Kettering COLLEGE

DIVISION OF NURSING

BSN-P

2025-2026

UNDERGRADUATE STUDENT HANDBOOK

Division of Nursing

Table of Contents

Table of Contents 2
Section 1: Nursing Student Handbook 4
Introduction 5
College Mission, Vision, Values 13
Institutional Outcomes 14
Guiding Principles 15
Philosophy 16
Kettering College Division of Nursing Conceptual Framework 19
Professional Standards 20
End of Program Student Learning Outcomes 22
Ohio Administrative Code 23
Academic and Clinical Standing 26
Practicum Experience Guidelines 29
Academic Integrity Policy and Testing Policy 31
Online/Electronic Testing Policy 33
Mathematics Competency and Remediation Policy 34
Armed Forces Policy 36
Health Education Systems, Inc. (HESI) Information 37
Attendance Policy 38
Chain of Command Statement 41
Course Audit Policy 45
CPR/BLS Certification Policy 46
Basic Life Support (BLS) Informational Waiver Form 47
Grading Policy BSN-P 48
Progression Policy 51
Grading Policy RN-to-BSN 52
Progression Policy RN-to-BSN 53
Immunization Policy 54
Medication Administration Policy 55
Adult Lab Values 56
Collecting and Processing Evaluative Data 57

Inter-Professional Education (IPE) Simulation Center Policy **58**
Student Appointment to Committees **61**
Student Conduct In Clinical **62**
KH-HR English Only Policy **65**
Student Employment Position Statement **67**
Student Notification of Program Policy Changes **68**
Uniform Policies for Professional Experiences **69**

Division of Nursing

Section 1: Nursing Student Handbook

DIVISION OF NURSING
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Kettering College

Division of Nursing
Introduction

Welcome!

This handbook is designed to provide you with information about the nursing programs, departmental policies, and other general information about Kettering College (KC). Upon entering Kettering's nursing program, you are assuming a new role. An important aspect of any role is awareness of the new responsibilities you will undertake. General expectations are outlined in this handbook. Please check with your course faculty members regarding course-specific requirements. Also, be certain to explore the KC Academic Bulletin and KC Student Handbook located on the kc.edu website for valuable college-wide information about your responsibilities as a student.

The nursing administrators, faculty members, and staff of the Division of Nursing are here to help you reach your goal by facilitating your professional growth while providing exciting learning opportunities. Through your interactions with faculty and staff, we want you to know that you are valued and important. If you have a concern about your educational program, please ask your course faculty member for assistance. *To be an effective student and get the best education possible, you must be bold enough to ask for help and advice.* Faculty members will be available for offices four hours each week. Office hours are posted in course syllabi or online in Canvas. Appointments during those times are not necessary but are recommended. You can also arrange appointments with faculty members to meet outside of posted office hours if necessary. We are sure you will find many kind and generous faculty, staff, and students who will listen to your questions and help you find answers. Please know that you also have access to the Division of Nursing leaders. – We are eager to assist you on your educational journey!

We in the Division of Nursing share a mutual goal.... to help facilitate your success in the nursing program. We expect you will find this educational program challenging and demanding. Throughout its challenges, we want you to also experience the rewards of the nursing profession, the love God has for you, and the joys that come with a job well done. We want you to come away from this program with a zest for service, knowledge in your profession, a taste for leadership and a faith in God. Your education is more than preparation for a career of service to others – it is a path on which we hope you will become closer to God and grow in His love and compassion.

May God richly bless you,

Paula Reams

Paula Reams PhD, APRN, CNP, CNE, LMT
Dean of Nursing

3737 Southern Boulevard
Kettering, OH 45429
937.395.8601
www.kc.edu

In addition to the policy information contained within this handbook, several additional policies may be of specific value to you as a nursing student:

Academic-Related Policies	Where Located
Admission and Enrollment	Kettering College Academic Bulletin
Progression	Kettering College Academic Bulletin
Readmission	Kettering College Academic Bulletin
Academic Appeals and Grievance	Kettering College Academic Bulletin
Academic Privacy	Kettering College Academic Bulletin
Disability Assistance	Kettering College Academic Bulletin
Equal Opportunity	Kettering College Academic Bulletin
Financial Policies	Kettering College Academic Bulletin
Graduation Requirements	Kettering College Academic Bulletin
Sexual Harassment	Kettering College Student Handbook
Standard of Professional Conduct	Kettering College Student Handbook
Transfer of Academic Credit	Kettering College Academic Bulletin

Health Policies & Location	Where Located
Immunization Information	Kettering College Academic Bulletin
Substance Abuse	Kettering College Student Handbook
	Restrictive Health Policies
	Kettering College Student Handbook

College Mission, Vision, Values

COLLEGE MISSION
Kettering College, born out of Adventist faith, offers graduate and undergraduate degrees in health science. Upholding Christ, the College educates students to make service a life calling and to view health as harmony with God in body, mind, and spirit.

COLLEGE VISION
We transform lives through innovative healthcare education.

KETTERING COLLEGE VALUES
As educators, we especially value trustworthiness, innovation, caring, competence, and collaboration.

TRUSTWORTHINESS

- We value personal and professional integrity and accountability in all relationships.

INNOVATION

- We value an approach to health sciences education that promotes advances in the effective practice and delivery of healthcare.
- We value creative, future-oriented preparation of healthcare professionals to meet the challenges of providing comprehensive and compassionate healthcare.

CARING

- We value spiritual wholeness and nurture personal spiritual growth.
- We value and respect the dignity of all people as being made in the image of God.
- We value being called to Christian service through the ministry of healthcare as a reflection of Christ's unconditional love.

COMPETENCE

- We value excellence in teaching and clinical competence evidenced in personal and professional growth.
- We value promptness and effectiveness in responding to the needs of others.
- We value lifelong learning as an integral part of our professional calling and personal growth.

COLLABORATION

- We value social responsibility and service to others.
- We value partnerships that foster enhanced service to our community.

Statement of Belonging
As a Christ-centric institution of higher education, Kettering College is committed to fostering a culture of belonging by treating all individuals with the love, dignity, and respect exemplified in the loving and healing ministries of Jesus. Following His example, we welcome and value each person as a reflection of God's creation.

As stated in the KC Academic Bulletin

Institutional Outcomes

Policy Name: Institutional Outcomes
KC Policy # AC 200

APPLIES TO: Faculty and Students

ISSUED: May 18, 2022

KEYWORDS: institutional, outcomes

EFFECTIVE: August 22, 2022

PURPOSE: The purpose of this policy is to identify and describe the institutional outcomes.

DEFINITION OF TERMS IN THIS POLICY:

1. Institutional outcomes: The competencies we expect graduates to meet as a result of their education at Kettering College.

POLICY DETAILS:

Kettering College's institutional outcomes represent the knowledge, skills, and attitudes fostered by the KC experience to enable students to be successful in their personal and professional lives, in their future educational efforts, and as engaged members of their communities. Student achievement is assessed within the academic majors and courses of studies, after which the assessment results are used to improve the learning experience.

KC's four institutional outcomes are outlined below:

Each student who successfully completes their program-specific outcomes and curriculum will be able to demonstrate degree-level appropriate competencies in the identified domains for each outcome. Students will:

Faith
Gain self-awareness of their own faith journey within the context of a Christian Community and learn the skills to holistically care for self and others.

Service
Engage in service and service-learning opportunities that have a positive impact on communities and that foster self-awareness.

Scholarship
Conduct ethical scholarship that involves gathering and evaluating evidence in order to draw and disseminate a conclusion.

Leadership
Work effectively with and through others by recognizing distinctive contributions each individual can bring to forge superior solutions and results.

RESOURCES/REFERENCES:
Related KHN Policy: N/A
Maintained by: Institutional Outcomes and Degree Core Committee
HISTORY OF REVISION:
Original date: March 9, 2017
Revision dates: May 18, 2022

Guiding Principles

YOU ARE THE QUALITY IN KC

There once was a Bakery that made wonderful bread. People went out of their way to pick up some fresh bread for supper. The taste was worth the trip, the variety was great, and it was just plain good. The word of mouth said so.

The quality was in the taste. The quality was the ingredients. The quality was in the time and the kneading of the bread. The quality was in the mind of the bakers that made the taste, and the texture happen. The texture was satisfying; the taste was an enjoyable meal by itself.

No one cared that the shop was small. No one cared that the cost was a little higher than the supermarket's price. No one noticed that the bread was unwrapped or that each loaf was different in shape. The packaging didn't matter. The taste did.

Our school is in a hidden corner of a big campus of a large institution and as a school it is very small. Still, since 1967, many have come and bought our bread. But they are not buying it because of the packaging, the wrapping, the pricing, the classroom, the equipment, the great offices or the lobbies or the student centers. They are buying it because of us…the faculty bakers, and the bread we make. The quality of this school is in our bread. The ‘” kneading” that brings out the taste and the texture is in our teaching recipe for education.

When we review the quality of this school and its heritage in Mastery Learning, we see it not as something new to this campus. In reality, it is what we have always done best: prepare graduates who made a difference. Over the years, some of the packaging and wrappings of our “bread” have changed, but when we peel those away, we can really see the quality of the product we are proud of now and see a potential for, in our future. We reach for a goal that is greater than we are. Higher than human thought can reach, is God's ideal for man, and it is in the striving that achievement happens.

In many ways, Kettering College stands really very advantaged in our opportunities to be the kind of school for which we hold a vision. Let's paint those opportunities bright enough to catch the eye and heart of every teacher here. All three parts of the Mastery Level of Learning are essential. The Facts of the profession, the Facts of the general education, and the Facts of students’ development. But the greatest of these is the mastery development of the student (1 Corinthians 13: 13, paraphrased). These are the ingredients of the “bread” we bake, are known for, and send forth to change the health care of the world.

The quality of KC is the bread we mold with our love.

Written by
Anna May Vaughan
October 6, 1999,
The visionary leader after whom our Center for Nursing Education is named.

Welcome to the Division of Nursing. We look forward to your inclusion in our family of faculty members.
Paula Reams PhD, APRN, CNP, CNE, LMT
Dean of Nursing

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Philosophy

The Division of Nursing philosophy is consistent with and supportive of the mission, vision, and values of Kettering College. Our philosophy is based upon Biblical principles and our beliefs regarding human beings, the environment, health, nursing, and nursing education, which are all central to the profession of nursing. The Kettering College Division of Nursing affirms that the profession of nursing incorporates a commitment to lifelong learning.

Humans
Humans receive life as a gift from God and therefore are in a dynamic relationship with their Creator. As nurses care for humans, they affirm that each human being is endowed by the Creator with the power to choose, exert free will, learn, and grow. As individuals mature, they have accountability and responsibility for the decisions that affect themselves and others. Recognizing each individual as made in God's image, whole person care takes into consideration one's preferences and values while addressing physical, mental, social, environmental, spiritual, and cultural needs throughout their lifespan and across the continuum of care. Humans may consist of individuals, families, communities, and populations.

Environment
Humans function, connect, and interact within dynamic environments with multiple dimensions, including, but not limited to physical, mental, social, spiritual, and cultural. An optimal environment fosters growth, health, and quality of life while minimizing risks and undesirable outcomes for humans or the environment. Characteristics of a healing environment include connectedness to God and others, appreciation of differences, promotion of a culture of safety, and provision of adequate resources that support health, wellbeing, and lifelong learning. Actions that facilitate optimal environments include advocacy, collaboration, networking, and adequate access to resources, as well as good stewardship of available resources.

Health
Health is a self-defined, dynamic process impacted by physical, mental, social, environmental, spiritual, and cultural dimensions which vary throughout one's lifespan. Wellness is achieved when the dimensions of a person's life are effectively integrated. Illness reflects an imbalance among the dimensions that results in a diminished capacity to optimally meet one's needs. When restoration of health is not possible, and death is inevitable, nursing interventions include supporting individuals and their families to experience death with dignity and wholeness.

Nursing
Nursing is a service to humanity that includes role modeling Christ, providing wholistic care, and showing love and compassion for the purpose of healing and restoration through caring, connecting, and empowering. As an art and science, nursing involves enabling individuals, families, communities, and populations to attain mutually established health goals relative to their health status across their lifespans. The art of nursing encompasses Christian caring, compassion, flexibility, professionalism, and sound judgment consistent with the ethical principles exemplified by Christ. The science of nursing involves the integration of knowledge from the biological and social sciences, the humanities, and the discipline of nursing while embracing a commitment to lifelong learning. Professional nurses are accountable for practice consistent with professional practice standards and serve as leaders to affect change and improve healthcare outcomes. The professional nurse uses

researched evidence, clinical reasoning, independent judgment, and leadership skills, to collaborate with other healthcare providers to provide safe, quality, care for individuals, families, groups, communities, and populations in diverse settings across their lifespans.

Nursing education draws on the theories of education and principles of adult learning and is facilitated in an environment conducive to growth and change. Learning is reflected through changes in attitudes, thought patterns, and behaviors resulting from active student participation in study, experience, and the integration of service. An effective learning environment is characterized by mutual respect, active student participation, and the use of clinical reasoning skills, curiosity, and creativity that result in continuous growth and lifelong learning. Students are empowered to assume ownership and personal responsibility for their learning. Faculty are committed to nurturing students in their calling while providing a safe, effective learning environment and modeling professionalism.

