedures, to interact with others, and to convey information in writing.
- Ability to convey proper phone etiquette.

3. *Motor Abilities*

- Sufficient motor function to execute movements required to provide general care and treatment to patients in all health care settings.
- Required motor functions include gross and fine motor skills, physical endurance, physical strength, and mobility to carry out procedures, perform basic laboratory tests and provide routine and emergency care and treatment of patients.
- Physical stamina/endurance sufficient to perform patient care for the entire length of the clinical experience.

Examples of relevant activities:

- Fine motor skills sufficient to obtain assessment information by palpation, auscultation, percussion, and other diagnostic maneuvers.
- Physical endurance sufficient to complete assigned periods of clinical practice.
 - Stand or walk for long periods of time
 - Climb stairs: potentially many floors

- Sustain repetitive movements
 - Carry equipment or supplies
 - Twist, bend, stoop, squat, or move quickly
- Mobility sufficient to carry out patient care procedures, such as chest compressions or performing emergency airway management.
- Strength sufficient to carry out patient care procedures.
- Assisting in the turning and lifting of patients
 - Lift and transfer patients from a stooped position, then push or pull the weight up to 3 feet.
 - Lift and transfer patients from a stopped position to an upright position to accomplish bed to chair and chair to bed transfers.
 - Physically able to apply up to 10 pounds of pressure to bleeding sites and in performing of the physical endurance required to properly perform CPR/BLS.
 - Move within a confined space.
 - Reach above the shoulders and below the waist.

4. Behavioral, Interpersonal, and Emotional Abilities

- Ability to relate to colleagues, staff and patients with honesty, integrity, and non-discrimination.
- Capacity for the development of mature, sensitive, and effective therapeutic relationships with patients.
- Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism.
- Capacity to demonstrate ethical behavior, including adherence to the professional standard and student honor codes.

Examples of relevant activities:

- Emotional skills sufficient to remain calm in an emergency and adapt to environmental stress.
- Interpersonal skills sufficient to communicate effectively with patients and families of diverse religious, cultural, and social backgrounds.
- Behavioral skills sufficient to demonstrate the exercise of good judgment, prompt completion of all academic responsibilities and the care of the patients.
- Emotional stability to monitor and control own emotions.
- Arithmetic competence that would allow the student to read and understand columns of writing, to tell time, to use measuring tools, and to add, subtract, multiply, and divide. Write numbers in physical records or enter them in electronic health management systems.

1. Cognitive, Conceptual and Quantitative Abilities

- Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis, and synthesis.

- Ability to gather data to develop a plan of action, establish priorities, and monitor treatment plans and modalities
- Ability to comprehend three-dimensional and spatial relationships.

Examples of relevant activities:

- Cognitive skills sufficient to calculate appropriate medication dosage given specific patient parameters.
 - Arithmetic competence that would allow the student to read and understand columns of writing, to tell time, to use measuring tools, and to add, subtract, multiply, and divide. Write numbers in physical records or enter them in electronic health management systems.
- Conceptual ability sufficient to analyze and synthesize data and develop an appropriate plan of care.
 - Analytical thinking sufficient to transfer knowledge from one situation to another, to problem solve, to prioritize tasks, and to use long-term and short-term memory.
 - Critical thinking ability sufficient to exercise sound judgment through the sequencing of information and the identification of cause-and-effect relationships.
- Quantitative ability sufficient to collect data, prioritize needs and anticipate reactions.
- Ability to comprehend spatial relationships adequately to properly administer injections, insert various types of catheters, or assess wounds of varying depths.

**Faculty revised 2019 and adapted from the Technical Standards for Admission, Progression, and Graduation from The University of North Carolina at Chapel Hill with permission (2015).*

V. Admission Criteria/Pre-requisites

- Complete the nursing program application.
- Complete Belmont College application procedures as outlined in the College Course Catalog and Student Handbook.
- Successfully complete Belmont College admission testing and all required developmental educational courses.
- Satisfactorily complete BIO 2110 (Anatomy & Physiology i), MAT 1110 (Allied Health Math) by a C or higher. ADN students must complete PSY 1120 (General Psychology) by obtaining a C or higher. Prior college course will be reviewed for possible transfer to determine equivalency or substitutions for the above.
- BIO 2110, BIO 2112, BIO 2120 and MAT 1110 or their transfer equivalent or substitution will only be accepted if three years old or less at time of application to the nursing program.
- Traditional ADN students must complete STNA or PCT with National Registry. Transitional ADN students must provide proof of current licensure as an LPN without restrictions or certificate/registry as a paramedic. The licensure as an LPN without restrictions or

certification/registry as a paramedic must be current and unrestricted upon application. While it is recommended to maintain the licensure/certification/registry, it is not a requirement to do so after application.

- Upon application, and/or by the end of the summer term prior to the entry to the program, the student's GPA must be at least 2.5 and then maintained at a minimum of a 2.0 average.
- Bureau of Investigation (FBI) background checks that are less than one year old at time of application to the nursing program.
- All Traditional and Transitional ADN candidates will take the current nurse entrance exam that will aid in the determination of the individual's academic strengths and weaknesses and/or acceptance into the nursing program.
- Students must be at least 18 years of age as of the first day of the fall semester.
- Students seeking admission into the ADN program will be ranked according to the pre-determined criteria and accepted on a provisional basis pending documentation of the background checks and required prerequisites. Students may not be eligible for full ranking points if BIO 2110, MAT 1110, PSY 1120 or their transfer equivalent or substitution are not completed by the time of class ranking. The nursing program reserves the right to select the most ideal candidates. Potential students may be accepted on provisional status pending completion of all requirements.

After acceptance into the program, the student must complete the following steps:

- Attend all scheduled orientation sessions or its equivalent with the Director of Nursing, and/or nursing faculty.
- Completion of all healthcare requirements including drug screen, physical exam, required immunizations and healthcare testing.
- Current CPR certification by the American Heart Association for Healthcare Providers. It **cannot** be the CPR for lay rescuers known as BLS Heartsavers.
- Purchase CastleBranch and upload all required information.
 - CastleBranch is an electronic tracking system for the student's healthcare needs licensures/certification and the results from the State of Ohio Bureau of Criminal Identification and Investigation (BCI) and Federal (FBI) background checks.
 - It is the student's responsibility to upload the required documents and to monitor their own account for acceptance of the documents and to correct any and all rejections to establish a current account.

VI. Credit

A. Traditional Credit

The nursing program utilizes a different grading scale than that of the general college. **All required courses within the academic term must be successfully completed before continuing to the next**

term. The student must successfully complete all required courses in the nursing curriculum with an accumulative average of 2.0 and must obtain a C or higher in all nursing courses. A student must obtain a C or higher in all nursing course to continue in the program. If a student does not attain a C grade, they cannot take additional nursing courses and must reapply to the program if eligible. Biology and Math courses follow the general grading scale of the College. A letter grade of “C-” in these courses does not meet this requirement.

BIO 2110, BIO 2112, BIO 2120 and MAT 1110 or their transfer equivalent or substitution will only be accepted, if three years old or less at time of application to the nursing program.

B. CCP (College Credit Plus)

CCP students, who are interested in the nursing program, must work closely with the Belmont College CCP liaison, the Nursing Academic Advisor, and the Director of Nursing. The students must receive prior approval to enter the nursing program.

C. Nontraditional Credit

Academic credit is awarded for credit, credit-for-life experience, credit by exam and experiential learning as outlined in the college catalog. The Director of Nursing evaluates all nontraditional credits on an individual basis for consideration in awarding academic credit.

1. *Military*

The College recognizes the education and skills of training of students who have experience in the armed forces of the United States, or in the National Guard or in a reserve component. Per College policy, students must submit an official transcript or certificate of completion of their military education for evaluation.