The faculty shares a common understanding of vertical curricular elements that are addressed in levels of progression in the nursing curriculum.

Whole person care

Whole person care is an approach that values patients (individuals, families, groups, communities and populations) as made in God's image. Nurses and leaders provide and support compassionate care to address a composite of physical, mental, social, spiritual, cultural, and environmental needs. In providing care for the whole person, nurses recognize patients as full partners and provide care based on respect for their preferences, values and needs.

- **Christian Caring**
  Christian professional values are the foundation of the Division of Nursing. Caring is central to the concept of Christian values and is defined as providing nursing care and service in the tradition of Christ's example. Nurses who provide Christian caring give compassionately to the whole person as a response to understanding God's love and grade toward humanity. Essential values that exemplify Christian professional values include, but are not limited to, trustworthiness, innovation, caring, competence, and collaboration.

Professionalism

Professionalism is embodied by the nurse functioning autonomously and interdependently within nursing and interprofessional teams. Professional nurses are accountable to professional practice standards and regulations and commit themselves to compassionate care with strong ethical values, open communication and collaboration, mutual respect, and shared decision-making to advocate for and achieve quality patient care. Professional nursing includes nurses practicing at all levels engaged in professional partnerships to provide and support evidence-based, safe, quality, patient-centered care. Professionalism is reflected in the development of professional identity over time and commitment to lifelong learning.

- **Lifelong Learning**
  Learning is a lifelong journey of discovery of knowledge, skills, values, and attitudes in intellectual, psychomotor, emotional, and spiritual domains. Rooted in a commitment to personal and professional development, it incorporates education from formal or informal learning experiences. Lifelong learning includes recognizing the need for continual improvement, assuming personal and professional responsibility, engaging in ongoing self-reflection, embracing strategies to enhance learning, and participating in mentoring relationships.

Evidence-Based Practice & Quality Improvement
Evidence-Based Practice integrates best, current evidence with clinical expertise and patient/family preferences and values for delivery of optimal patient-centered health care. Evidence-based practice is a method used by nurses to critically appraise research evidence to inform best practices in patient care. Quality Improvement is the use of data to monitor the outcomes of care processes to continuously improve the quality and safety of healthcare systems. At the graduate level, nurses participate in research and quality improvement to develop or revise guidelines for clinical decision making.

- **Safety** is the foundation upon which all other aspects of quality care are built including the minimization of risk of harm to patients and providers through both system effectiveness and individual performance.
- **Informatics** involves the use of information and communication technologies to gather data, create information, generate knowledge, mitigate errors, and support decision-making and best practice.

Leadership
Leadership begins with the willingness and ability to learn new skills and includes the agility to adapt to change from the bedside to the boardroom. Leadership is revealed in nurses participating in and creating safe, positive, inclusive, encouraging, and empowering cultures that support the interprofessional healthcare team, patients, and stakeholders. The Division of Nursing encourages the principles of servant leadership, as originally modeled by Christ, which prioritizes the well-being of the individuals in one's care and creates opportunities for others to learn, grow, and function to their full potential. Effective leadership involves listening, empathy, awareness, foresight, influencing, stewardship, shared governance and ethical decision-making with appropriate delegation, and the promotion of a culture of inquiry, innovation, and transformation.

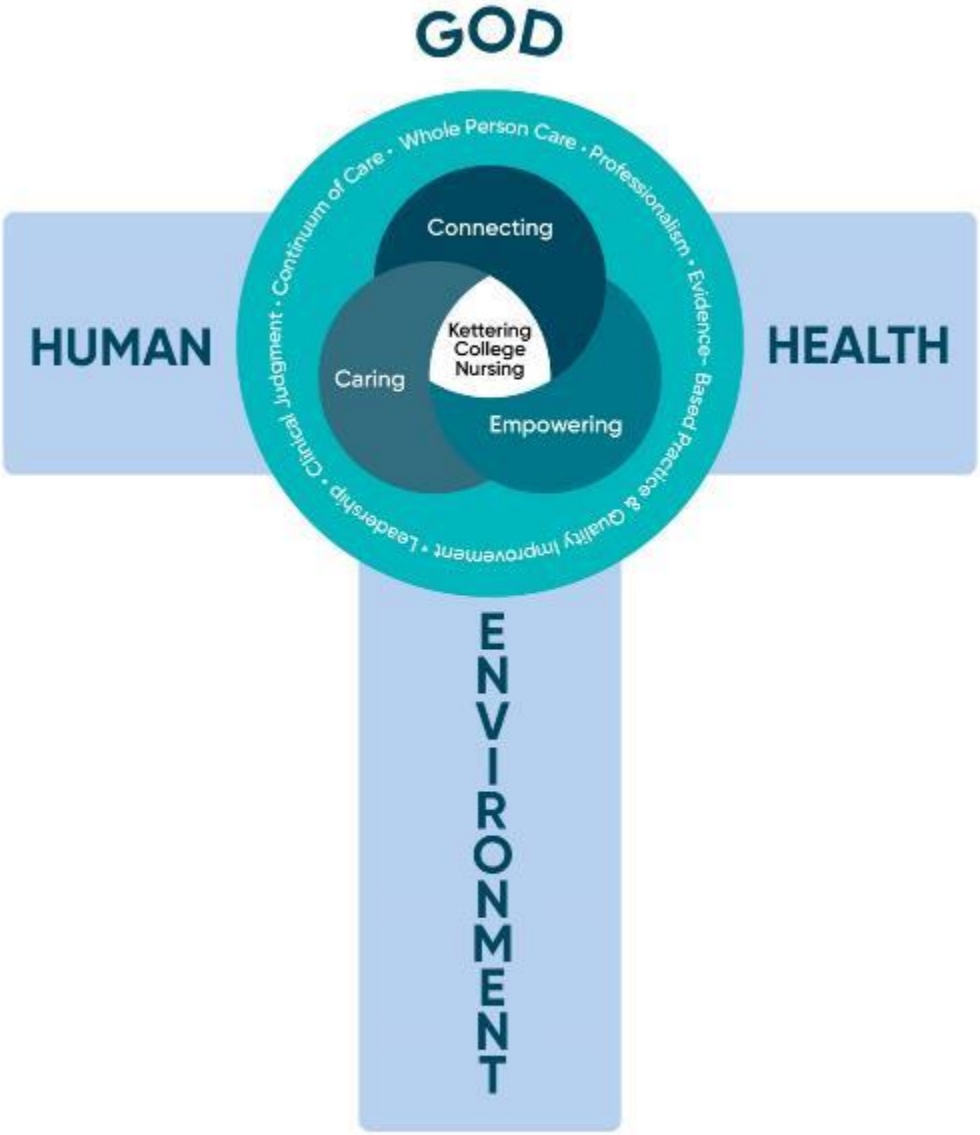
Clinical Judgment
Clinical judgment is a decision-making process using nursing knowledge to observe and assess situations, identify prioritized concerns, and generate evidence-based solutions to facilitate the best outcomes for patients and organizations. Clinical judgment is the outcome of critical thinking and clinical reasoning processes in nursing practice.

- **Critical thinking** is the process of using questioning, analyzing, applying, synthesizing, creating, interpreting, inferring, intuiting, and using inductive and deductive reasoning to make decisions.
- **Clinical reasoning** is demonstrated in nursing practice by applying the nursing process for decision making. The nursing process includes assessment, analysis, planning, implementation, and evaluation. Nurses make judgments using patient and organizational data that takes into consideration values, needs, available resources, and best evidence.

Nurses practicing at all levels can develop and strengthen clinical judgment with practice, experience, and feedback from others.

Continuum of Care
Continuum of Care represents the interaction among complex concepts of health, environment, lifespan development, and socio-cultural factors that influence patient outcomes of care in a variety of settings. Nurses effectively coordinate resources to provide equitable care to all populations and advocate for patients as they navigate the complex, ever-changing healthcare environment. Nurses practicing at all levels are engaged in professional partnerships to provide and support quality, culturally competent care focused on health promotion, risk reduction, and disease management across the lifespan.

Kettering College Division of Nursing Conceptual Framework



Professional Standards

Professional Standards:

- Federal Laws (The Family Educational Rights and Privacy Act (FERPA)
- State Laws (Ohio board of regents)
- Ohio Board of Nursing
- Nursing Code of Ethics
- Kettering Health
- Kettering College handbook (www.kc.edu)
- Division of Nursing student handbook (www.kc.edu)
- Individual Course syllabus

Assistance with professionalism

- Division of Nursing Student handbook
- Kettering College student handbook
- Spiritual life services
- Counselling services
- Professors
- Mentors

Professional Settings

- Group activities wherever they occur.
- All electronic communications to professors, preceptors, peers or anyone related to any aspect of any activities related to Kettering College.
- Classroom, cafeteria or any space anywhere where students are in context of work and assignments related to Kettering College.
- Whenever in uniform.

Professional behaviors & communication

All behaviors and communication with peers, professors, preceptors, patients or anyone with whom you engage in context of Kettering College's activities should be devoid of: sarcasm, flippancy, glibness, rudeness, impoliteness, coarseness, boorishness, impatience, falsehoods, fabrications, vulgarity, insensitivity, incivility, discourtesy, and cheating.

Professional Attitudes

- All students will engage and display professional attitudes at all times with:
  - Peers
  - Patients
  - Nurse managers
  - Professors
  - Or any others within the context of any activities related to Kettering College.

Violations of Professional Standards

- All students will be given due process guided by just culture principles for any reports of violations of any professional standard.
- However, serial violations will result in dismissal from the program according to student handbook guidelines.

What does this mean?

- A challenge for self-reflection
- Not because I could, I should
- A challenge for commitment to self-discipline
- A commitment to be part of the solution from the moment a problem arises

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Resources/References:

Committee Ownership
Nursing Leadership
Review: every 3 years

History of Revisions/Reviewed:
Revision Dates: 6-2-2020;7-2-2021; 4-1-2022; 6-28-2022, 5/17/23
Reviewed Dates: 6-19-2023

End of Program Student Learning Outcomes

The Bachelor of Science in Nursing graduate:

1. Synthesizes knowledge from the arts and sciences and from nursing theory, practice, and evidence-based research to provide and to manage the health care needs of diverse community populations, patients, and families across the continuum of health care.

2. Uses professional nursing judgment, informed by Christian principles, moral and ethical reasoning, professional nursing standards, and evidence-based practice, to promote health, prevent disease, and provide safe, competent, whole-person nursing care across the continuum of health care.

3. Is a compassionate and conscientious nurse who serves humanity and the profession of nursing in the spirit of Christian caring.

4. Uses written, verbal, nonverbal, and emerging technological methods to communicate effectively in the provision, management, and coordination of health care across the life span.

5. Functions as a collaborative member of the interdisciplinary health care team to promote health, prevent disease, and provide evidence-based nursing care to individuals, families, communities, and populations across the continuum of health care.

6. Incorporates leadership and management skills and an understanding of organizations to promote safety and quality care for individuals, families, communities, and populations.

7. Designs care based upon an understanding of how regulatory policies and economic, political, and sociocultural forces directly and indirectly influence the health care system and professional nursing practice.

8. Engages in learning-centered experiences that promote lifelong personal and professional growth within the scope of baccalaureate nursing practice.

Resources/References:

Committee Ownership
Curriculum
Review: Annual

History of Revisions/Reviewed:
Revision Dates: 6-2-2020; 2-22-2022; 6-28-2022
Reviewed Dates: 2-26-2024

Ohio Administrative Code

4723. Ohio Board of Nursing
Chapter 4723-5. Nursing Education Program
4723-5-13. Curriculum for a registered nursing education program
Effective: February 1, 2022

A. The registered nursing education program curriculum shall include content that validates the student's acquired knowledge, skills and behaviors that are necessary to safely and effectively engage in the practice of registered nursing, as defined in division (B) of section 4723.01 of the Revised Code.
B. The curriculum shall be derived from a philosophy, conceptual framework, or organizing theme that is consistently evident throughout the curriculum.
C. The curriculum objectives or outcomes, course objectives or outcomes, teaching strategies, and evaluation methods shall be:
    1. Developed and written by program faculty.
    2. Consistent with the law regulating the practice of nursing as a registered nurse.
    3. Implemented as written.
    4. Distributed to each nursing student.
D. The program shall establish a curriculum plan that sets forth the sequence of courses, the laboratory and clinical experiences that are included in each course, and the total number of clock hours per term allotted to theory, laboratory, and clinical experiences within each course. The curriculum plan shall be:
    1. Implemented as written.
    2. Distributed to each nursing student.
E. The curriculum shall span a minimum length of two years of full-time study, with each year containing at least thirty weeks including examination time, unless it is an accelerated program that must provide a minimum of fifty-two weeks of clinical course work, or a program offering advanced standing as discussed in paragraph (H) of this rule.
F. The program may move hours between laboratory and clinical experiences within a course offering provided the laboratory and clinical experiences are sufficient for student opportunity to achieve the behavioral objectives and requirements established in the course.
G. The curriculum shall include clinical experiences in providing care to patients across the lifespan. The only periods of life span excepted are those related to the obstetrical patient, the immediate newborn, and pediatrics. Programs utilizing high fidelity simulation or mid or moderate fidelity simulation obstetrical, immediate newborn, or pediatric simulation laboratory experiences may use those experiences instead of providing clinical experience in those periods of life span.
H. A program may offer an advanced standing option, as defined in paragraph (B) of rule 4723-5-01 of the Administrative Code, provided that it complies with all of the following:
    1. The program curriculum requires not less than forty-five weeks of clinical nursing coursework.
    2. The philosophy, conceptual framework, outcome objectives, and overall curriculum in the nursing major are substantively equivalent to that required for program completion for typical students graduating from the same program.
    3. The advanced standing option meets all other requirements set forth in this rule.