2. *Advanced Standing*

Transfer students will be evaluated individually by the Director of Nursing and the Nursing /faculty for placement. Students wishing to seek advanced placement into Belmont College’s nursing program’s nursing foundations course with a C or higher and:

- Complete Belmont College application procedures as outlined in the College Course Catalog and Student Handbook.
- Submit application to advance stand to the nursing program no later than the Monday of midterms of the semester prior to entry to the program.
- Successfully complete Belmont College’s admission testing and all required developmental courses.
- Satisfactorily complete BIO 2110 (Anatomy & Physiology), MAT 1110 (Allied Health Math) by obtaining a C or higher. ADN students must also complete PSY 1120 (General Psychology) by obtaining a C or higher. Prior college courses will be reviewed for possible transfer to determine equivalency or substitutions for the above.
- BIO 2120, BIO 2112, BIO 2120, and MAT 1110 or their transfer equivalent or substitution will be accepted if three years old or less at time of application to the nursing program. Biology

and Math courses follow the general grading scale of the College. A letter of “C-” in these courses **does not** meet this requirement

- All general education courses for the first semester of the program must also be completed prior to entry to the second semester as an advanced standing student.
- Upon application to the program, the student's GPA must be at least 2.5 and then maintained at a minimum of a 2.0 average.
- Successfully pass advance standing testing with 80% pass score (with no rounding of points and no option for remediation or any further testing) for retained knowledge in theory and nursing skills. Students must possess satisfactory knowledge of nursing fundamentals. Students will successfully complete at least three nursing skills as identified by the Director of Nursing and/or nursing faculty in the nursing skills lab. Students will be charged for advanced standing testing.

Following successful testing, the student must:

- Submit a State of Ohio Bureau of Criminal Identification and Investigation (BCI) and a Federal Bureau of Investigation (FBI) background check that are less than one year old at time of application.
- Must be able to meet all admission requirements to the nursing program.
- Completion of all healthcare requirements, including drug screen, physical exam, required immunizations and healthcare testing.
- Current CPR certification by the American Heart Association for Healthcare Providers. It **cannot** be the CPR for lay rescuers known as BLS Heartsavers.
- Advanced standing will only be given credit for the first semester courses of the curriculum plan. They will enter the second semester of the curriculum.

3. *Transient Credit*

All ADN numbered courses are not open to transient students.

4. *Direct Study*

The ADN program does not participate in practicum or internship programs. Independent study is not accepted for ADN numbered courses.

5. *Graduation Requirements*

Students are responsible for completing all course requirements of the nursing curriculum. Students must complete a degree candidacy declaration form. This form should be completed one semester prior to program completion.

Graduation requirements include successful completion of all required courses with a cumulative grade point average of at least 2.0 or higher.

VII. Readmission Policy

Students shall be eligible for consideration for readmission to their program after ONE withdrawal or academic failure. Military members, who are in good academic standing and must leave the program due to military deployment, are excluded from this policy. Leaving the program due to military deployment reasons does not constitute a withdrawal. Reinstatement of deployed nursing program students will be evaluated and planned on an individual basis by the program and institution according to program completion requirements upon planned return and current OBN's law and rule.

Students must complete the entire ADN program within three years of date of entry into the nursing program unless the requirement is waived by the Director of Nursing in the case of active or reserve military deployments.

Students shall submit applications for readmission to the nursing program no later than the Monday of midterms the semester prior to returning to the program. The deadline for readmission applications does not apply for nursing students who are returning home from military deployments.

Petitions for readmissions will be reviewed by the Director of Nursing and the nursing faculty. The decision to readmit the student will be made based on the following criteria:

- No more than 1 previous academic or clinical failure, withdrawal, or dismissal from the program. Leaving the program due to military deployment reasons does not constitute a withdrawal.
- Leaving the program due to nationally declared pandemic illness of self-and/or immediate family member does not constitute a withdrawal. Student must submit appropriate documentation that demonstrates proof of pandemic illness of self-and/or immediate family member.
- Available space in the program.
- Evaluation of the student's standing relative to any revisions in the curriculum, courses or requirements which may have occurred.
- Review and evaluation of student's academic and clinical performance at the time of the student's withdrawal or failure.

Students seeking readmission are subject to the policies in place in the Associate Degree Nursing Student Handbook and Policy Handbook and catalog at the time of the readmission request.

Readmission Standards

- GPA 2.75
- GPA of 2.0 for nursing students who are returning home from military deployments.
- Repeat State of Ohio Bureau of Criminal Identification and Investigation (BCI) and Federal Bureau of Investigation (FBI) background checks.
- Returning military members are excluded as long as current background checks on file are less than three years old at time of return to the program.
- Completion of a drug screen.
- Readmission testing 80% pass score (with no rounding of points and no option for remediation or any readmission testing) for retained knowledge in theory and skills based on the cumulative knowledge in the semester of successful completion prior to failure or withdrawal. Students returning from military deployments are exempt from all readmission testing.
- Students will be charged for readmission testing.
- Students will successfully complete at least three nursing skills as identified by the Director of Nursing and/or nursing faculty in the nursing skills lab.
- No ADN courses may be repeated more than one time. Failure for any nursing courses in the first semester will necessitate completion of current application and requirements for admissions to the program.
- Students who have been out of the nursing program for a period of time that would prevent completion of the program within three years, will be required to repeat course. This standard is waived by the Director of Nursing for deployed active military members.
- No potential for readmission if the student fails, withdraws or removal is earned for unprofessional issues the clinical sitting or any violation of the nursing program's honor code.

VIII. Grades

A. General Rules

1. Students must meet all behavior objectives of the course.

2. Requirements for the Student: Regular attendance is required for theory, lab and clinical components. **Students are to be in seat prior to the designated start time of theory or lab. Those absent at the beginning of class will not be admitted to class until the faculty member provides the class with a break time.**

3. All completed assignments must be submitted on the due date to receive credit. One point will be deducted from the theory grade each day the assignment is late or incomplete. Point deduction will continue until the assignment is received including weekends and holidays and may result in loss of theory points above that of the assignment. If extenuating circumstances make this impossible, it is the responsibility of student to meet with the faculty member prior to the time the assignment is due and must

make an arrangement for submitting the assignment. All assignments must be satisfactorily completed by the end of the semester.

4. It is the student's responsibility to ensure that the correct document(s) are uploaded when submitting items electronically. Deduction of course points will be enforced when the wrong document is uploaded for submission of course work.

5. All required texts and learning resources must be purchased and/or appropriately accessed by the end of the first week of the semester. Failure to do so may result in removal from the nursing program.

6. Video and audio recording on any electronic device is prohibited during any nursing class.

7. Course faculty has the discretion in providing or not providing a study guide before interval and final examinations in a course. Nursing faculty are not required or responsible for providing study guides before exams. The "study guide" is the syllabus, class objectives, student learning outcomes, class notes, class activities, and readings.

8. Students must maintain at least 80% average in course tests, not including quizzes and ATI exams. Failure to maintain at least 80% average in course tests will result in failure of the course, independent of scores on other course assignments (papers, presentations, concept maps, etc.). **Grades will not be rounded to attain the 80% minimum.**

9. Students' scores from course tests and ATI exams will not be curved. At no time does the nursing program curve any examination results.

10. Collaborative Tests:

- a. At the discretion of faculty if 75% or more of the students fail, students may work in groups to take a collaborative test. Group members will be randomly assigned. Collaborative tests may be administered in all courses of the program.
- b. The timing of a collaborative test in relation to the students' individual testing is at the discretion of the course faculty.
- c. The student will be given the option to participate in the collaborative test after being informed of their original exam score. The higher score will be recorded.

11. Reviewing Test with Students

1. All course exams will be reviewed with the class. The way the review is conducted will be at faculty discretion. Exams must be reviewed in a monitored environment to ensure test security, following the protocols for testing (no phones, or personal items available, etc.).
2. All students earning less than 80% on an exam are to make an appointment with the faculty for an individual review of the test. All other individual reviews will be at the request of the faculty or student. It is the student's responsibility to make and keep the appointment with the faculty to review the exam.