I. The curriculum shall consist of course content in nursing art and science, the physical biological and technological sciences, and social and behavioral sciences. This content may be integrated, combined, or presented as separate courses as follows:
    1. Nursing art and science applied in a variety of settings to individuals or groups across the life span, that include but are not limited to:
        i. The nursing process;
        ii. The application of nursing care concepts in addressing the physiological, psychological, cultural and spiritual needs of patients;
        iii. Communication with patients, families and significant individuals;
        iv. Documentation of nursing care within various health information systems;
        v. Information management as it pertains to health records, nursing science and evidence-based practice.
        vi. Concepts of teaching and learning.
        vii. The exercise of clinical judgment, using evidence-based practice, to integrate increasingly complex knowledge, skills, and technologies as they relate to the patient.
    2. Safe and effective care environment:
        i. Manager of care role that includes:
            a. Delegation of nursing tasks in accordance with Chapter 4723-13 of the Administrative Code.
            b. Legal, ethical, historical, and emerging issues in nursing that include but are not limited to the laws and rules regulating nursing practice in Ohio.
            c. Collaboration with patients, families, other members of the health care team, and other individuals significant to the patient.
            d. Professionalism and acting as a mentor for other nurses.
            e. Prioritization and resource allocation.
        ii. Safety and infection control;
    3. Health counseling and health teaching;
    4. Psychological integrity;
    5. Physiological integrity, including:
        i. Care and comfort;
        ii. Pharmacological and parenteral therapies, including but not limited to safe medication administration that incorporates application of pharmacotherapeutics.
        iii. Reduction of risk potential including but not limited to patient safety strategies;
        iv. Physiological adaptation;
    6. Physical, biological, and technological sciences, including:
        i. Pharmacology;
        ii. Human anatomy and physiology;
        iii. Chemistry;
        iv. Biology;
        v. Microbiology;
        vi. Physics;
        vii. Nutrition;
        viii. Mathematics;
        ix. Computer operations;
        x. Nursing informatics;
    7. Humanities, and social and behavioral sciences that are necessary to understand the effect of a patient's religious, spiritual, cultural, gender identity, sexuality, and growth and developmental

experiences on the patient's health, the patient's attitude toward health maintenance, and to effectively communicate with the patient.

8. The program will provide a combination of clinical and laboratory experiences concurrently with the related theory instruction that:
    i. Are directly relevant to the applied theoretical and behavioral objectives of each clinical course, are sufficient for students to practice their cognitive, psychomotor and affective skills, and are sufficient for students to effectively demonstrate their ability to meet the course's nursing behavioral outcomes.
    ii. Provide the student with the opportunity to achieve technical skills including skills related to intravenous therapy.
    iii. Provide faculty, with input from the teaching assistant if applicable, the opportunity to effectively evaluate and document the student's achievement of each course's specified behavioral outcomes.
    iv. With respect to obstetrics, immediate newborn care, and pediatrics, the program may provide high fidelity simulation or mid or moderate fidelity patient simulation instead of clinical experience if:
    v. A faculty member or teaching assistant is responsible for conducting the patient simulation, and in doing so, may utilize computer technology specialists to assist in operating computer equipment. The faculty member or teaching assistant must:
        a. Have demonstrated knowledge, skills and abilities necessary to conduct the patient simulation obtained from a recognized body of knowledge relative to the simulation.
        b. Maintain through continuing education current knowledge, skills and abilities relative to the patient simulation.
        c. Maintain documentation satisfactory to the board of having met and maintained the knowledge, skill and abilities necessary to conduct the patient simulation; and
        d. All of the requirements of paragraph (I)(8) of this rule are met.

Resources/References: Effective: February 1, 2022
Promulgated Under: 119.03
Authorized By: 4723.07
Amplifies: 4723.06
Five Year Review Date: 10/16/2026
Prior Effective Dates: 2/1/1996, 4/1/1997, 4/1/1998, 2/1/2002, 2/1/2003, 2/1/2007, 2/1/2008, 2/1/2012, 4/1/2017
Kettering College Division of Nursing Review of Ohio Administrative Code Date: 4-1-2022

Committee Ownership
Nursing Leadership
Review: Annual

History of Revisions/Reviewed:
Revision Dates: 7-31-2020; 6-24-2021; 4-1-2022; 6-28-2022
Reviewed Dates: 6-19-2023, 2-28-2024

Academic and Clinical Standing

This policy exists to:

- Encourage student responsibility for his/her own academic standing and performance.
- Provide students with the opportunity, if possible, to improve their performance prior to final determination of grades.
- Provide a formal channel of communication between a faculty member and student concerning course expectations and/or student behavior(s).
- Outline a plan for the student to achieve success within the nursing curriculum.

Academic Requirements

1. A description of how the grade for each course is determined is provided in each course syllabus.
2. Quiz, test, and assignment results are available to students after enough time for test analysis and grade computation. Students are expected to keep a cumulative record of scores for all course work to be aware of their academic standing. Students are also expected to initiate review of quizzes, tests, or assignments with the appropriate faculty per syllabus.
3. Students who submit any type of online course work, regardless of program, are responsible to keep back-up electronic copies of their own work.
4. It is appropriate, and encouraged, for students to ask questions to clarify assignments. Also, if requested, faculty will review scores and academic standing with the student.
5. Late or missed assignments, quizzes, or tests may seriously impact the final grade determination for any course. Please refer to the *Attendance Policy* and the course syllabus.
6. Students are responsible for contacting faculty if academic assistance is desired.
7. Clinical grade determination is described for each nursing course that includes a clinical component in the BSN-prelicensure program per the *Process for Clinical Grade Determination* located in the course syllabus.
8. Theory and/or clinical/practicum situations of concern to faculty will be discussed with the student and a record of the student/faculty Interaction Form may be completed. If a student/faculty Interaction Form is completed, the student is given an opportunity to read and sign this record and to provide a written response, if desired. These documents will become a part of the student's file. The purpose of the interaction, the student response, and the plan for self-improvement is to clarify the student's understanding of the theory and/or clinical/practicum standing and to encourage the student to develop strategies for meeting the course objectives.
9. A Student Contract Form may be initiated when a student is not meeting the expected course and/or clinical/practicum objectives. (Examples include but are not limited to: lack of clinical preparedness, failure to maintain client safety and/or failure to achieve a minimal satisfactory grade, unprofessional behavior, lack of communication, lack of accountability, attendance/tardiness issues, lack of Christian caring, failure to maintain client confidentiality.)
10. If a student experiences circumstances during the semester that jeopardize their ability to pass or complete a nursing course, the student is to contact course faculty immediately and be referred to Division of Nursing leadership for advising of options.

11. If a student experiences circumstances occurring after the W drop date set by Kettering College that result in a nursing course failure, the student should contact their academic advisor. The student can also refer to the college Academic Appeals policy (https://kc.edu/wp-content/uploads/2021/01/KC-Academic-Appeals-Policy-10-21-2020.pdf) for guidance on the appeals process. If the situation qualifies for an academic appeal, the nursing student appeals form must be received by the Division of Nursing within 1 week of the course end date.
12. Because of the size of KC's Nursing Program and the availability of clinical/practicum settings, students may not request specific clinical/practicum assignments.
    a. Students are responsible for their own transportation to and from educational learning experiences. Faculty will not provide transportation. Students may "buddy" for clinical/practicum assignments provided that each student's autonomy is maintained in the completion of assignments.
    b. Students are not to transport patients or staff members in their own vehicles under any circumstances. This policy protects the patient, staff members, and the student.
13. Any time a student wishes to take a course at a campus other than Kettering College, the student must secure prior approval through the Records office, which includes completion of a "dual enrollment request" form, and a "course evaluation request" form. Students should contact their academic advisor and the Office of the Registrar to discuss their individual requests to take courses elsewhere while enrolled at Kettering College.
14. Demonstration of delivery of safe, competent nursing care is critical to ensure patient safety. Student behaviors will be evaluated on an individual basis using principles associated with Just Culture and the KC Standards of Professional Conduct for Students policy. A student will not be permitted to continue in a clinical/practicum rotation and will receive a failing grade for the course even though prior notification of clinical standing has not occurred, due to serious concerns about the student's ability to provide safe patient care. These situations may include, but are not limited to incidences of:
        1. Dishonesty / integrity issues
        2. Patient safety concerns
        3. Emotional instability
15. The Division of Nursing reserves the right to request a student to withdraw, or to dismiss the student from the Nursing Program, if the student exhibits unsafe, unethical, or unprofessional conduct.

Clinical/Practicum Requirements Information

The following items must be completed and maintained to begin and progress in the clinical/practicum portion of a nursing program which has a clinical/practicum component:

1. Students must be 18 years old prior to the start date of the clinical experience in their first clinical course.
2. GDAHA Nursing Student Clinical Passport
    a. Student must successfully complete the GDAHA Nursing Student Clinical Passport requirements
    b. Failure to complete the GDAHA Nursing Student Clinical Passport requirements will result in not being allowed to continue in the program until in compliance.
3. Background Check/Fingerprinting
    a. All newly admitted and readmitted students must register and pay for a background check and fingerprinting no sooner than six months before beginning the first nursing class. Students will not be permitted to progress in the program if this is not completed before classes start. Background checks and fingerprinting must be accomplished through the vendor specified by the KC Division of Nursing.

b. Information contained within the background check and/or fingerprinting may place the student in jeopardy of beginning or continuing in the program, and ultimately being approved to take the NCLEX examination at the end of the program. The individual state's Board of Nursing will make the final decision about eligibility for the NCLEX examination.
c. The student has a continual obligation to report any criminal conviction to the Dean of the nursing program within 7 days of its occurrence. Failure to do so, or to comply with any other aspect of this policy, may result in immediate dismissal from the program.

4. Personal Health Insurance
   a. All students must be covered by health insurance. This may be purchased via a shared family policy, the college-suggested coverage, or another private policy that will cover the student in the clinical setting.
   b. Hospitals and other medical facilities can be hazardous. The nursing student accepts accountability for any cost for treatment received from injuries or illness that they may sustain while on clinical assignment.pr

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Resources/References:

AACN. (2021). The Essentials: Core competencies for professional nursing education.
AACN. (2012). Expectations for practice experiences in the RN to baccalaureate curriculum.

Committee Ownership
Enrollment
Review: Every 3 years

History of Revisions/Reviewed:
Revision Dates: 11-10-2021; 2-22-2022; 6-28-2022;6-2-2023; 8-16-2024
Reviewed Dates: 6-19-2023; 2-15-24

Division of Nursing

Practicum Experience Guidelines

Baccalaureate of Science in Nursing Completion Program (RN-to-BSN)

The purpose of this guideline is to ensure that students obtain qualified practicum experiences for the BSN program (AACN, 2021). Practice experiences are approved by course faculty and are designed to support attainment of course and end-of program student learning outcomes. They include must include direct or indirect care experiences that support learning at a cognitive, affective, and psychomotor levels. Practicum settings include, but are not limited to, acute-care and specialty hospitals, long-term care facilities, ambulatory care centers, physician offices, communities, and home health care. (AACN, 2012)

- Direct care refers to nursing care activities provided at the point of care to patients (individuals, families, groups, communities, or populations) or working with other healthcare providers to achieve specific health goals or health outcomes (AACN, 2012; ACEN, 2023).
- Indirect care refers to nursing decisions, actions, or interventions that are provided for or on behalf of patients (individuals, families, groups, communities, or populations) (AACN, 2012).

The RN-to-BSN Completion program track designates two specific nursing courses where practicum experiences are required:

- NRSA 420 Population Health
- NRSA 440 Leadership in Healthcare

Reports of practicum experiences and supporting documents are submitted in each course where they occur and are required to be included in the student's academic portfolio in the NRSA 450 Senior Capstone course**.**

Practicum experiences must meet the following guidelines:

- Completion of the practicum is required within the time frame of the course and to progress in the RN-to-BSN curriculum.
- Hours must be completed outside of work hours for which students are paid.
- Refer to course syllabus for the required number of hours for each course.
- Students may identify a site for practicum experiences; however, experiences must be pre-approved by course faculty.
- Clear goals and learning outcomes must be identified by students prior to the start of the practicum experience.
- Students must submit evidence of compliance with required documentation at least two weeks prior to the first day of a course with a practicum experience. Examples of documentation includes **background check, immunization documentation, CPR certification. Kettering Health employees are exempt from this requirement if practicum is completed with Kettering Health agencies**.
- The student has a continual obligation to report any criminal conviction or change in licensure status to the Dean of the nursing program within 7 days of its occurrence. Failure to do so, or to comply with any other aspect of this policy, may result in immediate dismissal from the program.
- Students completing experiences in agencies other than Kettering Health must meet agency requirements.

- Students must complete all orientation materials prior to the start of the practicum experience (HIPAA, GDAHA, agency specific orientation, etc.)
- Students from other states must work with RN-to-BSN faculty and administration to secure experiences with an appropriate agency prior to class. If this cannot be arranged, students are expected to complete practicum experiences at a Kettering Health facility.
- Students must wear KC ID badge identifying them as a KC nursing student during the practicum experience.
- Students must follow dress code guidelines outlined in the KC Nursing Student Handbook and adhere to any additional requirements expected by the practicum agency.
- Completion of the practicum experience is required for successful course completion. The practicum experience will be graded according to the rubrics and requirements detailed in the courses where the practicum experiences are delivered.

Resources/References:

AACN. (2021). The Essentials: Core Competencies for Professional Nursing Education. AACN. (2012). Expectations for practice experiences in the RN to baccalaureate curriculum.

Committee Ownership

RN-to-BSN Committee
Review: Annual

History of Revisions/Reviewed:

Revision Dates: 3-14-2022; 6-28-2022
Reviewed Dates: 6-19-2023; 2-16-24

Division of Nursing

Academic Integrity Policy and Testing Policy

This policy exists to:

- Protect academic integrity of each individual student.
- Ensure a safe environment for academic achievement.

Plagiarism

Plagiarism principles apply to all course work: verbal and written.

- Plagiarism is defined by Merriam-Webster's Dictionary as "to pass off as one's own ideas or words of another."
- If the work is not an original statement or fact, it must be cited
- The student must cite the original work within the text or verbal presentation and within a reference page.
- This includes but is not limited to: textbooks, Internet, articles, factual data, etc.

Students may be required to utilize a college-determined program that detects plagiarism; course faculty will provide information when this is required. Work found to be plagiarized in any capacity will result in a zero for the given assignment and can result in further disciplinary actions. Refer to the Kettering College Academic Integrity Policy.

Verification of Student Identity

Students engaged in learning through the Division of Nursing at Kettering College are subject to procedures for verifying identify per policy located in the Kettering College Academic Bulletin.

Testing

To provide an environment consistent with that in which the student will eventually take the NCLEX-RN examination:

- Tests and quizzes will be given electronically through an electronic response system such as Canvas**.**
    - Test and quizzes may be given as a paper document at the discretion of the course faculty or with Academic Support approved accommodations.
        - It is the student's responsibility to correctly answer items on the paper or electronic form designated as the official exam version. Answers submitted on the paper format, Scantron, or electronic platform will be the final and only answers graded.
- Faculty will not answer questions about material/content/questions during administration of quizzes or tests. Faculty will, however, address questions regarding formatting inconsistencies (numbering of questions, pagination, etc.). Tests will begin promptly as scheduled; late arrivals to class will not be granted extended testing time; you must finish the test within the time allotted.
- Testing environment will be at the discretion of the faculty.
- Specific testing instructions will be provided in the course syllabus and or exam instructions.

Policy for reviewing tests and quizzes:

- Tests and quizzes will be open for review from the time of grade posting for that particular test or quiz, until the business day before the next test or quiz by appointment only. At that time, review times for the prior test or quiz will be closed. Tests and quizzes will not be reopened for review at any further time throughout the semester. Final exams will not be available for review. Students should plan for test and quiz review accordingly.
- Test or quiz review methods is conducted at the discretion of the course faculty.

Policy for Exams/Quizzes:

- Exams and quizzes will be given electronically to uphold exam security principles.
- Students are not permitted to take quizzes or exams prior to the administration date posted by the course.

Policy for Make-up Exams/Quizzes:

- Students may arrange to make up missed exams or quizzes as per the missed exams/quizzes guidelines of the course.
- Missed exams will be made up only with prior notification or documentation and approval of course faculty.
- All missed exams or quizzes without prior notification or documentation and approval will be counted as a zero.
- All approved missed exams or quizzes will be made up as alternate format exams or quizzes containing all missed content by the end of the semester on the date designated by course faculty.

Resources/References:
Refer to Kettering College Professional Standards of Conduct for Students found in the Kettering College Student Handbook

Committee Ownership
Shared Governance
Review: every 3 years

History of Revisions/Reviewed:
Revised
Revision Dates: 4-19-21; 3-14-22; 6-28-22/ 5/9/24
Reviewed Dates: 6-19-2023, 5/17/24

Online/Electronic Testing Policy

The purpose of Kettering College's Online Testing Policy is to provide a format which examines domain knowledge and supports the integrity and security of exams. Provides standardized testing guidelines for students testing with electronic software on and off campus. Students are required to meet the Kettering College Technology Requirements for Students.
For online tests, students will need a webcam and a device that is compatible with the lockdown browser. Student will be recorded throughout the testing period via the webcam on their computer. Recordings can be accessed by faculty at any time for review of student behaviors during the exam. Students found to be cheating or in violation of this policy will receive a zero grade and may be subject to disciplinary action per Kettering College's Academic Integrity and Professionalism Policy.

For online testing, students will be required to:

- Be in a quiet, private space during testing.
- Show their picture ID before starting the online testing.
- Scan their immediate testing area (room, desk, space, etc.) prior to gaining access to the exam.
- Abide by all Kettering College testing and Academic Integrity policies. Contact Academic Support Services with accommodation needs and provide documentation to faculty 48 hrs. before the first exam in a course.

Students may not:

- Take screen shots or pictures of the questions during the exam.
- Use other resources during the exam unless directed to do so by course faculty.
- Collaborate or take the exam with other students unless directed to do so by course faculty.
- Use a cell phone.
- Use anything hidden to write on.
- If a student wants to write items down during a test, the student may use an erasable white board or a blank piece of paper that is visible at all times. The board/paper must be shown to the camera prior to testing and must be blank on both sides. The student must erase all written content from the white board and show shredding of the paper before the camera is turned off.

On Campus Testing

- Students are required to bring approved personal devices to the testing site. Lack of preparation may result in an inability to take the exam and adjustments to course grades will be at the discretion of the course coordinator.
- Student is responsible for bringing any additional device hardware, including keyboard or mouse (if preferred by the student) and/or required by the course coordinator (e.g., earbuds for audio portion of exam).

Resources/References:

Committee Ownership
Shared Governance
Review: every 3 years

History of Revisions/Reviewed:
Revision Dates: 6-24-2021; 6-28-2022
Reviewed Dates: 5-17-2023

Division of Nursing

Mathematics Competency and Remediation Policy

Baccalaureate of Science in Nursing Pre-Licensure Tracks

Kettering College Division of Nursing recognizes its responsibility to provide students with adequate mathematical skills to develop confidence and competence in approaching nursing problems which have solutions that require mathematical concepts. The following policy has been developed to provide basic expectations for the faculty and students.

In each nursing course that involves medication administration or instruction in medication administration students will be expected to pass a mathematics competency examination. Mathematics competency examination(s) may be specific for each nursing clinical course that involves medication administration and will test the students for the appropriate mathematic skills needed to safely administer medications. Students may not administer medication in a clinical setting until having passed the mathematic exam each semester.
This is a "pass or fail" exam and failure to meet the criteria established in the following steps will result in failure to show competency to safely administer medication, which will result in a course grade of "F" due to the inability of the students to meet the course's learning outcomes.
Specific criteria to mathematics competency testing:

1. The test will consist of 10 questions.
2. Passing score is 100%.
3. If the student is unable to achieve 100% on the first attempt, the student will not be allowed to administer medications in the clinical setting.
4. Students will be allowed three attempts to take the mathematic competency exam within the period of two weeks.
5. Attempt 1 will be administered in class. Attempt 2 and 3 may be administered in academic support or by course faculty, in person.
6. Students who fail to achieve 100% on the first and second attempts are required to seek mathematic tutoring and show remediation work to course faculty before a new attempt (this includes the second and third attempts).
7. There will be no course points awarded for the test but passing the test is required to demonstrate competency.
8. Each test may contain questions requiring the following calculations:
    a. Tablets/capsules
    b. mL needed to prepare a dose.
    c. drops per minute (IV infusions)
    d. mL/hr (IV infusions)
    e. Weight-based dosages (kg and BSA)
    f. Dosages requiring conversions.
    g. Additional questions related to specific course content.
9. Abbreviations used will be according to best practice standards.
10. Students are responsible to know conversions required for calculations. i.e. lbs to kg
11. The tests administered on the second and/or the third attempt will be a different version containing similar problems.

12. Each test will be a timed test. The specific time will be determined by course faculty. A simple calculator will be provided, no cell phones, smart watches or graphing calculators will be allowed.

Resources/References:

Committee Ownership
Curriculum
Review: every 3 years

History of Revisions/Reviewed:
Revision Dates: 4-9-2021; 6-28-22
Reviewed Dates: 2-26-2024; 4-15-2025

Division of Nursing

Armed Forces Policy

This information exists to:

- Inform students about how the academic and military education or skills training of individuals with experience in the Armed Forces of the United States, or in the National Guard or a reserve component, are evaluated.
- For answers to some of the most common questions and concerns that military members have regarding the process, see Military & Veterans | Ohio Board of Nursing
- Students admitted t**o the BSN-Prelicensure program who have experience in the Armed Forces of the United States, or in the national guard or a reserve component, will be individually evaluated (in cooperation with the Office of the Registrar) to determine:**
    - Whether their military education or skills training is substantially equivalent to the curriculum established in Chapter 4723-5 of the Ohio Administrative Code.
    - Whether credit can be awarded to the individual for any substantially equivalent military education or skill**s** training.

(For example: Individuals with Air Force Journeymen – Level 5 qualifications may qualify for evaluation of credit for NRSB 315.)

Resources/References:

Committee Ownership
Shared Governance
Review: Annual

History of Revisions/Reviewed:
Revision Dates: 1-14-2022; 6-28-2022
Reviewed Dates: 6-19-2023, 3/27/24

Division of Nursing

Health Education Systems, Inc. (HESI) Information

Baccalaureate of Science in Nursing Pre-Licensure (BSN-P) Tracks

This information exists to:

- Inform students about the purpose of Health Education Systems, Inc. (HESI) in the BSN-P tracks.
- Inform students about HESI fees billed to their student account every semester of attendance in the BSN-P tracks.
- Inform students about how HESI will be utilized as an evaluation tool in the BSN-P tracks.

Students must be aware that Kettering College utilizes Health Education Systems, Inc. (HESI) resources and assessments to assist students as they progress through the nursing curriculum. This is a required part of the nursing program and is a mandatory part of each nursing class's syllabus and course expectations. Students will be charged a fee for HESI each semester they are enrolled in the nursing program, and it will be built into the program fee.

HESI exists to help the student at every level of education. HESI offers an assessment driven review program designed to enhance student NCLEX-RN success. HESI resources, in combination with the nursing program content, assist students to prepare more efficiently, as well as increase confidence and familiarity with nursing content.

For those courses requiring HESI proctored exams, exam results will be a portion of the overall course grades. A HESI exit exam is a course specific requirement. The student will be required to achieve a minimum score as outlined within the course syllabi to satisfactorily complete the course. Students must satisfactorily complete all course requirements as outlined in the program of study to graduate.

Providing curriculum alignment of HESI resources within all nursing courses provides that first step toward success. It is critical to consistently implement formative and summative evaluations across the curriculum laying the foundation for student success.

Resources/References:

Committee Ownership
Curriculum Committee
Review: Annual

History of Revisions/Reviewed:
Revision Dates: 3-17-22; 6-10-21; 6-28-22; 6-9-23; 3/11/24; 1/23/25
Reviewed Dates: 6-9-23

Division of Nursing

Attendance Policy

Baccalaureate of Science in Nursing Pre-Licensure (BSN-P) Tracks

This policy exists to:

- Assist students to view attendance as a top priority in the learning process.
- Assist students to develop professional responsibility and accountability.
- Ensure fairness to fellow students.
- Ensure safety to clients.
- Provide maximum educational experiences that foster high standards of achievement and professionalism.
- Ensure Ohio Board of Nursing reported clinical hours are verified.

All students are governed by the Attendance policy found in the current Kettering College Academic Bulletin. Because active participation in class and clinical is essential to the learning process, the following attendance policies are in effect for students in the Nursing Program.

Lack of attendance to course experiences will compromise the learning process regardless of the type of absence. Each student needs to use appropriate professional judgment when an absence is necessary for handling emergencies or prolonged illness issues.

Class Absence

- In the event of an absence, students are to review course syllabus for specific course requirements.
- Make-up for exams and quizzes is not guaranteed. Course faculty will determine if make-up is permitted. An alternate exam, quiz, or method of testing may be used if make-up testing is permitted.
- Make-up work is to be completed within one week after returning to class. If this is not possible, suitable arrangements must be made with the course faculty prior to the due date for the make-up work.
- Courses that are offered via online and/or hybrid format will follow Kettering College policy for attendance.
- RN-to-BSN nursing students are not impacted by weather-related closings of Kettering College in the same way that on-campus students are affected. Course work continues as scheduled. If students have specific questions about this policy, contact the course faculty member.

Clinical/Lab Absence

Students must give notification of absence to appropriate faculty and / or Clinical agency prior to the clinical experience. Students who do not notify the clinical instructor prior to a scheduled clinical/lab experience will earn an unsatisfactory (U) mark in professional nursing and professionalism on the clinical evaluation tool. Nursing programs are required by the Ohio Board of Nursing to provide a stipulated minimum number of clinical hours for each curricular clinical course. Clinical/lab absences must be made up in a manner deemed appropriate by nursing faculty to meet nursing program requirements.