3. At the discretion of the faculty, the student may not be able to review prior exams for additional review.
4. Test item inquiry form instructions:
 - a. Students may complete this form (see attached) when they believe a test item (question) has a correct answer that is different from the faculty's keyed correct answer.
 - b. Students must provide a rationale (with documentation of the reference) from a course textbook or other resource. They should identify the textbook with a page number, or provide the citation of alternate resources, where the rationale was located.
 - c. When complete, students submit the form to the course faculty within 24 hours of the end of the exam review.***
 - d. The faculty will respond to the student within 48 hours whether or not points have been adjusted.***

12. Progression testing is used throughout the program. Details regarding specific tests are found in the course syllabus.

13. Unit tests and progression testing will be outlined in each course syllabus and will be included in the final outline of available earned points in each course.

14. If a student does not receive a satisfactory clinical evaluation, the student will earn an "F" grade regardless of the theory grade.

Failure to attain or complete any of the above will prohibit progression in the nursing program. If a dispute arises in FINAL reported grades, ADN students are directed to follow the grade appeal process as outlined in the Belmont College Catalog & Student Handbook.

B. Waiting Policy

If the faculty member is detained from a class longer than 15 minutes for any reason, one student reports the absence. Remaining students will wait in the classroom until the reporting student returns.

C. Theory Grades

Grade Requirements

The course syllabus will outline evaluations. Unit tests and progression testing will be outlined in each course syllabus and will be included in the final outline of available earned points in each course.

*** Should this time fall on the weekend or a holiday, the response will be due the next business day.

D. Test Taking Policy

5. All exams are delivered electronically through Canvas LMS or other system (i.e. ATI). All exams will be password protected. Items are to be delivered one at a time.
 - a. First semester exams may allow “flagging” and backtracking for questions
 - b. All exams beginning with the second semester will prohibit backtracking
6. Grading for select all that apply questions will be given partial credit.
7. Individual Course Exams
 - a. Students who arrive late for a test will be allowed to take the course exam at the discretion of faculty, but no additional time will be allotted.
 - b. It is the student's responsibility to seek ADA accommodations from the appropriate college representative and to follow all current ADA policies and procedures as set by the college. Students must notify faculty of such accommodations.
 - c. The students must give prior notice if they will miss a test. If a student is absent from any course exam, it will be the responsibility of the student to contact the faculty member who is administering the exam about an exception. The course exam must be taken within one week of the original test date and scheduled at the discretion of the faculty. Any exception may result in an automatic reduction of points.
 - d. Acceptable causes for missing an exam will include illness, jury duty, and/or family emergency. It is the student's responsibility to make arrangements with the faculty to take the exam.
 - e. Course exams may be given in a testing center or computer lab.
 - f. If course exams are given in a testing center, it is preferred and recommended that they should be open for one day only and be password protected. Faculty are responsible for making arrangements with the testing center and securely providing the exam password.
 - g. Course exams must comprise at least 80% of the entire course unless specified in the course syllabus.
 - h. Faculty will provide students with a blank piece of paper to use during the exam. The students are required to return this paper prior to leaving the testing environment.

E. Grading Policy

The nursing program utilizes a different grading scale than that of the college. The grading system in all ADN courses is as follows:

GRADE	PERCENTAGE
A	100 – 92%
B	85 - 91.99%
C	80 - 84.99%
D	74 - 79.99%
F	73.99% or less

F. Program NCLEX-RN Preparation

1. *Assessment Technology Institute (ATI)*

- a. ATI testing and evaluation of student ATI learning will be utilized throughout the nursing curriculum. Each course will identify ATI's usage within the syllabus for the course. Students understand that attendance is required at ATI's Test Taking Seminar and NCLEX review course. Attendance is beyond the stated hours in the curriculum map.
- b. The comprehensive ATI review program offers the following to students:
 - An assessment-driven, comprehensive review program designed to enhance student NCLEX success.
 - Multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles. Additionally, online tutorials, online practice tests, and proctored tests are provided and span major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content.
 - ATI orientation resources, such as the ATI orientation plan can be accessed from "My ATI" tab. It is highly recommended that the students spend time navigating through these orientation materials.

2. *Assessments*

There are practice assessments available for students, as well as standardized proctored assessments, that may be scheduled during course. These assessments will help students to identify what they know as well as areas requiring remediation called Topics to Review.

3. Focused Reviews/Active Learning

- Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood (as determined by an ATI assessment). Remediation tools are intended to help students review important information to be successful in courses and on the NCLEX. Student's individual assessment reports will contain a listing of the Topics to Review. It's highly recommended to remediate using the Focused Review after completion of any practice or proctored tests, which contains links to ATI eBooks, media clips and active learning templates.
- Faculty members have online access to detailed information about the timing and duration of time spent in assessments, focused reviews and tutorials by each student. Students can provide documentation that require ATI work was completed using the "My Transcript" feature under "My Results" of the ATI student home page or by submitting Remediation Templates as required.

4. Grading Rubric

Practice Assessments

(4 points – see specific course grading policy within syllabus)

ACTIVITY	POINTS (4)
Complete practice assessment as assigned	4
Minimum 1-hour focused review	3
For each topic missed, complete an active learning template, and/or identify 3 critical points to remember, as assigned	3

Standardized Proctored Assessment

(10 points total including above practice assessment points- see specific course grading policy)

LEVEL 3 = 4 points	LEVEL 2 = 3 points	LEVEL 1 = 4 points	BELOW LEVEL 1 = 0 points
Remediation = 2 points*	Remediation = 2 points*	Remediation = 2 points*	Remediation = 2 points*
For each topic missed, complete an active learning template and/or identify 3 critical points to remember as assigned.	For each topic missed, complete an active learning template and/or identify 3 critical points to remember as assigned.	For each topic missed, complete an active learning template and/or identify 3 critical points to remember as assigned.	For each topic missed, complete an active learning template and/or identify 3 critical points to remember as assigned.
10 / 10 points	9 / 10 points	7 / 10 points	6 / 10 points
No retake required	No retake required	Retake required	Retake required

*Minimum 1-hour focused review

- If a retake of a proctored exam is required and the student meets program benchmark on the retake that student can earn an additional 1 point

- **Note: The above rubric is an example and can be modified at the discretion of the faculty member teaching the course.**

Proficiency Level Expectations

	LEVEL 3	LEVEL 2	LEVEL 1	BELOW LEVEL 1
NCLEX-RN standards in this content area	Exceeds	Readily meets	Just meets	Does not meet
Knowledge demonstrates in this content area	High Level	Adequate Level	Minimum Level	Does not demonstrate minimum level
Performance in this content area	Exceeds most expectations	Exceeds minimum expectations	Meets the absolute minimum expectations	Does not meet the absolute minimum expectations
ATI recommendations for students based on Proficiency Level	Engage in continuous focused review to maintain and improve knowledge of this content	Engage in continuous focused review to improve knowledge of this content	Develop and complete a rigorous plan of focused review to achieve a firmer grasp of this content	Develop and complete an intensive plan of focused review and remediation

- **Note: The above rubric is an example and can be modified at the discretion of the faculty member teaching the course.**

G. U-World

U-World is a NCLEX preparation program that will be utilized to identify an individualized NCLEX-RN study plan for 6 months at the end of program. The capstone course (ADN 2215) will identify the student's strengths and weaknesses in preparation to take the NCLEX-RN exam. The capstone course will assist the student in the development of an individualized NCLEX-RN study plan.

H. Laboratory Grades

1. General Lab Policies

- No food or drink at the bedside in lab. Any food and/or drink must be kept with the student's belongings and used during break time only.
- Only pencils are to be used for writing needs at the bedside. NO INK PENS OR MARKERS AS THESE ARE PERMANENT ON THE MANIKINS.
- All spills need to be cleaned up as soon as possible. If the spill involves any substance other than water or "saline" from IV fluids, notify the lab instructor immediately.