- All nursing students will receive, within the course syllabus, course-specific information about lab/clinical absences. Lab/Clinical absence hours totaling greater than the maximum hours designated by each course will result in the student's inability to satisfactorily meet course requirements, thus

constituting a failure in the nursing course. A written contract will be initiated when a student's lab/clinical absence hours approach the maximum number of clinical absence hours.

- Students are required to follow facility policies concerning illnesses in a clinical setting. Course faculty will provide facility-specific requirements, as needed.
- Weather-related situations infrequently require that school be delayed or closed. In the event that Kettering College is officially closed during the time that the student was to attend clinical/lab, the course faculty will inform the class of how the missed clinical/lab day will be addressed. Students should utilize appropriate decision-making regarding transportation when inclement weather is present and notify their clinical instructor if they are not able to attend clinical/lab. Any clinical/lab hours that the student misses when Kettering College is still in session, must be made up; these hours will count towards the hours of missed clinical/lab as set forth in letter "a" above.
    - Non excused absences will require a Clinical/lab make-up fee of $40.00 /hour.
    - Non excused absences may include (list not inclusive)
        - Vacations
        - Social Events (e.g wedding, birthdays, etc)
        - Not meeting Castle Branch requirements/deadlines
    - Students who miss clinical/lab due to illness may have to provide a health care provider note to return to clinical/lab at the faculty member's discretion.
    - Students are required to follow facility policies concerning illnesses in a clinical setting. Course faculty will provide facility-specific requirements, as needed.

Clinical/Lab Tardiness

Students are expected to arrive on time and prepared to start clinical/lab experiences. Late arrivals for clinical/lab experiences disrupt the continuity of safe client care. Students who arrive late for clinical/lab will be marked tardy for that clinical experience. Clinical Tardiness for 3 (three) clinical days will count as a clinical absence. Tardiness later than 15 minutes may result in the student not being permitted to stay for the clinical experience resulting in a clinical absence. Students who establish a pattern of behavior of being tardy will earn an unsatisfactory (U) mark in professional nursing and professionalism on the clinical evaluation tool. Documentation of an established patterns of tardiness will be documented through the clinical evaluation of evaluation of course learning outcomes.

Late arrivals for clinical experiences disrupt the continuity of safe client care. Any clinical tardiness will be handled in the following manner:

- 1st offense- Warning
- 2nd offense- Interaction initiated
- 3rd offense- Contract initiated
- 4th offense- Course/program discipline

Professionalism:

Students are expected to maintain professionalism and abide by all Kettering College student conduct policies at all times. An essential part of professionalism is arriving to clinical and submitting assignments on-time, following the uniform and social media & technology guidelines, and maintaining open communication with faculty, peers, patients, and unit staff. Repeated tardiness, late paperwork submissions, social media & technology policy violations, uniform violations, and unprofessional communication will affect the clinical grade as demonstrated below:

- 1st offense- Warning
- 2nd offense- Interaction initiated

- 3rd offense- Contract initiated
- 4th offense- Course/ program discipline

Extended Absence

If a student is to be absent for an extended period, either for theory and/or clinical/lab the student must petition in writing to the Chair of the appropriate Nursing track to determine if the course work can be made up. The Chair of the appropriate Nursing track will, in consultation with faculty, determine the most appropriate course of action for the situation.

Resources/References:

Committee Ownership
Shared Governance
Review: Annual

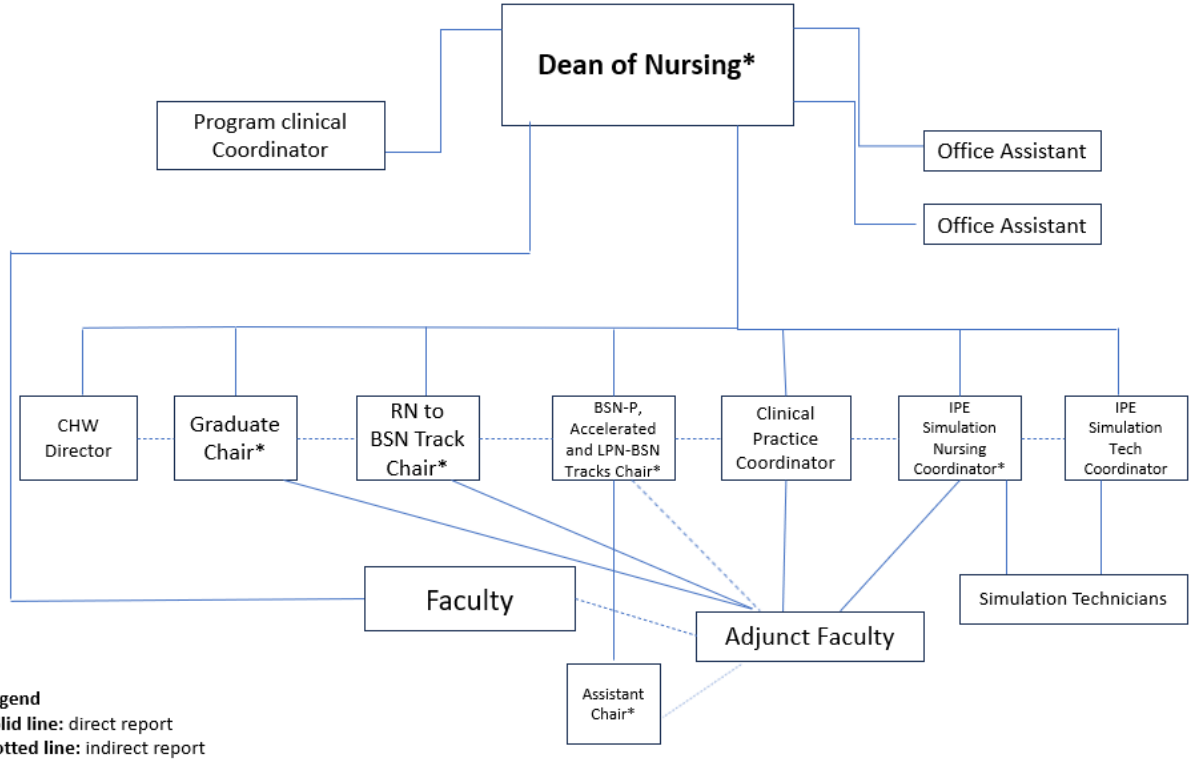
History of Revisions/Reviewed:
Revision Dates: 6-15-21; 6-28-22
Reviewed Dates: 6-19-2023, 4/17/24, 03-27-2024

Chain of Command Statement

A chain of command is the process for using authority in an organization. In the Division of Nursing at Kettering College, the correct sequence for seeking assistance is as follows: the student should begin by seeking assistance from the appropriate level on the chain of command that is most closely associated with their concern. This will be the individual that is most directly positioned to bring quick resolution to the concern for the student. Please note that this chain of command represents the "direct reporting structure". All faculty, staff and leaders of the Division of Nursing work synergistically and in cohesion for the Kettering College Nursing Programs.

Kettering COLLEGE

Division of Nursing



Legend
Solid line: direct report
Dotted line: indirect report
*Nursing Leadership Team

Division of Nursing

Dean of Nursing	**Paula Reams**
BSN-P, Accelerated and LPN-RN tracks Chair	**Lynette Williams**
Assistant Chair	**Devon Skinner**
RN to BSN track Chair	**Adelaide Durkin**
MSN Chair	**Nicole Orian**
CHW Director	**Jeanette Little**
IPE Simulation Nursing Coordinator	**Bev McLean**
Clinical Practice Coordinator	**Angela Kuck**
IPE Simulation Tech Coordinator	**Phil Smith**
Program Clinical Coordinator	**Mary Harden**
Office Assistant	**Jessica Allen**
Office Assistant	**Lisette Santana**

Examples of Use of Chain of Command:
If the concern involves a clinical situation (for students in the BSN-P program):

- See the clinical instructor.
- If further guidance is needed after speaking with the clinical instructor, see the course faculty member.
- If further guidance is needed after speaking with the course faculty member, see the BSN-P Chairperson.

If the concern involves a theory situation:

- See the course faculty member.
- If further guidance is needed after speaking with the course faculty member, BSN-P students should see the Undergraduate Chairperson. If further guidance is needed, see the Dean of Nursing.

If the concern falls outside of the traditional clinical or theory setting:

- See the course faculty member.
- If further guidance is needed after speaking with the course faculty member, students should see the Undergraduate Chairperson.
- If further guidance is needed, see the Dean of Nursing.

NOTE: If the concern involves advising, or questions about course tracking or progression within the program, please see your nursing academic advisor.

Resources/References:

Committee Ownership
Nursing Leadership
Review: annual

History of Revisions/Reviewed:
Revision Dates: 1-27-2022; 6-28-22
Reviewed Dates: 5-17-23; 6-19-2023, 2/28/24

Division of Nurisng

Course Audit Policy

The purpose of this policy is to state the conditions for students to successfully audit a nursing course.

Kettering College (KC) Policies:

- Students may audit courses with the permission of the department chairperson. Students are expected to attend courses regularly and meet the conditions for audit as stipulated by the instructor. Tuition is discounted from the regular rate. See the Kettering College Financial Information for Students for the correct amounts. No academic credit is awarded for audited courses (Academic Bulletin).
- Students will be awarded a grade of SA=satisfactory audit or UA=unsatisfactory audit at the end of the course (Academic Bulletin).
- Courses taken for audit are charged at a reduced rate. Students taking only courses for audit must remit payment for the entire semester at the time of registration (Academic Bulletin).

Division of Nursing Policy and Conditions for Students Auditing Nursing Courses:

- Students will be allowed to audit the didactic portion, but not the clinical or lab portion of nursing courses.
- Students can attend and participate in didactic activities as directed by course faculty.
- Students must follow all classroom rules as outlined by the course faculty.
- Students will be given a syllabus in order to review reading assignments and classroom activities schedules.
- Students may engage in quizzing or testing activities as directed by course faculty.
- Students will not complete any assignments for grading or feedback.
- Any tutoring support will occur with the student initiating contact with KC Student Success.
- Students who are absent for more than 30% of the class days (excluding testing days) or do not adhere to any of the above conditions will receive a grade of UA for the audited course.

Resources/References:	Committee Ownership	History of Revisions/Reviewed:
	Enrollment Review: every 3 years	Revision Dates: 2-14-22; 6-28-22 Reviewed Dates: 6-1-2024

Division of Nurisng

CPR/BLS Certification Policy

Baccalaureate of Science in Nursing Pre-Licensure Tracks

This policy promotes student professionalism and maintains high standards and safety for patients and students. Basic life support (BLS)/ cardiopulmonary resuscitation (CPR) certification is required by all clinical agencies.

Students accepted into a BSN-P track must meet the requirements defined below:

- All nursing students must be certified in BLS/CPR issued by the American Heart Association or American Red Cross in its BLS for the Healthcare Provider course.
- Students must complete this certification course at Kettering College during the time period designated by the nursing program.
- If a student already has American Heart Association or American Red Cross BLS for Healthcare Provider certification and does not wish to recertify at the time of admission, the student must sign an informational waiver form taking responsibility for keeping BLS certification current throughout their enrollment in the program.
- Students who fail to show evidence of current certification as described above will not be permitted to participate in the clinical experience. Each clinical experience missed will be a clinical absence (see Attendance Policy).

Resources/References:

Committee Ownership
Enrollment and IPE
Review: every 3 years

History of Revisions/Reviewed:
Revision Dates: 2-14-22; 6-28-22
Reviewed Dates: 6-2-2023, 2/21/2024

DIVISION OF NURSING
937-395-8619 f. 937-395-8810

Basic Life Support (BLS) Informational Waiver Form

Directions: Students requesting to waive the American Heart Association for Healthcare Providers certification, from Kettering College, at the time of admission, must read and sign this form as part of the enrollment process. Students will upload their current BLS Provider certification and this waiver form to CastleBranch for approval by the due date given by the Division of Nursing.

Nursing Student signature will indicate understanding after reading the information below:

1. I understand that I am responsible for uploading my current American Heart Association or American Red Cross BLS certification card to CastleBranch for approval.
2. I understand that I am responsible for uploading this signed Informational Waiver form to CastleBranch for record-keeping.
3. I understand that I, as the student, will be solely responsible for maintaining my BLS certification compliance through graduation from my current educational program and I will be responsible for uploading my renewed BLS certification card to CastleBranch before the due date to allow time for approval.
4. I understand that if I do not renew and upload my new BLS certification card by the due date, the following actions will result:
    a. I will be held from clinical experiences until BLS requirements are met.
    b. Each clinical experience that I miss will be counted as an unexcused absence as per nursing policy (*refer to KC Nursing Student Handbook*).
    c. I will need to make up all missed clinical hours and will be charged a fee as per nursing policy (*refer to KC Nursing Student Handbook*).
    d. If I miss more than the clinical hours allowed for any clinical course, I am at risk of failing the course.