- Any mess in the patient beds or surrounding area needs to be cleaned up by the student who creates it.
- Students should not bring unnecessary items into the lab. Nursing faculty can advise students from week to week what equipment is necessary during lab time. There is limited space in the lab and book bags, purses, electronics, etc., create safety and security hazards. The college, nursing program and Nursing Faculty are not responsible for lost or stolen personal items from the lab.
- Lab time is for putting theory into practice in a safe environment. Students should not be using this time for texting, playing on the computer, sitting around chatting about personal issues, etc. Cellular phones should be on silent, and students should step out of the lab if urgent personal issue needs to be addressed.
- Children are not permitted in the lab.
- No lab group should be released early.
- Respect should be shown at all times by students towards instructors, peers, lab equipment and campus facilities.

2. Equipment

- Furniture and lab equipment need to be returned to an organized and clean state prior to any students being excused from the lab session.
- Do not move high-fidelity manikins out of the bed. They are wired and are difficult to safely place elsewhere in the lab.
- All beds need to be lowered and bedding straightened up at the end of each lab.
- Do not lean on or place heavy items on the bedside stands.
- Any incidents involving equipment or malfunctions need to be reported to the Nursing faculty or the Director of Nursing.
- All students should be instructed to reuse supplies unless otherwise indicated (needles and other one-time use supplies need to be disposed of properly). Many lab simulations will require use of multiple pieces of normally disposable equipment. All unused equipment should be returned to its proper storage place when lab is over.

Practice medications and syringes are not to be taken out of the nursing lab.

Students are not to lounge in the patient beds. If they are serving as a patient for practice purposes, they need to be respectful of the lab equipment and cleanliness in the lab.

If anything is put on a manikin, such as tape, topical meds or simulated fluids, the students are to clean it off the manikin at the end of class.

Misuse of any equipment will result in disciplinary action up to and including dismissal from the nursing program.

Students will maintain confidentiality regarding their activities and events occurring during lab, to help maintain the integrity of activities planned for students.

3. *Safety*

- All sharps and syringes need to be disposed of properly in the biohazard containers available in all labs. Failing to properly dispose of sharps in biohazard containers will be investigated and potential disciplinary action taken to remediate the problem.
- Only sharps and syringes are to be placed into the sharps containers.
- Any needle sticks in the laboratory setting need to be reported immediately to the Nursing faculty or the Director of Nursing.
- Students need to report latex allergies to the Nursing faculty as soon as possible at the beginning of the nursing program or at which time the student is aware of such an allergy while enrolled in the nursing program. The student may be required to submit medical clearance from their healthcare practitioner due to potential exposures to various latex products throughout the nursing program.
- Universal/Standard Precautions are to be maintained in all laboratory experiences.

4. *Lab Skills*

Students will be responsible for completing all assignments according to the lab assignments outlined in the syllabus prior to class. Lab participation is an important factor in the lab performance evaluation. Students are expected to take individual responsibility for learning laboratory procedures before evaluation by a faculty member.

5. *Simulation Lab*

Students must complete all pre-assigned simulation activities prior to the start of the simulation experience. Students must complete all post simulation activities as assigned by the faculty member.

6. *Proficiency of Skills*

All skills will be demonstrated in lab class. Satisfactory completion of the proficiency will be used on the performance of critical elements, as outlined in the proficiency checklist. Satisfactory completion of each proficiency must be completed by the due date. The student will have two attempts to pass the proficiency; however, the second attempt for the same procedure will not be permitted on the same day. If the student fails to pass in two attempts, the student must make an appointment at the convenience of the faculty member and will be brought before faculty for possible dismissal. Proficiency skills cannot be done in the clinical setting until satisfactory completion is the lab.

Students are responsible for accurately completing their Laboratory Evaluation Tool (LET). All LET's must be submitted to the nursing program at the end of the course. Students are to ensure that all required notations, signatures and dates are recorded on the LET.

I. Clinical Grades

1. *Clinical Assignments*

Assignments to a specific clinical site are faculty decisions and are not subject to change. Students rotate through a variety of clinical experiences. Specific clinical assignments will be made by the faculty member.

Students need to be aware that the assignment of the clinical site location and time can and will vary based upon the needs of the nursing program, faculty member and clinical site.

2. *Clinical Grades*

Care Plans/Concepts Maps must be satisfactorily completed according to individual course requirements by the end of the clinical rotations. All assignments must be submitted by the date due in order to receive full credit. If extenuating circumstances make this impossible, it is the responsibility of the students to meet with the faculty member prior to the time the assignment is due and arrange for submitting the assignment. Each clinical course will define student learning outcomes, requirements and earned grade within the course syllabus.

3. *Clinical Evaluations*

- Student clinical performance is evaluated on a weekly basis using the clinical evaluation tool (CET). Both the student and the faculty member complete the evaluation tool each week. The exception to this expectation is determined by the course syllabus. A final evaluation is completed at the end of each clinical rotation. Each clinical course will define method of grading within the course syllabus.
- At the discretion of the clinical faculty, the student may be issued “a return to lab slip” should they inappropriately perform a proficiency skill in the clinical setting. The student will not be permitted to perform this skill in clinical setting until successful re-proficiency in the lab. All skills must be successfully, completed by the end of the semester. Students are responsible for accurately completing their Clinical Evaluation Tool (CET). All CETs must be submitted to the nursing program at the end of the course. Students are responsible for obtaining all preceptor’s signatures on the provided CET.

4. *Preceptorship*

The purpose of this clinical rotation is to enhance the nursing skills and theory already acquired throughout the program and to prepare the student nurse, ready for graduation, and for the realistic role of the RN. At the end of this preceptorship, the student should meet the program objectives which include:

- Contribute to the identification of holistic needs in the plan of care as a member of the healthcare team.
- Practice evidence-based decision making to establish priorities according to the human needs of the people.

- Utilize effective verbal, nonverbal, written and computer skills while providing nursing care for the people with acute health alterations.
- Employ safety and health promotion practices in the clinical setting.
- Demonstrate holistic nursing care within the limits relative to the scope of nursing practiced and ethical standards.
- Illustrate advocacy by speaking, writing or acting in support of people's needs.
- Employ delegation techniques within the score of practice in providing holistic care.
- Preceptorships may be scheduled at the discretion of the program to help achieve the learning outcomes of any clinical course throughout the curriculum.

IX. Attendance

A. Clinical Attendance

- Attendance at clinical orientation or its equivalent is mandatory. Students who do not attend may be removed from the program. The attendance policy for any nursing course will follow that of the ADN program. Students are expected to be present for all nursing classes – theory, lab and clinical.
- Punctuality to class and to the affiliating healthcare facility is a must. If an unforeseen circumstance occurs, which will delay arrival, the students must notify the faculty member.
- Travel to class and clinical is the student's responsibility. Carpools are no excuse for being absent, tardy or for leaving early. It is the student's responsibility to maintain attendance. Students should be especially careful in severe weather conditions. **All students must report 15 minutes prior to the clinical starting time. Those who are not present prior to the clinical starting time may be denied access to the learning experience and counted as absent for that clinical day.**
- **For safety of all stakeholders, students are not permitted to work a midnight shift prior to an early morning clinical. Any student who appears impaired from sleep deprivation or chemical substance usage will not be permitted to participate in the clinical day and will be counted absent. In case of suspected chemical substance usage, an immediate drug test will be requested. Students who refuse the requested drug test will be immediately removed from the program. The student will incur the cost of the drug testing fee.**

B. Clinical Call-Off

Students unable to be in attendance for clinical proactively must personally notify the faculty member responsible one hour prior to the time of the assignment. The faculty member must be notified each day clinical will not be attended. Clinical attendance is strict. If the student does not contact the faculty member prior to the experience, the student will receive an unsatisfactory grade the clinical day.