Printed Student Name_____

Student Signature_____

Division of Nursing Member Signature (witness)_____

Date_____

Resources/References:	Committee Ownership	History of Revisions/Reviewed:
	Enrollment Review: every 3 years	Revision Dates: 6-28-22 Reviewed Dates: 6-2-2023

Division of Nursing

Grading Policy BSN-P

Baccalaureate of Science in Nursing Pre-Licensure Tracks

The Division of Nursing seeks to foster two primary objectives in determining the grading policies for students taking nursing courses---fairness to students, and competent nursing care to patients from students.

The following Grading Scale is the standard for measuring student performance in nursing courses:

A	94 - 100
A-	90 - 93
B+	87 - 89
B	84 - 86
B-	81 - 83
C+	79 - 80
C	77 - 78
C-	75 - 76
D	66 - 74
F	Below 66

1. Students must achieve a final course grade of 77% or higher ("C" letter grade). Final course grades will be rounded following usual mathematical principles. For example, a final course grade of 76.5% will round up to 77%. Likewise, a final course grade of 76.4% is rounded down to a 76%.
2. **In NRSB 315, NRSB 325, NRSB 335, NRSB 341, NRSB 331, NRSB 405, and NRSB 435, students must also achieve a course testing grade of 77% or higher.** The course testing grade includes exams/quizzes, the final exam, and required HESI exams. Grades for items in the testing category will not be rounded.
   Please note that NRSB 305, NRSB 301, NRSB 310, NRSB 355, NRSB 371, NRSB 411, NRSB 425, and NRSB 425 have different grading expectations as shared in course syllabi.
   a. A course testing grade of 77% must be achieved prior to the addition of points for course assignments. Course assignments include in-class/group work; discussions; Passport experience; HESI Elsevier Adaptive Quizzing (EAQs), case studies, and practice quiz/exams; simulations; and, all other assignments that are not included in the course testing grade category as described above. Grades for items in the course assignment category will not be rounded.
   b. If the student's achieved course testing grade is less than 77%, the student will receive the course testing category grade as the documented semester grade. For example, a course testing grade of 76% would be a documented "C-" on the student's transcript.
   c. Students are not required to achieve a 77% in the course assignment category to pass the course; however, if the student's achieved course assignment grade causes the final course grade to fall below a 77%, the final course grade will be documented as the semester grade, and the student will not pass the course.
3. Students are required to successfully complete all required clinical hours and activities as assigned. In courses with a clinical component including NRSB 315, NRSB 325, NRSB 331, NRSB 335, NRSB 341, NRSB 355, NRSB 405, and NRSB 425 the final course grade will be documented on the student's transcript if the student's clinical and/or laboratory performance is "satisfactory" on all course learning

objectives on the Summative Clinical Evaluation Tool. If the student's final clinical and/or laboratory performance is "unsatisfactory," the final course grade documented on the student's transcript will be an "F" regardless of the student's final course grade.

4. For courses requiring HESI proctored exams, exam results will be included in the course testing grade. At the end of the program, students will be required to achieve a minimum score on the HESI exit exams as described in the NRSB 435 course syllabus.
5. For courses with a mathematics competency examination, students must achieve a 100% on the examination within three attempts as described in the course syllabus. This is a "pass or fail" exam. Failure to meet the requirements of the mathematics competency and remediation policy will result in failure to show competency to safely administer medication, which will result in a course grade of "F" due to the inability of the student to meet the course's learning outcomes.
6. Students must pass each nursing course to progress in the nursing program track.
7. Progression and readmission policies can be found in the bulletin year that a student began the nursing program. All bulletins are found on the college web site Academic Bulletin – Kettering College (kc.edu)

Process for Clinical Grade Determination

The clinical grade is determined by an individual student's performance in the behavioral objectives described under the six vertical curricular elements (VCE) found on the clinical evaluation tool. The six areas are weighted and consist of: Whole Person Care, Professionalism, Evidence-based Practice, Leadership, Clinical Judgement and Continuum of Care.

Clinical faculty completion of the clinical evaluation tool provides an opportunity for the clinical faculty to provide feedback on student's clinical performance. Clinical faculty feedback enhances student understanding of satisfactory or unsatisfactory clinical performance, as well as areas needing growth.

A formative and summative process is used to determine the student's clinical grade. The formative process consists of evaluation of an individual student's performance in clinical experiences, and at mid-term in the semester.

1. Formative Clinical Evaluation – as schedule by course faculty
   a. Students will reflect on their clinical performance at mid-term and at the end of the clinical experience. Clinical faculty will provide summative comments based on the ongoing formative clinical evaluations. Completion of the mid-term and final clinical evaluation tool by the clinical faculty and the student provides a written summary of the student's clinical performance for the behavioral objectives described under the four areas.
2. Formative Evaluation – Mid-Clinical
   a. A student receiving a mark of either "3 – assisted," 4 – supervised," or 5- self-directed" on the clinical evaluation tool is demonstrating satisfactory clinical performance.
   b. To facilitate growth, a student receiving a mark of either "1- dependent" or "2- novice" on the clinical evaluation tool is demonstrating unsatisfactory clinical performance and will result in a documented student-faculty interaction and/or student contract. These documents will be placed in the student's file in the nursing department.
3. Summative Evaluation – Final
   a. A student receiving a mark of either "3 – assisted," 4 – supervised," or 5- self-directed" on the clinical evaluation tool is demonstrating satisfactory clinical performance.
   b. To facilitate growth, a student receiving a mark of either "1- dependent" or "2- novice" on the clinical evaluation tool is demonstrating unsatisfactory clinical performance and will

result in a documented student-faculty interaction and/or student contract. These documents will be placed in the student's file in the nursing department.

c. All missed clinical hours must be made up to receive a final course grade. Students with greater than the allotted number of absence hours, per course syllabus, cannot meet the hour requirements and therefore cannot pass the class.

Nursing Courses where clinical evaluation and didactic scores comprise the course grade	Mid-Term and Final Evaluations
Rating of level "3 – assisted" or higher for each behavioral objective →	Grade of satisfactory (S)
Rating of either "1- dependent" or "2- novice " for any behavioral objective →	Grade of unsatisfactory (U) At mid-term, a student contract will be initiated for clinical grade of unsatisfactory (U) at the semester mid-term. At final, an unsatisfactory (U) final clinical grade will result in a failing grade (F) for the nursing course, irrespective of the earned theory grade. *

*Any clinical failure will halt student progression in the program.

Division of Nursing

Progression Policy

Baccalaureate of Science in Nursing Program (BSN-P)

This policy exists to:

- promote fairness for students.
- promote competent nursing care to patients from students.

PROGRESSION CRITERIA

- Students who earn a grade less than a C in any nursing course must reapply according to the criteria in the readmission policy. To be successful and progress in the program, students will:
- Continue to demonstrate professional and ethical behavior.
- Achieve a minimum grade of C in all nursing courses required for the BSN program track.
    - A grade lower than a C in any nursing course is considered a course failure and will result in dismissal from the program track.
- Not enroll more than twice in any nursing course.
    - A grade of W counts as enrollment in a course.
- Maintain compliance with technical standards.
- Maintain health requirements and current immunization status.
- Maintain clearance of background check

A grade of W (withdrawal) is considered the same as a nursing course failure if the student withdraws after the last day to drop with 100% refund according to the college academic calendar aligning with their track.

- Students withdrawing with a passing grade or under extenuating circumstances will be considered for progression on an individual basis. Students will follow the chain of communication (command) as outlined in the student handbook for considerations for progression. Students can discuss options and time frames with their advisor and/or course faculty.

Resources/References:	**Committee Ownership** Enrollment Review: Annual	**History of Revisions/Reviewed:** Revision Dates: 3-14-22; 6-28-22 Reviewed Dates: 6-19-2023; 2/21/24

Division of Nursing

Grading Policy RN-to-BSN

Baccalaureate of Science in Nursing Program (RN-to-BSN)

The following grading scale is the standard for measuring student performance in RN-to-BSN Completion nursing courses. The scale uses a 90%-80%-70% format with plus and minus grades falling on the borders.

Percent Grading Scale

Percent	Letter Grade
95-100	A
90-94	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
60-69	D
59 and lower	F

Final Course Grade

A final score of 74% must be achieved to pass this course. Individual assignment, quiz, test, and any other scores will be carried out to the tenth decimal point (e.g. 85.3%). Rounding to a whole number will only occur when the final course grade is calculated. Rounding of the final course grade to a whole number will follow usual mathematical principles. For example, a final grade score of 73.5% will round up to 74%. Likewise, a final grade score of 73.4% is rounded down to 73%.

Resources/References:

Committee Ownership
RN-to-BSN
Review: Annual

History of Revisions/Reviewed:
Revision Dates: 6-26-20; 6-28-22, 2-16-24
Reviewed Dates: 3-14-22; 6-19-2023

Division of Nursing

Progression Policy RN-to-BSN

Baccalaureate of Science in Nursing Program (RN-to-BSN)

This policy exists to:

- promote fairness for students.
- promote competent nursing care to patients from students.

Progression Criteria

To progress in the nursing program track, a student will:

- Continue to demonstrate professional and ethical behavior.
- Achieve a minimum grade of C in all courses required for the RN-to-BSN program track (includes nursing and arts and sciences courses). A grade lower than a C in any required course is considered a course failure.
    - Not enroll more than twice in any course.
    - A grade of W does not require a reapplication to the program.
    - If a student withdraws and at the time of withdrawal has less than a C grade equivalency, the withdrawal (W) is considered the same as a course failure.
    - A grade of W counts as enrollment in a course.
- Maintain compliance with technical standards.
- Maintain health requirements and current immunization status.
- Maintain clearance of background check and **unencumbered RN license in States where practicum is completed.**

Resources/References:

Committee Ownership
Enrollment
Review: every 3 years

History of Revisions/Reviewed:
Revision Dates: 11-22-21; 6-28-22
Reviewed Dates: 6-19-2023; 4-16-24

Division of Nursing

Immunization Policy

Baccalaureate of Science in Nursing Pre-Licensure Tracks

This policy promotes student health and patient safety. Updated immunizations are required by all clinical agencies, and therefore, students must meet the requirements below to be permitted to attend clinical experiences through KC.

- All students who are enrolled in nursing programs that have a clinical component must show evidence of current immunizations.
  - Student health information is located http://www.kc.edu/student-health
  - The college health policy requires all students in a clinical setting to receive an annual flu vaccination. The college will follow the recommended administration schedule for flu vaccination published by CDC. Nursing students must submit proof of receiving the flu vaccine by the date determined by the nursing department into the selected online tracking service.
  - Individual clinical sites may require additional immunizations that also must be completed and maintained throughout that assignment.
- Immunization tracking must be accomplished through the vendor specified by the KC Division of Nursing and maintained throughout the duration of the program. Students will receive instructions on how to provide immunization confirmation to a selected tracking service. Additional information is located https://kc.edu/academics/nursing/3-year-bachelor-nursing/admission/
- Students who do not submit evidence of updated immunization information as described above will not be permitted to participate in the clinical experience. This will be considered a clinical absence (see Attendance Policy).

Resources/References:	**Committee Ownership** Enrollment Review: Annual	**History of Revisions/Reviewed:** Revision Dates: 6-24-22; 5-16-22; 6-28-22 Reviewed Dates: 6-19-2023;4-15-2025

Kettering COLLEGE

Division of Nursing

Medication Administration Policy

Baccalaureate of Science in Nursing Pre-Licensure Tracks

This policy exists to:

- Reinforce basic principles of safe medication administration.
- Enhance patient safety.

Safe medication administration requires the student to follow the "six rights" of medication administration" (right Patient, Time, Route, Dose, Drug, and Documentation). Students must complete the mathematics competency before they are allowed to administer medications. (see Mathematics Competency and Remediation policy). Safe medication administration also requires students to demonstrate critical reasoning, appropriate patient teaching, and incorporation of patient data such as, but not limited to: vital signs, clinical presentation, and lab values. Any omission of these factors is considered a medication error. Students are also required to follow the safety initiatives and policies employed by the clinical facility where they are practicing.
Students that administer medications are required to notify the instructor immediately of any errors or near misses in medication administration.
Control of narcotics is delegated to licensed nursing personnel; therefore, students should not access the narcotics system without direct supervision of the instructor, preceptor, or staff nurse.

- Students MUST perform the following skills with direct supervision of their preceptor or clinical instructor.
    - All medications (IV, IV push, PO, SQ, IM, all other routes such as peg/G-tube, vaginal, rectal, eye/ear must be supervised from preparation through administration to the patient
    - Remove any medications from the medication station and override medications
    - Administer blood and blood products. The preceptor must remain with the student nurse during the first 15 minutes of the infusion.
    - Initiate or change settings on PCA pumps

Students may not co-sign medications for a registered nurse (RN). Two licensed RNs must complete that process.
Medication Error Reporting Guidelines:

- Students are required to complete an occurrence/incident report for any medication error or near miss. Students will follow the policy of the clinical agency.
- A situational analysis based upon principles associated with Just Culture will be completed by the course faculty and/or clinical instructor and student and may include other parties as appropriate. Action will be determined based upon outcome of the situational analysis.
- Principles associated with Just Culture will be followed in determining which course of action to pursue. Errors determined to be reckless may result in a clinical failure.
- The course faculty, clinical instructor, and/or KC Nursing Program leadership will debrief with the student. Documentation (which may include a dialogue, interaction, and/or contract) of the medication error will be placed in the student's file.

Resources/References:	**Committee Ownership** Curriculum Review: every 3 years	**History of Revisions/Reviewed:** Revision Dates: 6-28-2022 Reviewed Date: 6-19-2023

Adult Lab Values

ADULT LAB VALUES - FOR CLASSROOM Purposes

Lab		Normal Value
WBC		4000-10,500/mm3
Differential	Mono	1 – 9%
	Eosin	0 – 6%
	Baso	0 – 2%
	Neutro (bands)	0 – 9%
	Neutro (segs)	38 – 75%
	Lymph	14 – 50%
Platelets		154,000-393,000/mm3
	Male	Female
RBC	4.3-5.8 M/uL	4.2-5 M/uL
Hgb	14-18g/dL	12-16 g/dL
Hct	42-52%	35 – 45%
Sed Rate (ESR)		0-20 mm/hr
Total protein		6 – 8.3 g/dL
Serum Albumin		3.5 – 5.7 g/dL
Prealbumin		20 – 40 mg/dL

Urinalysis		
Urinalysis (U/A)	color	light yellow
	clairty	clear
	odor	aromatic
	protein	negative
	glucose	negative
	ketones	negative
	blood	negative
	RBC	0-3/hpf
	WBC	0-3/hpf
	pH	5.0-8.0
	specific gravity	1.001 – 1.035
BUN		7-25 mg/dL
Creatinine		0.7-1.3 mg/dL

Basic Assessment		
Temperature 97-99.6 F		Pulse 60 - 100 bpm
Respirations 12-20/min		BP 90-120/60-80mmHg
Oxygen saturation 92-100%		MAP 70-100mmHg
Pulse pressure		30 - 40 mmHg
Cardiac output		3600 – 6000 mL/min
Stroke volume		60 – 70 mL
Morse Risk Assessment	Low risk	0 - 24
	Moderate risk	25 – 44
	High risk	45 and above
Braden scale	Low risk	15-16
	Moderate risk	13-14
	High risk	12 and below
Output	30mL/hr or 0.5mL/kg/hr	
Intake	2000 - 3000ml/day	
Body Mass Index	18.5-24.9	

Electrolytes	
Sodium (Na+)	136-145 mmol/L
Potassium (K+)	3.5-5.3 mmol/L
Magnesium	1.9-2.7 mg/dL
Calcium (Ca+)	8.6-10.2 mg/dL
Ionized Calcium	1.09-1.3 mmol/L
Phosphorus (Phos)	2.4-4.9 mg/dL
Chloride	98-107mmol/L
Glucose	74-109mg/dL
Hgb AIC	4-6%

ALT	7-52 U/L
AST	15-39 U/L
Ammonia	6-47 umoL/L
Bilirubin	0.3-1.0 mg/dL
Lipase	11-82 U/L

Cardiac Values		
TSH		0.45-5.33 uIU/mL
T3		2.5-3.9 pg/mL
T4		0.82-1.77ng/dL
Troponin I		<0.04 ng/mL
BNP		< 100 pg/ml
Total Cholesterol		< 200 mg/dL
	HDL	≥ 59 mg/dL
	LDL	<150 mg/dL
Triglycerides		<150 mg/dL
ABGs	pH	7.35-7.45
	pO2	80-100 mmHg
	pCO2	35-45 mmHg
	HCO3	22-26 mEq/L

Medications/Coagulation	
May be higher for those on anticoagulants	
PT	9.8-12.3 seconds
INR (non medicated)	0.8-1.1
INR (therapeutic Range)	2-3.
PTT	27-39 seconds
D-Dimer	0-241ng/mL
lithium (Therapeutic Range)	0.6-1.2 mEq/L
digitalis (Therapeutic Range)	0.5-2ng/mL

Pressures	
PAP	12-15 mmHg
PAWP	8-12 mmHg
CVP	2-6 mmHg
MAP	70-100 mmHg
ICP	5-10 mmHg

Resources/References:

Committee Ownership
Curriculum
Review: Annual

History of Revisions/Reviewed:
Revision Dates: 4-9-2021; 6-28-22
Reviewed Dates: 6-19-2023; 2-26-2024;4-15-2025

Collecting and Processing Evaluative Data

This policy exists to

- identify strengths and weaknesses in teaching methods, courses, and agencies.
- allow for improvement and modifications of teaching methods, courses, and agencies.
- allow students anonymity and confidentiality in evaluation of courses, teachers, clinical instructors, and clinical agencies.
- provide a uniform method for processing evaluation information.

Collection of Digital Data

- The individual in charge of digital evaluations will maintain confidentiality for students by notifying the students an anonymous survey is available on the course LMS.

Processing the Data

- Surveys are compiled by the Division of Nursing Program Chairs. The Dean of Nursing will send individual faculty data (FT and PT/ adjunct to their direct reports for evaluations, and to the individual faculty members. Comments pertaining to a specific faculty member will be directed to that faculty member and the Dean of nursing, only.
- The Program Evaluation chair will access data through the evaluation system for the annual process of program evaluation.
- All compiled evaluations will be kept on file for a minimum of three years.

Students are asked to complete evaluations according to the list below:

- End-of semester survey BSN-P/LPN. This will be given to each student in the BSN-P/LPN track – juniors and seniors at the end of each semester. On CANVAS
- End-of semester survey RN-to-BSN. This will be given to each student in the RN-to-BSN track at the end of each semester. On CANVAS
- End of program (Program Completion) survey. This will be given to each graduating senior in the semester of graduation. That means it goes to the RN-TO-BSN students in NRSA 450 EVERY semester, and the BSN-P students every summer and fall. On CANVAS

Resources/References:

Committee Ownership
Program Evaluation
Review: Annual

History of Revisions/Reviewed:
Revision Dates: 11-22-21; 6-28-22l 6/24/25
Reviewed Dates: 5-16-23; 6/27/25

Inter-Professional Education (IPE) Simulation Center Policy

Baccalaureate of Science in Nursing Pre-Licensure Tracks

The IPE Simulation Center strives to maintain an environment, which fosters the educational and professional development of KC nursing students. The following policies exist to maintain a safe, effective learning environment and provide consistency throughout the teaching/learning process.

Cell Phones

The IPE Simulation Center has recently undergone extensive additions to our wireless system that we use with our high-fidelity mannequins and skill trainers. Part of that package includes the addition of multiple cameras and microphones throughout the simulation area. Because of this we can no longer allow cell phones in the lab. This is being done to ensure the safety and privacy of all. We ask that all cell phones be kept in your backpacks in the designated area.

Supplies

Medical supplies needed to complete skills will be located in the IPE Simulation Center. Students will be required to gather the supplies needed to complete the skills. Any supplies found at the bedside should be returned to the bin or drawer from which they were removed. New supplies should be used for all scheduled returned demonstrations.

When practicing a skill, students may obtain new supplies and use them appropriately. Any supplies used (including wrapping) should be placed on the "used supply cart" when the student has completed practice. Do NOT place wet dressings and needles on the "used supply cart". When practicing a skill more than once, please reuse the supplies gathered for the first practice, or gather used supplies if available.

> **No supplies can be taken from the IPE Simulation Center without permission from an IPE Simulation Center faculty member. Any person removing supplies from the skills lab without permission will be in violation of clinical integrity and may be sanctioned appropriately.**

Dress Policy

Practice and Return Demonstrations

Students shall follow Kettering College's Modesty in Dress policy per the Kettering College Student Handbook. Students are required to wear closed-toe shoes when practicing and completing return demonstrations.

Simulation Experiences/Case Study Day

Students will wear clinical attire (per the Uniform Policy located in this Nursing Student Handbook) for simulation experiences and case study days. Individual course faculty members will notify students if different attire is required.

Mannequins

Students must assist in maintaining the "health" and well-being of the IPE Simulation Center mannequins. This requires that students do not:

- Use pens/pencils that may mark the surface of the mannequin
- Remove the mannequins from the bed
- Remove parts from the mannequin.
- Move parts from one mannequin to another mannequin.

- Have food or drink at the bedside

Students should report any damaged or loose parts, such as limbs, to the IPE Simulation Center faculty immediately.
All mannequins are simulated patients and should be treated with respect and dignity. Students are required to implement all patient safety measures while working with the mannequins; all trash and supplies should be appropriately placed before leaving the bedside.

Use of IPE Simulation Center

Practice

Students are expected to practice skills. Appointments are not needed to come in to practice. Please see the IPE Simulation Center calendar for specific open hours. If desired, practice assistance from the IPE Simulation Center faculty is available.

Other

The IPE Simulation Center is available for group project work, study groups, or individual studying. A limited number of computers will be available for student use.

Return Demonstration Competence

Students will receive teaching guidelines for each skill requiring return demonstration. These forms are *guidelines* for completing the skill. Students will be evaluated using a standard "Skills Performance Checklist" for all skills. The Performance Checklist includes the areas of safety, infection control, communication, and clinical skill. Safety includes, but is not limited to, proper identification of patient, ergonomics, use of side rails, and bed positioning. Infection control includes, but is not limited to, hand washing, maintaining sterile field, and appropriate disposal of supplies. Communication includes, but is not limited to, delegation (if appropriate) and demonstrating Christian Caring. Clinical skills will be evaluated for incorporation of teaching guidelines and for competency.

IPE Center Safety

The faculty, staff, and students are required to comply with the requirements set forth by the Occupational Safety and Health Act (OSHA) for safety. These include, but are not limited to, policies for handling infectious waste and hazardous materials, and for limiting exposure to blood borne pathogens. For further information, please contact the IPE Simulation Center coordinators or course faculty members.

Clinical Skills and Preexisting Conditions

As part of the learning process, students may be asked to practice particular skills on another student and vice versa. The student must refrain from practicing techniques on any peer or acquaintance who has an actual problem or condition for which professional intervention may be recommended. Students will be asked to communicate any conditions that they may have which may increase the risks described above or prevent them from fully participating as a provider or receiver of the activities that are part of the student experience. Any such information provided will be kept confidential and shared only with those necessary to ensure that the condition is properly addressed and, if necessary, accommodated during the student's experience in the Program activities.

Students' Rights Related to Risks/Participation

The institution and each department and their respective program(s) strive to provide a quality education experience in a safe, respectful environment. While the practice of techniques by and on other student models/volunteers is a routine practice in each program, particularly in lab settings, if the student feels that a practice will not be safe, they may reserve the right to refuse to participate by informing the faculty member present. However, it is also the student's

responsibility to make adjustments and adaptations to the environment or practice, guided by the faculty member, in order to make it as safe as possible. Failure by the student to explore these adjustments and adaptations may affect the student's grade. If, after exploration of and implementation of these adjustments, the student still chooses not to participate as the recipient of the lab skill or technique, their grades and evaluations will not be affected.

For safety reasons, children are not allowed in the IPE Simulation Center at any time!

Resources/References:
Potential Risks of, and Rights Related to, Participation in Program Activities Policy

Committee Ownership
IPE
Review: every 3 years

History of Revisions/Reviewed:
Revision Dates: 6-29-21; 6-28-22, 3/6/24
Reviewed Dates: 2-28-2024

Division of Nursing

Student Appointment to Committees

Students may be invited to participate in various committees to provide opportunity for student involvement in representing the nursing program. Students may request a copy of committee responsibilities and proposed schedule of meetings. Upon recommendation of the faculty, students will be selected and notified in writing regarding their appointment.

All nursing students will receive an open invitation to communicate with the Dean of Nursing where updates may be given and student input about educational, curricular, and career issues will be encouraged.

Resources/References:

Committee Ownership
Program Evaluation
Review: Every 3 years

History of Revisions/Reviewed:
Revision Dates: 5-16-23; 6-29-21; 6-28-22
Reviewed Dates: 5-16-23

Kettering COLLEGE

Division of Nursing

Student Conduct in Clinical

This Policy Exists To:

- Encourage student responsibility and accountability.
- Guide students in the professional use of social media.
- Protect the Public's rights via HIPAA, HITECH, and OBON law.
- Protect students via FERPA law.
- Comply with Ohio Board Nursing Rules

A Student Shall:

1. Exhibit behavior always reflecting honesty and integrity.
2. In an 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.
3. In an accurate and timely manner, report to the appropriate practitioner errors in or deviation from the current valid order.
4. 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.
5. Implement measures to promote a safe environment for each patient.
6. Delineate, establish, and maintain professional boundaries with each patient.
7. At all times when providing direct care:
   a. Provide privacy during examination or treatment and in the care of personal or bodily needs.
   b. Treat each client with courtesy, respect, and with full recognition of dignity and individuality.
8. Keep all patient/client information confidential and private.
9. Practice within the appropriate scope of practice as set forth in division (B) of section 4723.01 and division (B) (20) of section 4723.28 of the Revised Code for a registered nurse. See https://codes.ohio.gov/ohio-revised-code/chapter-4723 for complete ORC Chapter 4723 Nurse Practice Act.
10. Use universal and standard precautions established by Chapter 4723-20 of the Administrative Code.
11. 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.
12. Students are expected to abide by Kettering College social networking and personal expression policy as outlined in Kettering College Student Handbook
13. Students are expected to abide by Kettering College policy on Standards of Professional Conduct for Students as outlined in Kettering College Student Handbook
14. Students are expected to abide by Kettering College's Sexual Misconduct policy and Complaint Resolution Procedures as outlined in Kettering College Student Handbook

https://kc.edu/campus-resources/student-handbook/

A Student Shall Not:

I. Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient.
2. Engage in behavior toward a patient that may be reasonably interpreted as physical, verbal, mental, or emotional abuse.
3. Misappropriate a patient's property.
4. Engage in behavior to seek or obtain personal gain at the patient's expense.
5. Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense.
6. Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships.
7. Engage in behavior that may be reasonably interpreted as inappropriate involvement in the patient's personal relationships.
8. 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.
9. Habitually or excessively use controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.
I0. 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.
11. Have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability.
12. Assault or cause harm to a patient or deprive a patient of the means to summon assistance.
13. Misappropriate or attempt to misappropriate money or anything of value by intentional misrepresentation or material deception in the course of practice.
14. Have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.
15. 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.
16. Prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce abortion
17. Assist suicide as defined in section 3795.01 of the Revised Code.
18. 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.
19. Not disclose identifiable patient health care information to the maximum extent feasible, 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.
20. 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.
21. Nursing student cell phone use, including camera, text functions, laptop, smart watch, and other electronic communication devices during clinical time is prohibited except for the purpose of fulfilling the student's assigned clinical responsibilities*. Personal contact with patients and families is prohibited through social media. Confidentiality must be maintained along with maintaining professional boundaries through all social media.