C. Clinical Make-up

- The educational design of this make-up experience will be at the discretion of the faculty. Students will pay a \$75 fee per clinical day experience and the fee must be paid in advance.
- In the case of clinical absence(s) faculty will review the student's progress and determine if the student is able to meet clinical objectives. Inability to meet clinical objectives will result in an unsatisfactory clinical performance and will result in dismissal from the nursing program.
- Only one absence may be made up through the make-up experience. After the second absence, the student must meet with the Director of Nursing and Nursing Faculty to determine if the student is still able to meet the student learning outcomes for the program, course, and clinical.
- Continuation in the program at this time will be at the discretion of the Director of Nursing and the Nursing Faculty.

D. Return to Class/Clinical

Students may be required to submit an authorization from their healthcare provider to return to class/lab/clinical due to any prolonged illness, pregnancy, post-op condition or change in health status. Students must be released from medical care without restrictions. Students, who are not released for clinical duty, are not permitted to attend clinical and therefore are unable to meet clinical objectives. It is the student's responsibility to notify their immediate faculty member and director of nursing of any changes in their health status.

E. Pregnancy

A nursing student must notify the nursing faculty as soon as pregnancy is confirmed. The student must provide the nursing program authorization from their healthcare provider that she may participate without restrictions in class/lab/clinical experiences upon confirmation of pregnancy, completion of pregnancy and/or change in their individual health status. The student is expected to meet the same theory/lab/clinical objectives which are required of all nursing students.

F. Emergency Mass Notification System

Belmont College utilizes an emergency mass notification system. The system, titled BeAlert will send students a text message, email, and voice message in the event of college cancellations, delays, or an emergency situation on campus.

It is the student's responsibility to maintain current contact information for the system.

G. Health Services

Belmont College does not have an infirmary. In the event of a medical emergency on campus, 9-1-1 must be called from the closest college phone. The Emergency Medical Service for that facility will be dispatched to evaluate the person. The injured/ill will make the decision to be transported to a medical facility for further evaluation. An Accident/Incident report must be completed immediately by the person for any accident, illness or incident on campus.

- **Insurance**

All students are responsible for their own medical, accident and health insurance. The college maintains no medical insurance to cover students.

- **Liability**

In addition to health coverage, it is necessary for the student to be covered by a liability insurance policy. The fee for this policy is included within the program's cost. The policy covers a student's liability only while participating in program-sponsored activities.

X. Vaccination and Health Assessments

A. Physical exam and Health Assessments

Students are responsible for completion of all healthcare requirements. Completion of a physical exam no more than twelve months prior to admission to the ADN program is required.

B. Drug Screen

- All students will be required to submit to drug screening at time of entry or upon readmission to the nursing program or as requested by the nursing faculty and/or Director of Nursing. Positive drug screens may result in immediate removal from the nursing program. Student's refusal/failure to submit to a requested drug screen will result in immediate removal from the nursing program.
- If a student contests the drug screen results, the drug screen may be repeated one time. If the second result is positive the student will be immediately removed from the nursing program.
- Random drug testing may be required at the discretion of the Director of Nursing and/or Nursing Faculty based upon the student's behavior. The student is responsible for the cost associated with all drug testing.
- If a random drug screen's result is contested, the student may contest the results one time and request a retest at their own expense. The student will not be permitted in the clinical setting until the issue is resolved through demonstration of a negative drug screen. The clinical make-up policy will be followed.

C. Immunizations

- Generally students seeking entrance to any of the College's healthcare programs are subject to health and immunization requirements as a direct result of the demands of the healthcare facilities utilized by the programs to achieve student learning outcomes. Those students who are choosing to enter a healthcare profession must sincerely reflect on the personal healthcare requirements that they may face as a student and later as a professional.
- Healthcare facilities are requiring college students to demonstrate proof of compliance with their health and immunization requirements prior to entrance into the facility for clinical experiences. Entrance to any healthcare facility by college students is a privilege which can be revoked due to non-compliance with the signed clinical contract which outlines their health and immunization requirements.
- The College's healthcare programs generally require clinical experiences at a wide range of facilities, so choosing not to participate at facilities where vaccines are required limits a student's ability to achieve the skills required by the program's student learning outcomes and may result in failure to complete the program.
- Many facilities with health and immunization requirements have provisions for exemptions based upon religion or specific medical considerations. Students who receive vaccine exemptions from a clinical facility must follow the facility's policies pertaining to these exemptions. All exemptions are subject to review and may be rescinded based upon new healthcare guidelines. Any student who receives a vaccine exemption from a clinical facility must follow the facility's policies pertaining to the exemption and assumes the cost of any additional requirements set by the facility for those who are not vaccinated, including, but not limited to, mask fit testing or additional disease testing. Students must provide a copy of the approved exemption to the College through their healthcare program.
- Some clinical facilities are requiring the College to determine exemptions based on religion or specific medical conditions. All exemptions processed by the College will be initiated by the individual seeking an exemption from the College and the individual must submit the required paperwork. All exemptions processed by the college will be valid for the length of the current academic year, unless specified differently by a healthcare facility's exemption policy. A student must reapply for an exemption each academic year or upon reinstatement or change of program. All exemptions are subject to review and may be rescinded based upon new healthcare guidelines. Any student who receives a vaccine exemption from the College must follow any healthcare facility's policies pertaining to the exemption and assumes the cost of any additional requirements set by any facility for those who are not vaccinated, including, but not limited to, mask fit testing or additional disease testing.
- It's the student's responsibility to seek exemptions in a timely manner that will not delay his/her scheduled entrance to their assigned healthcare facility. Any absence due to the exemption review process not being completed by the time of planned entry to the healthcare facility is at the fault of the student. These absences will not be excused and will be made up only as permitted and outlined by the healthcare program. Students are to obtain the necessary paperwork from their healthcare program. All completed paperwork is to be returned to the healthcare program in

a timely manner. It is not the responsibility of the program to seek an alternate clinical site if an exemption issue cannot be resolved.

- The College cannot guarantee the availability of an exemption at any healthcare facility. The decision denying an exemption by the College is final and cannot be petitioned. However, a student may reapply for a previously denied exemption based on new and additional information. Refusing to comply with the health and immunization requirements and policies of a healthcare facility may result in failure to meet the requirements of the academic program. Such a choice is at the student's own personal risk and could prevent the student from successful completion of the academic program. The College is not responsible for providing for any illnesses or healthcare expenses acquired by the student in relation to their clinical experiences.

Please read these requirements carefully to prevent the need for repeated testing and/or removal from the program.

- Proof of influenza (flu) immunization or exemption due by October 15th of each calendar year while in the nursing program.
- Proof of Tdap (Tetanus, Diphtheria, Pertussis) that has been administered within the past 10 years.
- TB testing:

One of the following completed after June 1st of the current year:

- 2 step TB skin test (administered 7/21 days apart)

Or

- QuantiFERON Gold blood test (lab report required)

Or

Chest x-ray

If positive results, from a TB skin test or QuantiFERON Gold Blood test, submission of a clear chest x-ray report is required.

The renewal date will be set for 1 year. Upon renewal, one of the following is required:

- 1 step TB skin test

Or

- Chest x-ray

QuantiFERON Gold blood test (lab report required)

Or

- If previous positive results, from a TB skin test or QuantiFERON Gold blood test, submission of a clear chest x-ray will be required.

All 2 step TB testing must be done after June 1st of the current year.

A 2 step TB test is as follows:

1. First step: intradermal needle stick into the forearm followed by assessment of the site 48 to 72 hours later.
2. Second step: intradermal needle stick to the forearm followed by assessment of the site 48 to 72 hours later.

Common reasons for student's TB being rejected:

- Site is not read within 48 to 72 hours following the needle stick.
 - There MUST be 7 to 21 days in between the first intradermal needle stick and the second intradermal needle stick.
 - Student must upload proof of both steps at the same time to their CastleBranch account.
 - All two-step TB tests must have occurred after June 1st of the calendar year following acceptance even if the student had one last year or before the June 1st date.
 - Students will submit a one-step TB test the following year which is done after June 1st.
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- Titers for the following which have been completed within the last 3 years prior to entry into the Program:
 - All students should submit titers before any vaccines.
 - MMR (Measles, Mumps, and Rubella) if titer is negative or equivocal then a booster vaccine will be required.
 - Varicella (Chicken Pox) if titer is negative or equivocal then a booster vaccine will be required.
 - Hepatitis B if titer is negative or equivocal then a booster vaccine will be required.
-
- Students will also sign and upload to CastleBranch the form known as "Immunization Non-Conversion Form" along with the required booster vaccine following any negative or equivocal titers for MMR, Varicella and/or Hepatitis B. Students understand that they are a potential non-converter for immunity and accept the risk of occupational exposure.
 - If the student is intending to seek medical or religious exemptions to immunizations, please contact Director of Nursing or Academic Specialist for additional instructions. The student must understand that such waivers may prevent clinical placement that can prevent the student from attending specific clinical sites. This may prevent the student from successfully completing the nursing program.
 - Healthcare needs for students returning to the nursing program will be the same except titers (MMR, Varicella, and Hepatitis B) do not need to be repeated. The student will not need to repeat a two-step TB if the annual TB tests have remained negative and completed on time. The student's prior CastleBranch account can be utilized.

D. CastleBranch

- All students will be required to comply with CastleBranch (CB) procedures such as uploading of required immunity documents, uploading of background checks, uploading required program forms and completion of the program's required independent learning activities.

- The student's name must be visible on ALL documents uploaded. The student is responsible for monitoring the CB account for acceptance or denial of submissions! The student acknowledges responsible for maintaining ongoing compliance with the CB account.
- Failure to maintain a current and compliant CastleBranch account may result in removal from the weekly clinical experience. The student's absence will result in an unsatisfactory clinical grade for that week. The absence must be made up by the student as previously outlined.

E. Emergency Care

- Student medical or emergency care in cases of illness or accidents occurring while on duty in the clinical area is provided in conformity with the standard health care service extended to the employees of the facilities, as defined in personnel policies for the facilities. Any illnesses or accidents occurring while on duty will be reported at once to the faculty member. Students must be evaluated by a health care provider before returning to the clinical setting with an authorization to resume duties without restrictions.
- The affiliating hospitals receive compensation for the aforesaid care through individual hospital insurance plans carried by individual students or through self-pay of the students.
- An Accident/Incident Report must be completed immediately by the person(s) for any accident, illness or incident on campus.

F. Guidance & Counseling Services

Academic counseling is provided by Belmont College advisors, ADN faculty and the Director of Nursing. Personal counseling may not be provided by Belmont College. Those students in need of personal counseling are encouraged to seek out appropriate mental health care.

G. Professional Ethical Behavior

1. *Dress Code*

Uniform

- Students in complete uniform will present a neat, well-groomed appearance **always**. Student uniforms must be worn in the campus labs and clinical settings including pre and post conference. The student must recognize that their actions and behavior while wearing their student uniform can be disciplined if they are contrary to the program's code of conduct. The scrub top is to be covered by a lab coat when the student is not in the clinical area. The uniform and lab coat must be freshly laundered; cleanliness of body, clothes and deodorant use are imperative for the nurse. Uniform hems must not touch the floor.
- The complete uniform includes a navy-blue scrub top with the embroidered Belmont College logo and navy-blue pants, black sock, and black nursing shoes. Student's shoes should not have heels higher than two inches. These shoes should only be worn for clinical practice. No clogs or sandals are to be worn. No sweaters or lab coats are to be worn in the clinical unit. Lab jackets must cover uniforms while going to and from clinical areas. Students may wear a plain white or navy-blue long sleeve form fitting shirt under the navy-

blue scrub top for personal comfort. Sweatshirts may not be worn over the blue scrub top while in class, lab and clinical settings.

- Students must be appropriately groomed and dressed for any virtual learning.
- No alcohol may be consumed while in uniform.

Hair

- Must be neatly, styled, secured away from the face, and must not touch the uniform. Long hair with ponytails must be neatly pinned up off the shoulders for cleanliness and student safety. Elaborate or extreme hair styles are not acceptable while in uniform. Unusual or unnatural hair color is not acceptable. No brightly colored hair pins, combs with jewelry or ribbons can be worn. White, black or brown conservative accessories are permitted. Beards and mustaches need to be trimmed and well-groomed, otherwise clean shaven.

Jewelry

- Non-traditional body and facial jewelry (e.g., tongue, eyebrow, lips, nose piercings, gauges, bars, ear-to-ear chains, etc.) may not be worn while in clinical or lab, and any resulting piercings should be covered by a flesh-colored plug. The only permitted jewelry is a watch with a second hand, name tag, and wedding ring. Wedding rings and watches should not contain gems or stones.

Nails

- Must be kept short and clean. Artificial nails are not permitted. Nails are to be free of polish.

Make-up

- Should be used in moderation.

Shoes

- Should be clean and shoestrings should be clean.

Perfumes, colognes, or aftershave

- Should be avoided while in uniform.

Gum chewing

- Is not permitted in the clinical and laboratory area.

Smoking and e-cigarettes

- Are permitted only in designated areas at Belmont College. All clinical sites are smoke-free. Uniforms must NOT have an odor of tobacco.

Name tags

- All students must wear a Belmont College issued name tag.
- All name tags issued by the clinical site must be returned to the clinical faculty at the completion of the program or upon exit of the program.

Tattoos

- Must be covered appropriately while in uniform.

Miscellaneous

- Wild eyes contacts are prohibited.
- Eyelash extensions are prohibited.
- Students are always representatives of Belmont College. They must conduct themselves professionally and with dignity when wearing their uniforms. The nursing student's activities must represent those with a sincere interest in the profession of nursing. Students are accountable for their nursing practice and are responsible for their actions. While in uniform, the student must exhibit professionalism as a representative of Belmont College and the profession of nursing and may not post or communicate any violation of professional behavior. No alcohol may be consumed while in uniform.

2. Background Check

The student is aware that:

- Criminal information on their background check will be shared with clinical sites. Active investigations will not be shared with clinical sites unless it is an absolute bar to licensure per the Ohio Board of Nursing (OBN).
- Clinical sites can prevent the student from entering their clinical environment based on a variety of reasons, including a background check and/or legal action, thus impacting the student's ability to progress in the nursing program.
- The student/graduate will need to share this information via an updated state and federal background check with the Ohio Board of Nursing (OBN) upon application for the NCLEX exam. The OBN will at that time decide if the graduate is eligible to sit for the NCLEX exam.
- The State of Ohio has published absolute bars of disqualifying offenses to licensure. The student has been provided to the OBN's Disqualifying Offenses Criminal History Fact form and the OBN's Potentially Disqualifying Offense Determination Request form. The student is aware that this information is readily available on each state board of nursing's website or public access.
- The student agrees to notify the Director of Nursing at Belmont college of any change in legal status during the nursing program that may impact their ability to attend clinical experiences or eligibility for the NCLEX exam. The student understands that failure to report a change in their legal status may result in dismissal from the nursing program.
- This information should be shared with current and future employers.

3. *Notification of issues with previous facilities*

Students must notify the nursing program of any past/present issues with any healthcare facilities that would prevent their participation in clinical, especially those that made the student ineligible for rehire.

4. *Notification of disciplinary investigations/actions*

Students must notify the nursing program of any new disciplinary investigations/actions to any licenses or certifications such as STNA, LPN, or paramedic credentials. Such events may result in removal from the nursing program.

H. Social Networking

The nursing faculty and administration recognize that social networking and media sites are popular means of communication. While we encourage the use of technology as a resource for students' academic endeavors, we also expect that these resources be used in an appropriate manner. We have determined that the following uses of social networking media and communication technology can be sources of violations of the nursing students' code of conduct. This includes but is not limited to media such as Facebook, chat rooms, X, Instagram, TikTok, text/twitter messages, emails, blogs, and cell phone photography.

- A student may not post or communicate any patient information such as name, initials, age, gender, medical diagnosis, nursing diagnosis, care, intervention, or clinical activities. This includes written and photographic information. Posting such information may be a violation of Health Insurance Privacy and Portability Act of 1996. Such actions by the student may result in immediate removal from the Nursing Program
- A student may not post or communicate any personal photos or shots of classmates in while in nursing uniforms.
- A student may not "friend" a clinical patient, former patient, or patient's family while a student in the nursing program. A student should not "friend" a patient or former patient if such request is made. We consider this a violation of the Ohio Board of Nursing student conduct guidelines.
- A student may not post or communicate personal and private academic information of another student. This includes, but is not limited to grades, skills performance, clinical performance, or evaluations. These types of posting are considered FERPA violations.
- Following the program policy guidelines, a student may not post or communicate abusive, threatening, or vulgar language, derogatory or unflattering comments, or threats of violence which are directed toward another student, faculty, administration, clinical staff, or patient/patient's family.
- A student may not friend the Director of Nursing, nursing faculty or teaching assistants while enrolled in the nursing program.
- Violations of the Social Networking policy will be reviewed by the Director of Nursing and faculty for disciplinary action. Students are expected to follow the nursing program's policies as well as the college's code of student conduct. Students can be immediately dismissed from the nursing program for any violations of the social media policy.

I. Academic Dishonesty

Academic dishonesty includes but is not limited to the following acts:

Cheating

- Use or attempted use of unauthorized materials or information in an academic exercise, i.e., cheat sheets, use of term paper company services, and purchasing of unauthorized test banks.
- Giving unauthorized information to another student, or receiving unauthorized information from another student, during any type of examination, test or assignment including clinical assignments such as communication sheets and concept maps.
- Obtaining or providing without authorization question or answers relating to any examination or test prior to the time of the examination or test.
- Using unauthorized sources of information during any examination or test.
- Asking or arranging for another person to take any examination or test in one's place.

Fabrication

- Falsifying or inventing information or neglecting to follow established guidelines or documentations, i.e., creation of evidence to prove an experiment, etc.

Collaboration

- Assisting others in engaging in academic wrongdoing, i.e., stealing tests, permitting copying during a test, etc.

Destruction of references services

- Denying others access to learning materials, i.e., theft or destruction of library materials, etc.

Plagiarism

- Although the ADN faculty encourage the use of textbooks and other printed teaching materials by the students when completing assignments, plagiarism is not permitted. Using another author's work must be referenced by the student, so that plagiarism does not occur. Students copying other students' work is a violation of the Belmont College's academic misconduct policy and the student will be subjected to the consequences contained in the academic code of Belmont College.

J. Code of Conduct

- Students in the ADN program is expected to behave responsibly, professionally, with due consideration for the setting, and to respect the rights of all others. When a student fails to live up to these expectations, Belmont College reserves the right to act when appropriate, including legal

actions, or suspension as specified in the college code. A complete copy of the student code of conduct is available in the college catalog.

- Students are always representatives of the school, both in and out of class. Students must conduct themselves with dignity as all students are members of the nursing profession. The nursing student's activities must represent those with a sincere interest in the profession of nursing and the well-being of others. The student is accountable for their nursing practice and is responsible for their actions. Additionally, the nursing program has adopted an honor code for all nursing students.

K. Honor Code

The core values of Belmont College are knowledge, acquisition, integrity, openness, caring and respect. All members of the college community are expected to maintain and support these core values. The nursing program's honor code reflects the college's core values.

- As a nursing student at Belmont College, I pledge to be active learner in my education and uphold the values of honesty, integrity, and respect in all of my student activities including but not limited to my academic work and my interactions with patients, clinical staff, peers, faculty, and members of the community. I further resolve to refrain from the use of any alcohol, illegal drugs or prescription medications that may alter my judgement and abilities to be an active learner and/or to provide safe care to my patients. In spirit of openness, I will report to my faculty member any violations of this code of conduct.

L. Ohio Board of Nursing (Rule 4723-5-12C)

A student's conduct while providing nursing care, includes, but is not limited to the following:

1. A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the patient, and the patient's response to that care.
2. A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.
3. A student shall not falsify any patient record, or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes but is not limited to case management documents or reports, time records or reports, and other documents related to billing for nursing services.
4. A student shall implement measures to promote a safe environment for each patient.
5. A student shall delineate, establish, and maintain professional boundaries with each patient.
6. At all times when a student is providing direct nursing care to a patient the student shall:
 - a) Provide privacy during examination or treatment and in the care of personal or bodily needs.

- b) Treat each patient with courtesy, respect and with full recognition of dignity and individuality.
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- 7. A student shall practice within the appropriate scope of practice as set forth in division (B) of section 4723.01 division (B)(20) of section 4723.28 of the Revised Code for a registered nurse, and division (F) of section 4723.01 and division (B)(21) of section 4723.28 of the Revised /code for a practical nurse.
 - 8. A student shall use universal and standard precautions established by Chapter 4723-20 of the Administrative Code.
 - 9. A student shall not
 - a) Engage in behavior that causes or may cause physical, verbal, mental or emotional abuse to a patient.
 - b) Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.
 - 10. A student shall not misappropriate a patient's property or
 - a) Engage in behavior to seek or obtain personal gain at the patient's expense.
 - b) Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense.
 - c) Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships.
 - d) Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships.

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

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

For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to sexual activity with the student.

12. A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:
 - a) Sexual contact, as defined in section 2907.01 of the Revised Code
 - b) Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.
13. A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student, or self-administer or otherwise take into the body any drug that is a schedule I controlled substance.
14. A student shall not habitually or excessively use controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.
15. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of the use of drugs, alcohol, or other chemical substances.
16. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability.
17. A student shall not assault or cause harm to patient or deprive a patient of the means to summon assistance.
18. A student shall not misappropriate or attempt to misappropriate money or anything of value by intentional misrepresentation or material deception in the course of practice.
19. A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.
20. A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.
21. A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion.
22. A student shall not assist suicide as defined in section 3795.01 of the Revised Code.

23. A student shall not submit or cause to be submitted any false, misleading, or deceptive statements, information, or document to the nursing program, its administrators, faculty, teaching assistants, preceptors, or to the board.
24. A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.
25. To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.
26. For the purposes of paragraph (C)(5), (C)(6), (C)(9), (C)(10), (C)(11), and (C)(12) of this rule, a student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student's assigned clinical responsibilities.

Last updated August 15, 2022, at 11:29am

M. Disciplinary Measures for Misconduct

The ADN faculty define unprofessional behavior as that behavior which is inappropriate to the practice of nursing. It is exemplified by, not limited to the following:

- Behavior endangering safety – this includes any act of omission or commission by a student which potentially endangers any individual in the course of any clinical, lab, practicum, or classroom situation.
- Disruption of instructional activities or services: This includes student conduct which substantially interferes with the provision of instructional or support services including lecture, seminars, discussion group meetings, laboratories, clinical sessions, study facilities, examinations, or tests. It includes but is not limited to:
 - Use of loud or inappropriate speech
 - Use of abusive language or profanity
 - Exposure of self or offending literature
 - Disregard for others

- Use of personal cell phones, papers, or other electronic devices: all devices must be silenced and are not permitted to be used in class unless prior permission from faculty member.
- No recording devices will be allowed during any nursing class.
- Damage to property or theft - This includes student conduct which leads to damage to, or theft of college property, or the personal property of faculty members, staff, or fellow students or from any clinical site.
- Violence towards individuals - This includes student conduct which leads to damage to, or theft of college property, or the personal property of faculty members, staff, or fellow students. Students will be dismissed from the classroom setting and/or from the program. This includes but is not limited to:
 - Rumors or gossip
 - Subjective derogatory remarks toward others
- Sexual misconduct – this includes in interactions with patients, families, staff, faculty and peers at all times. Students should not:
 - Engage in conduct that may reasonably be interpreted as sexual
 - Engage in any verbal behavior that is seductive or sexually demeaning to a patient or may be reasonably interpreted as sexual.
 - Engage in any behavior that may reasonably be interpreted as seductive or sexually demeaning.
 - Engage in public displays of affection with peers
- Lying in print or in person to the faculty member or supervisor
- Use of alcohol or drugs -. This includes violation by students of the liquor statutes and regulations or the committing of any drug related offense according to Belmont College policy. This includes but is not limited to:
 - Drug/alcohol influence or the possession of drugs/alcohol
- Unlawful entry to Belmont College buildings -. This includes unlawful entry to offices, rooms, labs, and personal belongings, such as purses, folders, or briefcases, at Belmont College or clinical facilities.
- Failure to participate in classroom activities:
 - Unprepared for classroom or clinical experiences due to lack of reading or completion of assignments
 - Failure to participate in classroom discussion or practice, such as sleeping, completion of other assignments during class hours or social interaction with others
 - Eating in the classroom without prior approval
 - Bringing children to class, clinical, or laboratory activities
- Breach of confidentiality related to patient, families, peers, staff, or faculty
- Professional, Clinical, Academic

- Students found committing any form of Academic/Professional Misconduct may be dismissed from class, clinical or other program areas. The appropriate penalty for any act of misconduct committed in the course of study is the assignment by the faculty member of a grade of “F” for either the exercise or the course as is appropriate for the offense. Any act of misconduct will be brought before ADN faculty members for appropriate disciplinary actions, according to Belmont College Academic Misconduct Policy in the student handbook. If, at any time, a faculty member feels the student is not physically or emotionally able to deal with the experiences of a particular day, the faculty member may dismiss the student. The faculty member may also ask the student who has not behaved in a professional manner or who has not come prepared for the class, lab or clinical area to leave. The experience for that day will result in an unsatisfactory grade for the clinical experience. The student must then meet with the Director of Nursing to receive permission to return to the clinical area. The clinical makeup policy will then be followed should a student be dismissed from a clinical experience by the faculty member and/or the Director of Nursing.
- Student Recourse
 - If a student disputes an allegation of academic dishonesty and/or the penalty applied, the student should follow Belmont College’s established grievance procedure as outlined in the Student Handbook/College Catalog.

N. National Licensing Exam NCLEX-RN

- Section 4723.8 of the Ohio Revised Legal Code requires the Ohio Board of Nursing to take certain steps before considering the applications of students convicted of crimes to take State Board Exam. Such students may be denied permission to sit for the licensure exam. Therefore, the Director of Nursing must be notified by any nursing students convicted of a crime (including any felony, crime of moral turpitude, and drug or alcohol conviction) prior to entry or during completion of the Nursing Program.
- The Ohio Board of Nursing application also requests information pertaining to the applicant’s history of pedophilia, exhibitionism, voyeurism, bipolar disorders, schizophrenia, paranoia, or other psychotic disorders. Students with these or related disorders may be denied permission to sit for the licensure exam. The Director of Nursing must be notified by the nursing student of such a history prior to entry or during development of completion of the program. If a student does disclose this information, he/she may face removal from the program.
- Candidates who wish to sit for the NCLEX RN or PN examination will be required to submit their fingerprints to Bureau of Criminal Identification (BCI) and the Federal Bureau of Investigation (FBI) directly to the board of nursing.

XI. Student Concerns

The ADN faculty want students to be successful. Please do not hesitate to ask questions! Read assignments prior to class time so that students are prepared. Faculty members are willing to answer questions, re-demonstrate skills or review written clinical work, but it is the student’s responsibility to seek this help at an appropriate time and place.

Faculty office hours, office phone number, and email are posted on the course syllabus.

If unforeseen circumstances occur and the student needs to withdraw from a nursing class, the student must meet with the Director of Nursing prior to withdrawing. Academic advisors will not withdraw students from Nursing courses until the meeting with the Director of Nursing is complete.

Faculty lead tutoring sessions are conducted to assist students with their academic success. Dates and times for these sessions are developed by each specific faculty member who is teaching the theory course. Faculty reserve the right to develop the method of delivery for this additional support. Session may be conducted virtually or in person.

Class representatives are elected by the student body and will serve a one-year term. If a representative becomes unable to serve, a new representative will be elected. Class representatives are welcomed to attend the first ten minutes of any scheduled faculty meeting to discuss student concerns with the Director of Nursing and Nursing Faculty. Individual students may request a private meeting with the Director of Nursing and available Nursing Faculty members.

A. Americans with Disabilities Act

It is the policy of Belmont College to provide reasonable accommodation to persons with disabilities. If students have a physical, mental, or learning disability and wish to request such accommodations, students must contact the Accessibility Coordinator, in Student Services.

B. Title IX

If you have experienced sexual harassment, sexual assault, domestic or dating violence or any other behavior that has made you feel unsafe or unwelcomed, the College has resources to help.

Definitions:

- Sexual assault: Any actual or attempted sexual contact made without a person's consent.
- Sexual harassment: Unwelcomed sexual conduct that creates a hostile, intimidating, or unsafe environment.
- Stalking: A course of conduct directed at a specific person that would cause a reasonable person to fear for their or other's safety, or to suffer substantial emotional distress.
- Dating violence: Includes violence by a person who has been in an intimate relationship with the victim. Whether there was such a relationship will be gauged by its length, type, and frequency of interaction.
- Domestic violence: Includes asserted violent misdemeanor and felony offenses committed by the victim's current or former spouse, current or former cohabitant, person similarly situated under domestic or family violence law or anyone else protected under domestic or family violence law.
- Retaliation: Retaliation means any adverse treatment that is taken because a person engaged in protected activity (e.g., opposing discriminatory practices, filing a complaint, or participating in an investigation).

- Consent: Consent is a knowing, voluntary, and mutual agreement to engage in sexual activity. Consent can be withdrawn at any time.

Definitions:

- You have the right to learn and work in a safe environment. Belmont College follows a zero-tolerance policy for all forms of sexual misconduct and gender-based discrimination.
- You have the right to a prompt and fair investigation. Belmont college is required to investigate all reports of sexual misconduct within 60 college workdays.
- You have the right to file a complaint without fear of retaliation. Complainant or witness who report sexual misconduct are protected from retaliation under the law.
- You have the right to access support and health services. Belmont College offers confidential counseling services and can connect you with on and off campus resources to help you heal.

Where to get help:

- Belmont College Title IX Coordinator

Return to Lab Slip

At the discretion of the clinical faculty, the student may be issued “a return to lab slip” should they inappropriately perform a previously skill. The student will not be permitted to perform this skill in clinical until successful re-proficiency. All skills must be successfully completed by the end of the semester.

Student's Name _____ Date _____

Must return to lab to re-proficiency the following skill _____

Reason for return to lab proficiency:

Teaching Assistant (clinical faculty) _____

Course Faculty: _____

Student Signature: _____

Re-proficiency attempt

Date: _____ Successful Unsuccessful Faculty Initials _____

Date: _____ Successful Unsuccessful Faculty Initials _____

Test Item Inquiry Form

Complete this form when you believe a test item (question) has a correct answer that is different from the faculty's keyed correct answer. Provide a rationale with documentation from course textbook or other resource. Identify the textbook with a page number, or provide the citation of alternate resources, where you found the rationale. When complete, submit the form to the course faculty within 24 hours of the end of the exam review. The faculty will respond to you within 48 hours. Should this timeline fall on a weekend or holiday, the response will be due the next business day.

Class: _____

Professor: _____

Student: _____

Date: _____

Test #: _____

Item#: _____

Rationale: _____

Source: _____