22. *Smartwatches are only to be used as a watch in the clinical setting. All other uses of a smartwatch, included but not limited to answering text messages, accessing email or social medica, taking photos, streaming music is prohibited while the student is in the clinical setting.

[For the purpose of the items below, the *patient is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth.]*

1. Engage in sexual conduct with a patient.
2. Engage in conduct in the course of practice that may reasonably be interpreted as sexual.
3. Engage in any verbal behavior that is seductive or sexually demeaning to a patient.
4. Engage in verbal behavior that may reasonably be interpreted as seductive or sexually demeaning to a patient.

[For the purpose of the items below, the patient is always presumed incapable of giving free, full, or informed consent to sexual activity with the student.]

A student shall not:

1. 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 Sexual contact, as defined in 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.

Resources/References:
Ohio Administrative Code

Committee Ownership:
Shared Governance
Review: Annual

History of Revisions/Reviewed:
Revision Dates: 6-23-21; 6-28-22, 10-22-24
Reviewed Dates: 6-23-21; 6-19-2023, 10-22-24
Reviewed date: 10-22-24

Division of Nursing

KH-HR English Only Policy

HR-KH
ENGLISH ONLY RULES IN THE WORKPLACE

PURPOSE:

The purpose of this policy is to define certain times when English language is required for communication.

DEFINITIONS:

English-only rule: defining circumstances when employees must only speak English during work time.

Casual Conversations: non-work-related communication between employees on break or not performing a job duty.

POLICY:

Kettering Health recognizes that employees who speak languages other than English may wish to communicate in another language outside of performing their job duties, such as casual conversations with co-workers or while engaged in personal matters.

Kettering Health supports employees speaking in their native languages while engaging in casual conversation. In accordance with EEOC Regulation 29 C.F.R. § 1606.7, Kettering Health requires employees to speak only English in certain circumstances:

- For communications with customers, patients, co-workers, or supervisors who only speak English.
- In patient care setting or emergencies in which employees must speak a common language to promote patient safety; and
- To enable a supervisor who only speaks English to monitor performance of an employee whose job duties require communication in English with coworkers, patients, or customers.

Individuals who violate this policy are subject to discipline as outlined in HR-KH Conduct and Discipline.

EFFECTIVE DATE 06/20/2023

Division of Nursing

In situations where patients require interpreter services, refer to PC-KH Interpreter Services Policy.

SPONSORING DEPT: Human Resources
DEPARTMENTS AFFECTED: All KH Departments
DATE OF ORIGIN: 6/20/2023

Kettering Health (KH) Organization-Wide Policy

KH adopts this policy for KH Main, KH Miamisburg, KH Dayton, KH Washington Township, KH Greene Memorial, Soin Medical Center, KH Hamilton, KH Troy, KH Medical Group, KH Transportation Services, all hospital off-sites and KH facilities, KH
Senior Living, and Kettering Network Services.

Division of Nursing

Student Employment Position Statement

The amount of time spent in employment situations is the prerogative of the student; however, full-time employment is discouraged for students in prelicensure programs. Class, clinical and/or laboratory schedules will not be arranged to "fit" students' needs because of employment.

All students (on-campus and online) should be aware of the time investment that accompanies academic study, and that employment may interfere with academic performance. The College Program information located within the Kettering College Academic Bulletin addresses time investment by stating:

> *The academic year consists of one fall and one spring semester; however, most programs require an accelerated summer semester. A semester is generally 16 weeks in length. In a semester system, one academic credit typically means the course meets for one 50-minute period of instruction per week. This is considered to be one hour of instruction with ten minutes of that hour used for passing time between classes. Therefore, a traditional three-credit course with no laboratory or clinical component will meet for three 50-minute periods or its equivalent. It is generally expected that for every credit a student takes, an additional two to three hours of work may be expected outside the regularly scheduled class time. Courses involving laboratory studies or clinical experiences have slightly modified credit values. A laboratory credit within the Division of Arts and Sciences may range from two to four hours of contact time. For example, a four-credit science course will typically meet for three 50-minute lectures and two to four hours of laboratory time each week throughout the semester. Clinical credits within the professional programs usually exceed this ratio.*

The College assumes NO RESPONSIBILITY for students working as a paid employee of any institution. Although Kettering College provides professional liability coverage for students, this coverage is in effect only when students are enrolled in the nursing program and engaged in bona fide clinical experiences that are required for their respective nursing program.

If students choose to be employed in a health care setting, they should ensure that the responsibilities they assume are appropriate for the position to which they were hired. Students should never wear the student uniform or Kettering College student name badge while working as an employee.

Resources/References:

Committee Ownership
Shared Governance
Review: Every 3 years

History of Revisions/Reviewed:
Revision Dates: 6-28-22
Reviewed Dates: 6-19-23

Division of Nursing

Student Notification of Program Policy Changes

This policy exists to:

- Inform students about the ways in which they may be notified of program policy changes.

Methods

Should it become necessary for Nursing Program policies or procedures to changed or be updated, students will be notified by the Nursing Leadership or Nursing Faculty of the Kettering College Division of Nursing via:

- Written (paper) notification.
  and/or
- Posting of notification within Kettering College's Learning Management System
  and/or
- Their "my.kc.edu" email address

Resources/References:

Committee Ownership
Nursing Leadership
Review: Every 3 Years

History of Revisions/Reviewed:
Revision Dates: 6-29-21; 6-28-22
Reviewed Dates:5-17-23

Division of Nursing

Uniform Policies for Professional Experiences

These policies exist to:

- Ensure a professional, well-groomed, and uniform appearance for students in all clinical settings.
- Distinguish students from affiliated clinical staff in individual clinical settings.
- Meet the requirements of the clinical facility in which the student is attending/providing patient care.

Uniform Policy

1. A complete uniform is required for all clinical experiences.
2. Any exceptions to the policy will be included in the course syllabus and/or course description.
3. Top, pants, and jacket of the uniform should be clean, always pressed, and well-maintained.
4. A lab coat/scrub jacket must be worn over professional clothes whenever a student is on the unit for the purpose of collecting data for an assignment. Professional dress does not include jeans, miniskirts, shorts or skorts, etc. A Kettering College student identification name badge along with the KC Student Nurse badge buddy must also be worn and visible while wearing professional attire.
5. No hoodies and jackets with thumb holes are permitted.
6. Clothing, buttons, and/or accessories that deliver a message in print or design may not be worn. Political statements on clothing or pins are always unacceptable.

Please visit kc uniforms to view the selection of uniforms available to you (sizing chart available). This order must include a top, pants, and jacket (optional) from our approved vendor. Uniform center login: your my.kc.edu email address; Password: 5-digit student ID number.

Baccalaureate of Science in Nursing Pre-Licensure Tracks will wear:

Uniform

1. Pants must be worn over solid undergarments and be hemmed to the appropriate length.
2. Female students choosing to wear a dress uniform will wear an embroidered navy dress or embroidered top (per #1 above) and a navy skirt, with the hem below the knee.
3. Students may choose to wear a plain, white, or black shirt underneath the uniform top.

Footwear

1. Shoes must be white, black, or dark blue (minimal colored markings) with non-skid soles. Open toes or heels are not permitted. No backless clogs are allowed. Sports shoes are approved provided they adhere to the above policy. Designated shoes are to be worn exclusively for clinical experiences and are expected to be clean and in good repair.
2. Sock color should match the color of the shoes. No-show socks (footies) are not permitted. Shoestrings must match the shoe color.

Equipment

1. Watch with a secondhand
2. Stethoscope
3. Bandage scissors
4. Penlight
5. Hemostats (recommended)
6. EKG calipers (Required senior year)

Students should secure a uniform, name badge, and equipment a minimum of three (3) weeks before the course begins. If special sizing is required, earlier ordering may be necessary; please see the course faculty member(s) for details.

Baccalaureate of Science in Nursing Completion Program (RN-to-BSN)

The RN-to-BSN Completion program track is an adult online education program that values the maturity and self-direction of its students. The purpose of this policy is to designate those situations in which professional attire may be appropriate to the circumstances, such as educational experiences in which the nurse will appear as a representative of the profession of nursing, and of the KC Division of Nursing.

Attire during any school-assigned project must follow the guidelines of the various institutions and be in keeping with professional standards. Jeans, shorts, miniskirts, open-toed/open-heeled shoes, tee shirts, and very casual clothes are not to be worn. A lab coat or jacket over business attire (or scrubs when required) is appropriate.

All Nursing Students

A standard Kettering College ID student name badge must be always worn and visible on the upper chest of the uniform. (BSN-P students must wear their student's name badge on the right side, due to embroidery on the left side.) Students should not cover any part of the name with any decoration that would obscure their name and/or photo badge.

Grooming Requirements

Hair

1. Hair must be clean and neat. Extremes in hair color and style are not permitted in the clinical setting. Hair must be restrained or pulled back to prevent it from falling into the work area or into the face of students and the clients they serve. Ponytails and braids must not fall below the shoulder. Feathers, and other types of hair adornments, are not permitted. Hairbands should be only plain white or navy.
2. A beard, mustache, and sideburn may be worn but must be kept neatly trimmed. All other facial hair is not acceptable (must be cleanly shaven). In some departments, beards, and sideburns may be restricted because of health and safety precautions. Requirements for covering hair in certain areas of the hospital will also apply to beards.

Jewelry/Tattoos

1. Excessive jewelry or jewelry that poses a health or safety risk to employees and/or patients cannot be worn. Jewelry must be limited to a small wedding set or wedding band (Note: some areas such as the

nursery, surgery, and labor and delivery do not allow rings to be worn at all). Small, simple, conservative earrings of a reasonable length (no more than 2 earrings in each ear) may be worn.

2. Visible facial/body piercings (other than earrings and nose piercings) are not acceptable and must be removed while at work. This includes but is not limited to tongue piercing, eyebrow piercing, no gauges or spacers in the ear lobe, lip piercing, and any other piercing that may be deemed distracting.
3. Nose Piercing should be limited to small studs & 1 piercing and any other may use a clear spacer.
4. Reasonable self-expression through tattoos is permitted, as long as they are not regarded as offensive or harassing toward co-workers, patients or vendors with whom KH conducts business.
    a. Tattoos that could be construed as offensive to others must be concealed. This includes
        i. Profanity
        ii. Violent images or words that could be otherwise be perceived as defamatory or offensive or racist and do not align with Our Mission.
        iii. No nudity or is scary to children
    b. No Visible tattoos above the collar bone such as neck, face or head.

Fingernails

1. Fingernails must be neat and clean. Fingernails may not extend more than ¼-inch beyond the fingertip. Traditional nail polish, if used, must be intact and well maintained: should not appear damaged in any way e.g. should not be eroded, chipped or cracked.
2. Artificial nails may not be worn by any student providing indirect or direct patient care or students who have reasonable anticipation of contact with blood, body fluids, secretions, or excretions. This includes shellac nail polish, gel nails, tips, bonding, extensions, tapes, inlays, and wraps in accordance with the IC-Kettering Health Hand Hygiene policy.

Personal Cleanliness

1. Body cleanliness is required, including the use of deodorant. Heavy cologne and perfumes are not to be worn in the clinical setting. Clothing should be freshly laundered for each clinical experience. No heavy scent of tobacco, food, or body odor is permitted.
2. Breath mints are permitted, but no gum chewing is allowed in the clinical setting.
3. Cosmetics should be applied appropriately. No heavy or extreme color makeup.
4. Eyelashes must appear natural. No removal false eyelashes or extensions may be worn.
5. No ribbons and/or decorative hair pins will be worn.

**Students who are not appropriately dressed according to the clinical dress code guidelines may be dismissed from the clinical setting and given an absence for that clinical day. **

***Students that are attending Dayton Children's Hospital or Cincinnati Children's Hospital Medical Center can utilize flesh-colored or clear piercing plugs but must be flat to the surface. This is not permitted at KH Network

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Resources/References:

Committee Ownership
Shared Governance
Review: Annual

History of Revisions/Reviewed:
Revision Dates: 6-30-21; 6-28-22; 3-22-23
4/17/24
Reviewed Dates: