

Ohio Valley Hospital School of Nursing Catalog

2017-19



Ohio Valley
HOSPITAL

School of Nursing

412-777-6204

www.ohiovalleyhospital.org



Dear Interested Applicant:

**Thank you for considering our RN diploma program.
We are currently accepting applications for August 2017.**

The Ohio Valley Hospital School of Nursing is a 115 year old, 19 month program.

Students are submitted under the following conditions:

OVH FULL TUITION SCHOLARSHIP

We offer institutional scholarships from Ohio Valley Hospital's Administration and Board of Directors each year. Scholarships will be granted to a limited number of eligible applicants who meet the following conditions:

- * Must be a US Citizen or eligible non-citizen
- * Pre-entrance exam scores
- * Academic merit

The Full Tuition Scholarship has a 3 year work commitment to Ohio Valley Hospital attached to it, and includes the completion of 50 mandated volunteer hours while in the program. Scholarships are awarded on a per-term basis. Applicants with a desire to attend OVHSON under this scholarship program should inform the school immediately. Scholarships are awarded on a first come/first served basis.

SELF-PAYERS

OVHSON offers a self-pay option for applications who are not interested in the **Full Tuition Scholarship**. Applicants must meet the following conditions:

- * Must be a US Citizen or eligible non-citizen
- * Pre-entrance exam scores
- * Academic merit

Self-Paying students will not have a work commitment to Ohio Valley Hospital upon graduating. However, they must complete 10 mandatory volunteer hours while in the program. Students may utilize all sources of Student Financial Assurances (Federal/State grants, Federal Direct and PLUS loans and/or private alternative loans) to assist with tuition charges.

ALL APPLICANTS

All Applicants must have successfully completed prerequisite coursework, either at the high school or college level, with a C or better, in the following: Although pre-entrance exam scores are one of the main indicators of acceptance into our program, they are not the ONLY criteria evaluated. Applicants must meet ALL criteria as outlined in this School Catalog, or online, for determining eligibility and acceptance.

Contact us at **412-777-6204** or visit us at

www.ohiovalleyhospital.org/schools/school-of-nursing/ for more details.

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OVHSON Philosophy

The philosophy of the Ohio Valley Hospital School of Nursing reflects the beliefs of the faculty and supports the mission of Ohio Valley Hospital. The faculty recognizes the advantage of ties between nursing education and an institution that provides a variety of health care services. The faculty of the Ohio Valley Hospital School of Nursing accepts the responsibility for the planning, implementation, and evaluation of the total program in response to the individual needs of the students, the community, and current nursing practice. We believe the role of our faculty is to provide educational experiences and guidance, to smooth the progress of the learning process, and to foster the development of each student as a person and a nurse. Our faculty's beliefs and values are as follows :

HUMAN BEINGS

Human beings are multidimensional, bio-psychosocial-cultural-intellectual-spiritual beings in constant interaction with their internal self and external environment. Humans are viewed as valued holistic persons, to be respected, nurtured and understood with the right to make informed choices regarding their health. Humans are unique and integrated open systems that interact, interrelate, and are interdependent with the environment. Throughout their lifespan, humans strive to achieve optimal well being through an interactive process between the internal and external environment utilizing adaptation. Adaptation is a dynamic response to stressors that impact the humans' physiological, psychosocial, developmental, cultural, and spiritual dimensions relative to their environment.

ENVIRONMENT

Environment is composed of two components; the internal and external systems. The internal environmental system includes physiological, psychosocial, developmental, cultural and spiritual dimensions. The external environmental system consists of groups of humans united by common

familial, geographic, socioeconomic, political, spiritual, cultural, and physical characteristics. The environment is diverse and ever changing; constantly influencing and responding to dynamic forces. These surrounding conditions alter health and/or well being and require adaptive responses. One focus of nursing is to optimize the environment in diverse health care settings to assist patients in meeting their individualized basic needs.

COMMUNITY AND CULTURE

Community is viewed as a system of people living a relationship which can be based upon geographic location, cultural ties, and/or bonds of special interest. Community is a focal point of concern for the nurse and is the context in which the recipient and nurse interact. The community has a responsibility to participate in the planning and implementation of health services affecting life and well-being. We, the faculty, contribute to the quality of life of our community by serving as a resource for group endeavors, providing educational opportunities, and preparing nurse graduates to meet their healthcare needs. We believe nurses cultivate a spirit of community, teamwork, and partnership by collaborating with and empowering others. The nurse's knowledge of cultural concepts can serve to improve the health of the community. Culture is innately related to how individuals, families, and groups within the community perceive issues of health and wellness, and guide healthcare decision-making. The first step in understanding the health care needs of patients is to understand personal culturally-based values, beliefs, attitudes, and practices.

HEALTH

Health is a holistic, dynamic and evolving process characterized by adaptive responses to internal and external environments. It is an integrated, synthesized balance among the internal environmental dimensions of the human being, resulting in optimal use of resources to minimize health alterations. Adaptation is the process by which one attempts to maintain the balance. The degree of balance between the person and the stressors of the internal and external environments

determines the person's level of health.

Health exists on a continuum in which adjustments are made to maintain the relative constant called homeostasis. Wellness is a state of health in which basic needs are being met and homeostasis is maintained. Health at any given point in time is observed on the health-illness continuum represented by optimal well-being at one end and death at the other. Primary, secondary, and tertiary prevention measures for health related issues are essential for optimal functioning of an individual across the life span. An optimal state of holistic health is reached when human beings identify and cope with their environmental stressors allowing them to reach their goals to achieve a higher level of wellness and self-defined quality of life.

NURSING

Nursing is a professionally practiced discipline which combines the art of caring and the science of nursing based on current research findings. We believe caring to be a creative and dynamic process as best described by **Jean Watson's Theory of Human Caring**.

"Jean Watson's philosophy and science of caring addresses how nurses express care to their patients. Caring is central to nursing practice, and promotes health better than a simple medical cure. She believes that a holistic approach to health care is central to the practice of caring in nursing."

According to Watson, caring, which is manifested in nursing, has existed in every society. However, a caring attitude is not transmitted from generation to generation. Instead, it's transmitted by the culture of the nursing profession as a unique way of coping with its environment."

The science of nursing is the body of knowledge developed from nursing theory and research, as well as, knowledge integrated from other disciplines and behavioral sciences. It is the goal of nursing to provide holistic, dynamic, compassionate, and integrated care through use of the nursing process.

The process includes therapeutic interventions, communication, clinical judgment and critical thinking. The professional nurse uses leadership and management skills to collaborate with other health team members, individuals, families, groups and communities to promote autonomy in establishing and maintaining an optimal state of wellness, recovery from illness, or a peaceful death. As a profession, nursing is committed to assisting patient systems via clinical judgment in the promotion, maintenance, restoration, and/or rehabilitation of the patient on the health-wellness continuum.



TEACHING-LEARNING

Teaching, as a special form of communication, is a transaction involving both learner and teacher where the teacher acts as a facilitator, a role model, and a resource person in an environment that fosters learning. It is a system of diverse planned activities including various modes, methods, and technologies arranged to bring about learning. Teaching incorporates the knowledge, skill, experience, and expertise of the teacher. It assists the learner to acquire, develop, organize, and structure knowledge and promotes desirable attitudes, habits and skills. Teaching also fosters a spirit of inquiry, a sense of discovery and the desire to pursue self-directed, life-long learning for professional and personal growth. Teaching may be conducted in formal

arenas such as the classroom and clinical laboratory as well as informal settings such as clinics, client homes, or the community.

Learning is a dynamic, interactive, continuous, self-directed, life-long process characterized by the acquisition of knowledge, self-awareness and self-discovery. Learning is facilitated by the breadth and depth of ones' critical thinking, and by cognitive, affective and psychomotor skills, all of which change the behavior of the learner. The learner's behavioral change results from the interaction of the individual with his/her environment. Each human being has a unique learning style. Learning is an individualized, holistic process which occurs best when learner rights are respected and when the learner accepts and assumes responsibility to be self-directed and to make decisions involving his or her own growth to attain professional and/or personal goals. Learning proceeds from simple to complex, and is enhanced by the correlation of theoretical concepts with clinical experiences over a period of time. Essential to learning is the person's internal motivation to learn and the ability to act on knowledge once acquired. The learner's individual interests, attitudes, beliefs, values, and needs affect the process of learning.

NURSING EDUCATION

We believe that nursing education is a multi-dimensional, collaborative process through which critical thinking is developed as knowledge is accrued and competencies are acquired. It is the responsibility of the nursing educator to provide tools to meet the unique needs of the student in an environment conducive to learning and to serve as a role model. Students are viewed as adult learners. In this context, learners engage in the educational process in a spirit of self-directedness by assuming responsibility for learning, thereby providing an impetus for life-long professional and/or personal growth. Nursing education encompasses the teaching-learning activities designed to prepare individuals to assist in the promotion, maintenance, restoration, and rehabilitation of individual clients, families, groups and the community. Within nursing education, the nursing process is utilized as a systematic method of decision-making, designed to facilitate critical thinking for the development and application of nursing interventions to meet client needs.

Based on our beliefs, we, the faculty of the Ohio Valley Hospital School of Nursing, have developed an educational program to prepare graduates to practice safely in entry level positions in a wide range of settings, to meet the needs of the community. We expect graduates will continue to develop professionally and personally by maintaining clinical competence, by actively participating in professional organizations, and by embracing the concept of lifelong learning. This curriculum and learning environment provide students with a sound background for further educational development and advancement.

Assessment Technologies, Incorporated (ATI) Pre-Entrance Examinations

Test of Essential Academic Skills Booklet 1

Critical Thinking Assessment Booklet 2

TEST OF ESSENTIAL ACADEMIC SKILLS BOOKLET 1 170 QUESTIONS / 3 HOURS

The Test of Essential Academic Skills (TEAS) is a scholastic aptitude exam that is used as one component of the selection process for admission into our nursing program. The goal is to predict candidates with the highest likelihood of academic success in our accelerated program.

Test of Essential Academic Skills (TEAS)

The TEAS was developed to measure basic essential skills in the academic content area domains of Reading, Mathematics, Science and English/ Language usage. These entry level skills were deemed important for nursing program applicants by a panel of nursing program curriculum experts. The TEAS is a 170 item; four option; multiple-choice assessment. To prepare in an organized and efficient manner, you should know what to expect from the assessment. Areas of concentration are as follows:

- Reading (40 questions) – This section covers paragraph and passage comprehension and inference/conclusions.
- Mathematics (45 questions) – This section covers whole numbers, metric conversions, fractions/ decimals, algebraic equations, and percentages along with ration/proportion calculations
- Science (30 questions) – This section covers science reasoning, science knowledge, biology,

chemistry, anatomy/physiology, basic physical principles and general science.

- English/Language Usage (55 questions) – This section measures knowledge of punctuations, grammar, sentence structure, contextual words and spelling.

The TEAS is scored by the percentage you answer correctly as an Adjusted Individual Score. The individual's scores, as listed on the TEAS score sheet, must establish a minimum score of 65% for Self-Pay (non-scholarship) students or 85% for Full Tuition Scholarship recipients. The TEAS score is just one assessment tool used to indicate an applicant's potential for success in our program; it is NOT the sole indicator for an admission decision. The score will be used along with other effective and cognitive measures of performance. Each applicant is allowed 2 attempts at the TEAS per academic year.

We also offer the TEAS Study Guide for \$40. The study manual is written specifically to address the needs of students preparing for the TEAS exam and is available on location at our School. All test takers must create an ATI profile prior to taking the exam. Please log onto www.atitesting.com. Click on Create New Account and follow the on-screen instructions. After the tester has registered on the website, a personal paper/pencil ID will be displayed; please print for your records.

CRITICAL THINKING ASSESSMENT BOOKLET 2 40 QUESTIONS / 40 MINUTES

What is Critical Thinking?

Assessment Technologies Incorporated (ATI) offers this test specifically designed to measure each applicant's Critical Thinking ability. Each critical thinking component is documented in comprehensive diagnostic reports, which provide a complete analysis for both students and educators. The test will be administered prior to acceptance into our program to measure the student's ability to think critically.

Critical Thinking is a dynamic, purposeful, analytical process that results in reasoned decisions and judgments. This process incorporates the following competencies:

- Interpretation – the ability to understand and identify problems
- Analysis – the ability in which to examine, organize, classify, categorize, differentiate and prioritize variable
- Evaluation – the ability to assess the credibility, significance and applicability of sources of information necessary to support conclusions
- Inference – the ability to formulate hypothesis or draw conclusions reached
- * Explanation – the ability to explain the assumptions that lead to conclusions reached
- Self-Regulation – the ability for self-examination and self-correction

Why is Critical Thinking important?

Since 1989, critical thinking has been one of the outcomes required in nursing education. Some schools are required by accrediting bodies to provide printed documentation that shows how critical thinking is measured and evaluated. The trend nationwide is to track and evaluate this critical thinking process throughout the program curriculum.

At the Ohio Valley Hospital School of Nursing, we believe our nursing students must develop the skills necessary to think critically, because the ultimate outcome for our students is to provide safe, efficient and effective nursing care.

Nursing Course Descriptions

FUNDAMENTALS I

Fundamentals I is the first course in the curriculum. This course introduces the student to the theoretical framework and concepts basic to nursing as a caring profession. Students are introduced to basic study skills that will enable them to become self-directed and begin the process of critical thinking. The concept of the nurse as a professional is introduced. The roles of communicator, educator, advocate, caregiver, and decision maker in various settings are discussed. Within each of these roles, emphasis is placed on health promotion through the use of therapeutic communication. Introductory concepts related to pain, comfort, infection control, patient care environment and patient hygiene are presented. Also, nutrition, safety, promotion of rest, and theories of stress are introduced. The students learn to perform basic assessments using a holistic approach. The clinical experience directly promotes the correlation of theory to practice and enhances student learning through hands-on application of theoretical concepts in a long-term care and clinical laboratory setting.

FUNDAMENTALS II

Fundamentals II is the second course in the curriculum. Self-directed learning is promoted as critical thinking skills are strengthened. The student builds upon the basic concepts learned in the **Fundamentals I** course, as they begin to apply the nursing process and Jean Watson's Theory of Human Caring. Physical assessment of the client population consisting of the young adult through the older adult is integrated with the theoretical basis of growth and development. Students begin

to recognize the difference between normal and abnormal assessment data, through the process of critical thinking. The concepts of homeostasis, medication administration, health promotion and health teaching are introduced. Learning focuses on care of the young adult, middle aged adult and elderly clients as students examine physical and psychosocial differences to individualize care. The clinical experience provides the opportunity to assess, plan, implement and evaluate care for the adult and elderly client in acute care and community environments.

MEDICAL/SURGICAL NURSING I

The **Medical/Surgical Nursing I** course takes place in the second semester of the freshmen level. This 8 week course builds on the basic concepts of care, communication, medication administration and basic assessment skills provided during the **Fundamentals I & II** courses. Emphasis is placed on the study of Carative Factors as described by Watson requiring advanced nursing skills and knowledge. **Medical/Surgical Nursing I** explores the human responses to illness and its meaning to the individual throughout the health/illness continuum. Environmental, community and culture factors are explored as they impact the health/illness continuum. In addition, emphasis is placed on the importance of the nurse's role in providing patient teaching/education as it impacts health and wellness, empowering the patient to manage their health. The clinical experience provides the student the opportunity to further develop clinical competence and nursing knowledge as it applies in a variety of settings. The student is exposed to the concept of participating in the interdisciplinary team collaboration process for providing optimal patient care. The scientific method known as the Nursing Process is utilized

as the focal point for critical thinking and decision making behaviors. In addition to classroom theory and clinical experiences, students are encouraged to embrace self-directed learning for promoting professional and personal growth.

THE MEDICAL/SURGICAL NURSING II

Medical/Surgical Nursing II course is an 8 week nursing course that follows **Medical/Surgical Nursing I** in the freshmen level, second semester. This 8 week course continues to develop the basic concepts of care, communication, medication administration and basic assessment skills provided during the **Fundamental I & II** courses and **Medical/Surgical Nursing I** course.

MEDICAL-SURGICAL NURSING III

Medical/Surgical Nursing III is one of three rotating courses in the student's second year, before progressing to **Nursing Leadership**. The focus of this course is to employ critical thinking skills in the holistic, acute care nursing management of adult patients with complex, multi-system interrelated medical-surgical problems. The student gains more proficiency with the nursing process, complex nursing skills, and therapeutic nursing interventions, thereby expanding upon principles learned in the first year courses. Prioritization to meet the acute health care needs of patients and families is stressed.

Watson's Theory of Human Caring is utilized as a basis for communication in various acute or crisis situations for patients and their families and in the teaching-learning process at all levels of prevention. Students care for patients and families at various stages of the health maintenance/illness continuum in acute care and community settings. The nurse as a coordinator of the interdisciplinary team is

emphasized. Legal-ethical issues that relate to quality of life and end-of-life are analyzed in relation to nursing care management for patients of all cultural backgrounds. Students are accountable for self-direction to accomplish professional and personal learning requirements and goals.

NURSING OF THE DEVELOPING FAMILY

Nursing of the Developing Family is one of three rotating courses in the student's second year before progressing to **Nursing Leadership**. This course focuses on the optimal health of the developing family. Watson's Theory of Human Caring is the unifying framework integrated throughout the course. The nursing process and culturally appropriate nursing strategies are utilized to meet the individualized needs of the developing family. Principles of holistic care are applied to analyze changing family dynamics. Clinical judgment relates to health promotion activities for the childbearing family and includes all phases of perinatal care and care of the developing child from infancy to adolescence. Major emphasis is placed on health education as a tool in promoting health of the family at all levels of prevention. Communication and critical thinking skills are employed as the student interacts with family members in various stages of development. The role of the nurse is responding to legal/ethical issues related to the childbearing family is analyzed. Clinical experiences provide opportunities for interdisciplinary, collaborative nursing care in both community and acute care settings. Students are accountable for self-direction to accomplish professional and personal learning requirements and goals.

MENTAL HEALTH NURSING

Mental Health Nursing course is one of three rotating courses in the student's second year before progressing to **Nursing Leadership**. It focuses on holistic concepts related to Watson's Theory of Human Caring and the mental health-mental illness continuum. This course deals primarily with the client's thoughts, feelings and behaviors. The development of effective interpersonal relationships is emphasized as being essential to all nursing practice. The course consistently emphasizes therapeutic communication techniques. Ample opportunity is provided for students to critique therapeutic nurse-client relationships. Students analyze and evaluate the dynamics of the client's and one's own behavior. Emphasis is placed on understanding and accepting one's self. Students collaborate with the interdisciplinary team members in providing holistic care to clients. Teaching/learning experiences in nurse-client relationships and therapeutic nursing interventions with acute and chronically mentally ill clients are provided in acute care, long term care and community environments. Clinical experiences provide the opportunity to relate the nursing process and critical thinking skills to the health promotion of clients, families, and groups. The transfer and application of mental health nursing concepts to other areas of nursing practice are expected. Students are accountable for self-direction to accomplish professional and personal learning requirements and goals.

NURSING LEADERSHIP

Nursing Leadership is the final course of the program, which emphasizes the principles and philosophies of leadership and management as they apply to the care of the client. The student compares and contrasts various nursing theories to Watson's

Theory of Human Caring. Content focuses on learning which will bridge the gap between nursing education and nursing practice. Challenges facing the nurse in today's world are discussed including: health promotion, clinical practice, education, legal/ethical, labor and legislative issues. The transition from student to graduate professional nurse is facilitated as theoretical knowledge is integrated in the clinical setting under the direction of a preceptor. The student uses critical thinking and communication skills to incorporate the nursing process when prioritizing holistic care for a group of clients in a variety of settings. The student synthesizes the concepts of teaching/learning, ethical/legal issues, leadership styles, delegation, and professional roles in the transition from novice to graduate nurse. The student will incorporate accountability and responsibility for clinical practice and for life-long learning.

Affiliating College Course Descriptions (through La Roche College)

ANATOMY AND PHYSIOLOGY I

This course is a comprehensive study of the structure and function of the human body. The dynamics of the cells are discussed with emphasis on the function of DNA. Tissues and organ systems are treated with reference to their function in metabolism. The energy relationship of the systems and homeostasis is emphasized. The skeletal, muscular, cardiovascular, and lymphatic systems are integrated to show the students their interdependence.

3 credits

ANATOMY AND PHYSIOLOGY LAB I

Course includes a laboratory/recitation period consisting of hands-on demonstrations of topics reviewed in lecture and experimentation utilizing the analytical techniques and equipment reviewed in this course. Language of anatomy, histology, integumentary system, and skeletal and muscular systems will be studied in detail. Principles of scientific inquiry are integrated throughout the course.

1 credit

ANATOMY AND PHYSIOLOGY II

This course introduces the student to the physics and dynamics of the nervous system. Enzyme chemistry in relation to the digestive system is covered in detail. The respiratory, urinary, and reproductive systems are discussed with modern theories of functions. An integrated study of endocrinology is applied to human physiology. Direct references are made to diseases encountered in each system with consideration being given to prevention and cure.

3 credits

ANATOMY AND PHYSIOLOGY LAB II

This course includes a laboratory/recitation period consisting of hands on demonstrations of topics reviewed in lecture and experimentation utilizing the analytical techniques and equipment reviewed in this course. Nervous, endocrine, cardiovascular, respiratory, digestive, and reproductive systems are studied. Dissection of a fetal pig or cat is part of the laboratory course. Principles of scientific inquiry are integrated throughout the course.

1 credit

MICROBIOLOGY

This course is a fundamental study of microorganisms with emphasis on morphological and biochemical characteristics including the structure, physiology, genetics, pathogenicity, and classification. The role of microbes in nature, industry, and public health is discussed. Basic laboratory techniques are introduced and microbes are identified. Students registering for this course must also register for the microbiology laboratory.

3 credits

MICROBIOLOGY LABORATORY

This course studies microbes, parasites, and immunology. It includes identification of one unknown bacterial stain. This laboratory is taken concurrently with microbiology.

1 credit

READING AND WRITING STRATEGIES

This course introduces the integrated nature of the communications skills program and establishes the importance of communications for a successful life and career. Students are made conscious of the behaviors and communication patterns typical of the groups to which they and other students belong; they learn to see themselves as audiences for others as they explore how different audiences have different patterns of communication and different expectations; they are encouraged to value and respect differences in communication patterns

exhibited by others; and they are encouraged to adapt to the patterns of behavior and communications skills are introduced and practiced, reading, interpreting, and writing are emphasized.

3 credits

ARGUMENT AND RESEARCH

This course reinforces the integrated nature of the communications skills program and the significance of communications for a successful life and career. By learning to analyze and understand their professors as audiences, students are made conscious of the communications and behavioral expectations of their professors and of the reasons for variations in those expectations. While acquiring strategies for researching, interviewing, interpreting, and speaking, students focus on principles of logic, critical thinking, argumentation, and audience analysis necessary to create their own arguments as well as critique the arguments of others. Though all the communications skills are practiced, speaking and writing are emphasized. All written work is to be done on a word processor.

3 credits

GENERAL PSYCHOLOGY

This course is a survey and examination of principles of human behavior and methods of scientific approach to understanding growth and development. The course deals with the complexities of behavior and helps the student to better understand himself and his environment.

3 credits

PRINCIPLES OF SOCIOLOGY

This course is an introductory examination of the fundamental principles of group life and human behavior. The course emphasizes natural and social heritage and the meaning and functions of culture. Students explore the origin, functions, and characteristics of institutions, community services, and small group behavior.

3 credits

NURSING ETHICS

This course focuses on personal and professional ethics related to contemporary nursing. The process of ethical analysis and reasoning will be applied to a variety of patient and health care situations. Particular emphasis will be placed on political and religious controversy, economic consideration, cultural issues and professional commitment related to ethical dilemmas.

3 credits

NURSING NUTRITION

This course discusses the fundamentals of nutrition; the role of nutrition throughout the lifespan in children, adults, pregnancy, and older adults will be examined. Nutrition in wellness, disease prevention, and disease treatment are also studied. Additionally, digestion, absorption, macro-nutrients, vitamins, minerals, and calorie requirements will be discussed.

3 credits



Academic Policies

STUDENT ACCOUNTABILITY

- The student is responsible and accountable for individual active participation in the learning process.
- The student is required to prepare for each theoretical and clinical experience, to participate actively in each learning opportunity and to pursue academic goals through honest endeavor.
- The student is responsible and accountable for individual actions while administering nursing care to the client.
- The student is to perform nursing care commensurate with the level of nursing education and to adhere to the policies and procedures of the institution where their clinical experience is scheduled.
- It is the responsibility of the student to seek supervision from the nursing instructor for any nursing skill or treatment that the student does not feel competent to perform.

EVALUATION

Student evaluation is based on the curriculum, course and level objectives. It is a continuous process involving both faculty and student. Each week the instructor will meet with the student at a scheduled time for a clinical evaluation of the previous week. Upon completion of a term, each student will receive a final clinical evaluation by the instructor. The final theory grade and clinical pass/fail grade is given to the student and recorded on his/her academic transcript. At the end of each term the student anonymously evaluates the clinical site, classroom and clinical instructor, and theoretical experience.

GRADING SCALE - THEORY

Grade	Quality Points	Percentage
A	4	93-100
B	3	85-92
C	2	77-84
F	0	0-76

A student must achieve a "C" in all courses to remain in the nursing program. The affiliating college will provide 1 quality point for a "D" grade; however, a "C" grade must be achieved to continue in the program. A student who fails a nursing course (clinical or theoretical component) cannot progress to the next course and will be dismissed from the program. A student who withdraws during a term is assigned a "W" grade. The "W" grade does not negatively impact a student's QPA, however, the course must be completed to progress in the program.

GRADING SCALE - CLINICAL

To achieve a passing grade in clinical, the student must obtain a satisfactory rating for each clinical objective. A Pass (P)/Fail (F) system of grading is used for the final clinical grade. Students who do not achieve a satisfactory score in each clinical objective will receive a final grade of "F." "P" or "F" clinical grades are not used in calculating the QPA.

PROGRESSION/PROMOTION

If all academic and professional standards of the School are met, the student will progress to the next term. A student will progress to the next term only if the cumulative QPA (Quality Point Average), and the individual grade for each course (college and/or nursing course) is 2.0 (C grade) or above. A student not meeting the standard as outlined above will be dismissed.

MAXIMUM TIME FRAME

A financial aid recipient must complete the program within 150% of the normal program length as measured in months. The maximum time frame for transfer students will be adjusted. Students who exceed their maximum time frame are subject to the loss of financial aid, which can be appealed following the procedures outlined on the next page.

READMISSION

Students who withdraw for any reason are eligible to apply for re-admission. A student who is

academically dismissed may apply for readmission. A student may re-enroll only once with the approval of the ad hoc Faculty Committee for Admissions. Due to the sequential nature of the program, re-enrollment will typically be ten to twelve months after the dismissal or withdrawal.

GRADUATION

A student who has fulfilled the requirements of the nursing program will graduate and be eligible to receive the diploma, cap and pin of the School. All financial obligations must be fulfilled prior to graduation.

The graduating nurse may apply to take the state licensing examination for registered nurses (NCLEX-RN) providing all requirements for eligibility are met. **Attendance at graduation is mandatory.**

MEDICATION ADMINISTRATION COMPETENCY POLICY

Students are required to demonstrate competency in math calculations and/or medication administration. Math remediation services are offered.

PROFESSIONAL STANDARDS

The faculty of the Ohio Valley Hospital School of Nursing believes that certain behaviors are necessary to maintain the professional status that nursing has earned.

A student in the professional nursing program will:

1. Comply with the designated dress code for class and clinical experiences.
2. Respect the dignity and worth of all people by offering nursing care without prejudice.
3. Promote the individual and institution's right to privacy by maintaining confidentiality according to State and Federal law. Uphold Patient's Rights, including but not limited to the right to privacy and confidentiality as defined by HIPAA (Health

Insurance Portability and Accountability Act).

4. Maintain integrity of nursing practice by reporting errors to the appropriate persons and accepting responsibility for his/her own actions.
5. Collaborate with other members of the health profession and other citizens in an effort to meet the health needs of the public.
6. Progress through the theoretical and clinical experiences through honest endeavors. (See Academic Integrity Policy)
7. Demonstrate behavior that will promote respect for oneself and others and uphold and promote the standards of the nursing profession.
8. Complete all theory and clinical assignments in a timely manner and respect scheduled appointment times

PREREQUISITES FOR ATTENDING CLASSES

Students must be certified in CPR for the Health Care Provider by the American Heart Association prior to and during their enrollment in the nursing program.

Students must satisfy all health requirements prior to beginning the program. No student may begin classes unless their health record is complete.

Criminal, FBI clearance (fingerprinting) and child abuse clearance are required annually for student in order to be compliant with Act 33 and 34 of site codes.

Students must provide proof of successful completion of high school or college level Algebra, Biology, and Chemistry prior to admission (letter grade "C" or higher).



LEAVE OF ABSENCE

A leave of absence may be requested in writing and must be approved by the director of the School of Nursing. A student may take no more than 1 leave of absence in a twelve-month period; the leave may not be in excess of 2 weeks in duration.

Students are permitted a 3-day funeral leave for a death in the immediate family. Immediate family includes; parent, parent-in-law, spouse, child, daughter-in-law, son-in-law, sibling or legal guardian. If a close relative dies, the student is permitted a 1-day funeral leave. Close relatives include; grandparent, aunt, uncle, brother-in-law, sister-in-law, niece or nephew.

WITHDRAWAL FROM THE PROGRAM

A student may withdraw from the nursing program at any time. The student is required to submit a dated letter to the director of the School of Nursing, stating official withdrawal from the program, effective date, and the reason for withdrawal. The student must make arrangements for a final conference with the Director. A student who does not officially withdraw from the school and/or college or who fails to complete a course will receive a grade of "F." All financial and or scholarship obligations must be met before the student withdraws.

DISMISSAL FROM THE NURSING PROGRAM

A student will be dismissed from the School of Nursing for any of the following violations:

- Any criminal act
- Any violation of the Nurse Practice Act
- Violation of a School or Hospital policy
- Any purposeful act which endangers the safety and well-being of the client
- Noncompliance with the School's policy regarding substance abuse
- Failure of the theoretical or clinical component of a nursing course
- Failure of a college course (final grade "D" or "F")
- Failure of math competency exam per policy
- Violation of the Code of Ethics
- Violation of professional standards including academic integrity policy
- Any violation of HIPAA, including, but not limited to unauthorized computer access of patient information

HOLIDAYS

Students are exempt from class and clinical experience on:

- New Year's Day
- Easter
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving
- Christmas Day

Exemption from class and clinical experience will be given individual consideration by the director for other cultural and ethnic practices.

Student Services and Facilities

STUDENT HEALTH PROGRAM

All students entering the program must have a complete physical examination following the guidelines of the School of Nursing. The student health program assists in the promotion, maintenance, and restoration of the physical and mental health of the nursing student.

All students are required to provide proof of health insurance upon admission to the program. If a student does not have health insurance coverage, the student will be referred to the financial aid office for a list of resources through which the student may purchase health insurance coverage. The school does not offer insurance coverage for students, it is the student's responsibility to purchase and maintain health insurance coverage while attending school.

COUNSELING PROGRAM

Each student is assigned an academic advisor to assist the student in reaching their academic goals. Appropriate professional referrals will be made available for problems beyond the scope of the facility.

LIBRARY

A variety of journal titles and healthcare related book titles are available in the library on-site at our School of Nursing. In addition, students have access to a professional librarian who is contracted by the school of nursing to assist with library needs of students, faculty and hospital employees. Finally, students will have access to the professional library services at the affiliating college or university.

FACULTY ORGANIZATION COMMITTEE

The Faculty Organization Committee's purpose is to provide structure to carry out the philosophy and goals of the school; to guide operations of the school,

and to establish a democratic process for assessing, planning, implementing, and evaluating the total program. This committee provides an avenue for the discussion and resolution of student issues and concerns. Additionally, the committee assesses and provides guidance for the development of student services. Membership on the committee consists of elect student representatives, faculty and the Director of the School. This committee makes recommendations to the curriculum committee, the program administration committee, the library committee, the grievance committee, the FERPA committee and the Financial Aid Appeals committee.

SCHOOL FACILITIES

Our School of Nursing is equipped with classrooms, nursing and computer labs, conference rooms, a library, faculty/staff offices, a student lounge, and an auditorium. The clinical areas of Ohio Valley Hospital, all of which are available for planned student clinical experiences, include but are not limited to medical-surgical units, critical care suite, emergency department, post-anesthesia care unit, outpatient surgical service, and geropsych. In addition, the School of Nursing affiliates with a variety of other hospitals in the area to provide students with the best possible clinical experiences. Clinical supervision is provided by qualified faculty members.

Ohio Valley Hospital School of Nursing Academic Curriculum Calendar Class of 2019

First Year		Fall I - Term II (8 weeks) October 23, 2017- December 13, 2017	Spring I - Term I (8 weeks) January 2, 2018- February 23, 2018	Spring I - Term II (8 weeks) March 5, 2018- April 27, 2018	Summer I - Term I (8 weeks) April 30, 2018- June 22, 2018
Fall I - Term I (8 weeks) August 21, 2017-October 20, 2017	Fall II - Term II (8 weeks) October 23, 2017- December 13, 2017	Fundamentals of Nursing I (4 theory/ 1 clinical) A & P I w/ Lab Microbiology w/ Lab → →	Medical-Surgical Nursing I (4 theory/ 2 clinical) A & P II w/ Lab → →	Medical-Surgical Nursing II (4 theory/ 2 clinical) A & P II w/ Lab → →	Introduction to Psychology Introduction to Sociology Nursing Ethics 3cr* 3cr* 3cr*
5cr	5cr 3cr 4cr* 4cr*	5cr (3 theory/ 2 clinical) 4cr* 4cr*	6cr (4 theory/ 2 clinical) → →	6cr (4 theory/ 2 clinical) 4cr*	9cr.
Credit(s) Completed: 5cr.	WINTER BREAK December 18, 2017-January 1, 2018 Credit(s) Completed: 13cr.	SPRING BREAK February 26- March 2, 2018 Credit(s) Completed: 6 cr.	Credit(s) Completed: 18cr.	Credit(s) Completed: 18cr.	Credit(s) Completed: 9cr.

*Students rotate each specialty nursing course every 8 weeks during first (3) terms.

Second Year		Fall II - Term II (8 weeks) October 23, 2018-December 14, 2018	Spring II - Term I (8 weeks) January 2, 2019-February 22, 2019	Spring II - Term II (10 weeks) March 4, 2019- May 10, 2019
Fall II - Term I (8 weeks) August 27, 2018- October 19, 2018	Fall II - Term II (8 weeks) October 23, 2018-December 14, 2018	Mental Health/Developing Family/ Medical-Surgical III → →	Mental Health/Developing Family/ Medical-Surgical III → →	Nursing Leadership English II → (continued) Ends, April 17, 2019 Graduation Ceremony: May 10, 2019
6cr (4 theory/ 2 clinical) → →	6cr (4 theory/ 2 clinical) 3cr* 3cr*	6cr (4 theory/ 2 clinical) 3cr* 3cr*	6cr (4 theory/ 2 clinical) → →	10cr (4 theory/ 6 clinical) 3cr*
6cr	WINTER BREAK December 17, 2018-January 1, 2019 Credit(s) Completed: 12cr.	SPRING BREAK February 23, 2019- March 1, 2019 Credit(s) Completed: 6cr.	Credit(s) Completed: 6cr.	Credit(s) Completed: 13cr

One (1) Nursing Clinical Credit is equivalent to (45) clock hours
One (1) Nursing (and college course) Theory credit is equivalent to (15) clock hours
Credits are used to calculate QPA,
Add/Drop class policy is at the end of each first week/per term, without penalty
Schedule Subject to Change

- *Decorates College Credit(s) - Total 30 credits- 465 clock hours
- Nursing Credit Equivalents - Total 50- credits-855 clock hours
- Total Program Credits/ Clock Hours- Total- 80 credits/1320 clock hours

Class(es) indicated with * can also be counted as transferable credit- as proven by an official academic transcript by granting credit school

OHIO VALLEY HOSPITAL SCHOOL OF NURSING TUITION AND EXPENSES CLASS OF 2018

FULL TIME PROGRAM (19 months)

Pre-Entrance Fees (Non-Refundable)

Application Fee	\$50.00
ATI Exam Fee	\$90.00

First Year Tuition

Fall Session

August - December, 2016	6,400.00
<i>\$4,000 OVH Nursing / \$2,400 La Roche College</i>	

Spring Session

January, 2017 - April, 2017	\$6,000.00
<i>\$4,800 OVH Nursing / \$1,200 La Roche College</i>	

Summer Session

May, 2017 - June, 2017	\$2,700.00
<i>\$2,700 La Roche College</i>	

Total of First Academic Year	\$15,100.00
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Second Year Tuition

Fall Session

August - December, 2017	\$6,600.00
<i>\$4,800 OVH Nursing / \$1,800 La Roche College</i>	

Spring Session

January - February, 2018	\$ 3,300.00
<i>\$2,400 OVH Nursing / \$900 La Roche College</i>	

Summer Session

March - May, 2018	\$4,000.00
<i>\$4,000 OVH Nursing</i>	

Total of Second Academic Year	\$13,900.00
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PROGRAM GRAND TOTAL: \$29,000.00

In addition to tuition charges, the following expenses are included in the Program Grand Total amount:

- Healthcare CPR certification
- Malpractice insurance
- ATI course exams

Other related fees, such as books, uniforms, lab, technology, registration and graduation fees, along with other related school fee(s), as appropriate are the sole responsibility of each student, regardless of scholarship eligibility. Transportation to and from clinical sites along with parking fee(s) are ALWAYS the sole responsibility of the student.

When applicable, upon request information related to similar programs in the region will be provided.

All terms and conditions, as well as pricing are subject to change, without prior notice.

Tuition and Fees

Tuition for each term must be paid in full (or satisfactory payment arrangement developed) at the beginning of each term. Checks or money orders are made payable to the Ohio Valley Hospital School of Nursing. The check should be identified with the student's full name and paid directly to the Financial Aid Office, or sent to:

**Ohio Valley Hospital
School of Nursing (Financial Aid)
25 Heckel Rd.
McKees Rocks, PA 15136**

ADMISSION ACCEPTANCE FEE

Once you are accepted into the upcoming Ohio Valley Hospital School of Nursing class, you will be required to pay a fee of \$100 to reserve your spot in the program. Once the semester begins and you are a registered student, that \$100 will be applied towards your tuition. If you choose not to become a registered student, you forfeit that fee. If you have any questions, please call our Admissions Counselor at 412-777-6204. You may send your \$100 check to:

**Ohio Valley Hospital School of Nursing
W. Laird Davis Center of Learning
C/O Admissions Office
25 Heckel Road
Kennedy Township, PA 15136**

FINANCIAL AID

The School of Nursing participates in federal and state financial aid programs. To be eligible for financial aid, students must be citizens of the United States or eligible non-citizens, enrolled in an eligible program leading to a degree or certificate, not be in default or owe a refund on federal financial aid previously received and meet satisfactory academic progress standards. Additional eligibility criteria are outlined in The Student Guide, A US Department of Education publication available from the Financial

Aid Office. A student must reapply each year to determine continued eligibility for most programs.

APPLYING FOR FINANCIAL AID

The School of Nursing will assist the student and his or her family in every way possible. The student must complete the Free application for Federal Student Aid (FAFSA). The form is available from our Financial Aid Office, high school counselors, most libraries, and the Internet (www.fafsa.ed.gov). The student will receive a Student Aid Report (SAR) as a result of the US Department of Education processing their FAFSA. The SAR is used to determine eligibility for financial aid for most federal and state programs. At the student's or parent's discretion, a separate loan application may be completed to borrow educational funds. A student should contact the Financial Aid Office for institutional aid programs requiring a separate application. Each student is encouraged to apply early to maximize his or her eligibility for financial aid.

DISBURSEMENT OF FINANCIAL AID

In general, the School of Nursing disburses aid on a combination of one 6-week session and a full semester. Most financial aid is directly credited to a student's account at the beginning of each payment term. Funds will not be credited until all requested documents and information have been received and verified. First time borrowers cannot receive the first disbursement of a Direct Loan until 30 days have elapsed from the start of classes.

STUDENT RIGHTS & RESPONSIBILITIES

As a recipient of federal financial aid, a student has certain rights and responsibilities. Knowing these rights and responsibilities puts the student in a better position to make decisions about educational goals and how to achieve them. These rights and responsibilities are outlined in the Student Guide at www.studentaid.ed.gov.

Types of Aid and Loan Options Available

DESCRIPTION OF AID PROGRAMS AVAILABLE

There are basically 2 forms of financial aid: gift aid, in the form of grants and scholarships, and educational loans. Gift aid does not have to be repaid by the student, but loan funds must be repaid. The School of Nursing participates in several federal and state financial aid programs as well as offering institutional aid.

OHIO VALLEY HOSPITAL FULL TUITION SCHOLARSHIP

The School of Nursing offers an institutional scholarship from the OVH Administration Board of Directors and federal and state grant programs to support the cost of rising tuition for our students. Eligibility is limited to US citizens or eligible non-citizens and is generally based on pre-entrance exam scores and academic merit. The Full Tuition Scholarship has a 3 year work commitment at OVH attached, including completion of 50 mandated volunteer hours while in attendance of the program. Scholarships are awarded per-term basis. A student with a desire to attend under this scholarship program should inform the school immediately; as scholarships are awarded first come/first served.

FEDERAL PELL GRANT

Gift assistance based upon need and awarded through the federal government. The grant amounts are adjusted annually by Congress and generally range from \$400 to \$4,310. Students apply by completing the FAFSA. Students, if otherwise eligible, may qualify for a Federal Pell Grant regardless of the number of credits for which they are enrolled.

PENNSYLVANIA STATE GRANT

Pennsylvania State Grants are also gift assistance, based upon financial need, awarded through

the Commonwealth. The PHEAA Grant is available to qualifying permanent residents of the Commonwealth of Pennsylvania. Award amounts are adjusted annually by the Commonwealth. Students apply by completing the FAFSA also. To qualify for the PHEAA Grant, the student must be enrolled at least half-time (6 credits). The State Grant deadlines are different for first-time applicants, renewal applicants and summer-term applicants.

- **First Time Applicants- August 1st**
- **Renewal Applicants- May 1st**

If you miss the State Grant deadline for the academic year, apply anyway. Late applicants (for terms other than summer) may qualify for awards if funding permits.

DIRECT STAFFORD LOANS

Direct Stafford Loans, from the William D. Ford Federal Loan (Direct Loan) Program, are low-interest loans for eligible students to help cover the cost of higher education. Eligible students borrow directly from the U.S. Department of Education.

Direct Stafford Loans include the following types:

Direct Subsidized Loans - Direct Subsidized Loans are for students with financial need. OVH School of Nursing will review the results of your Free Application for Federal Student Aid (FAFSA) and determine the amount you can borrow. You are not charged with interest while enrolled at least half-time and during grace and /or deferment periods.

Direct Unsubsidized Loan – You are not required to demonstrate financial need to receive a Direct Unsubsidized Loan. Like the Subsidized Loans, the School of Nursing will determine the amount you can borrow. Interest accrues (accumulates) on an unsubsidized loan from the time it is first disbursed. You can pay the interest while you are in school and during grace, deferment or forbearance periods, or you can allow it to accrue and be capitalized (added to principal amount), if you choose. Just remember: If you choose to not pay the interest, this will increase the total amount you have to repay because you will be charged interest on a higher principal amount.

DIRECT SUBSIDIZED AND UNSUBSIDIZED FEDERAL STAFFORD LOAN

Congress sets interest rates on Direct Loans from the U.S. Department of Education through legislation that ties the rate to financial markets. Your student loan servicer does NOT set your student loan interest rate and cannot change it.

For Federal Direct Student Loans with a first disbursement date between July 1, 2016 and June 30, 2017, the following rates are fixed for the life of the loan:

Direct Subsidized and Unsubsidized Loans for Undergraduate Students: 3.76%

Direct PLUS Loans for Parents of Undergraduate Students: 6.31%

PARENT PLUS LOAN

Parents of dependent students may apply for a Direct PLUS Loan to help pay for their child’s educational expenses as long as certain eligibility requirements are met.

To be eligible for a Direct PLUS Loan for Parents:

- The parent borrower must be the student’s biological or adoptive parent. In some cases, the student’s stepparent may be eligible.
- The student must be a dependent student who is enrolled at least half-time.
- The parent borrower must not have an adverse credit history (a credit-check will be preformed). If the parent does not pass the credit-check, the parent may still receive a loan if someone (grandparent and or/relative) agrees to endorse the loan. The endorser promises to repay the loan if the parent fails to do so. The parent may also receive a loan if he or she can demonstrate extenuating circumstances.
- The parent must be a U.S. citizen or eligible non-citizen, must not be in default on any federal education loans or owe an overpayment on a federal educational grant. The borrower must meet other general eligibility requirements.

For a Direct PLUS Loan, the parent must complete a Direct PLUS Loan Application and Master Promissory Note (MPN). The MPN is a legal document in which the borrower promises to repay the loan and any accrued interest and fees to the Department of Education. It also explains the terms and conditions of the loan. The PLUS Loan/MPN application can be completed online at www.studentloans.gov. The annual limit on a PLUS Loan is equal to the student’s cost of attendance minus any other financial aid the student receives.

PLUS LOAN

It is a Parent Loan for Undergraduate Students. Only the parents of a dependent student may borrow a PLUS loan. PLUS loan eligibility is not based on financial need. The maximum annual loan limit is the difference between educational costs and other financial aid the student is receiving. Parents apply by completing a loan application available at the School, a bank, or other lending institutions, credit union, etc. For a parent to borrow a loan, the student must be enrolled at least half-time (6 credits).

NOTE: Before July 1, 2010, Stafford, PLUS and Consolidation Loans are also made by private lenders under the Federal Family Education Loan (FFEL) Program. As a result of recent legislation, no further loans will be made the FFEL Program, beginning July 1, 2010. Instead all new Stafford, PLUS and Consolidation Loans will come directly from the U.S. Department of Education under the Direct Loan Program.

ALTERNATIVE LOANS

If you have checked into scholarships, applied for grants, received a Federal Stafford and/or PLUS loan, and still have costs to cover for college, consider an alternative loan. Alternative loans typically have higher interest rates, more fees, and less flexible repayment options than the federal loan program. Alternative or private loans should only be used if: you need additional funds after obtaining financial aid through scholarships, grants, and federal loan programs; or if you are ineligible of receiving a Stafford and/or PLUS loan. Alternative loans are not part of federal programs like the Federal Family Educational Loan Program, therefore loan terms and conditions vary substantially by program and lender. They are based on creditworthiness and may require a co-signer. Please contact the Financial Aid Officer for more details and information.



OHIO INSTRUCTIONAL GRANT (OIG)

Gift assistance based upon financial need and awarded through the state government. The OIG Grant is available to qualifying permanent residents of the State of Ohio. Award amounts are established by the state legislature. Students apply by completing the FAFSA. To qualify for the OIG Grant, The student must be enrolled at least half-time (6 credits).

INSTITUTIONAL ASSISTANCE

The School of Nursing offers institutional financial assistance from the Josephine Roseta Educational Foundation in addition to the federal and state aid programs. Institutional grants are generally based on a combination of financial need and academic merit. Institutional grants do not have to be repaid. Application procedures for all institutional grants and scholarships are discussed in The Student Guidebook.

Students should consult The Student Guidebook for more detail on annual awards, loan terms, and amounts, eligibility requirements for all programs, application procedures, and related information.

REFUND POLICY

Students may withdraw from the nursing program at any time. Students are required to submit a letter of withdrawal from the program to the Director of the School of Nursing. The letter must state the reason for leaving, be signed, and dated. Students must make arrangements for a final conference with the Director.

Students may owe the School a balance after all refunds are made. Students must make arrangements with the Financial Aid Advisor to ensure that all financial obligations are met.

TUITION REFUND

The percentage of tuition refunded will be calculated in accordance with the application refund schedules outlined below. The Federal Pro Rata policy is only applicable to students enrolled for the first time at the School of Nursing and only during the first semester. All other refunds are calculated in accordance with the federal refund policy.

Although semesters may be combined for billing purposes, refunds, are based on the tuition charged for each semester, whether a mini session or a full semester. The student will receive a full refund of tuition charged for a semester if he or she never attends. For example, a first year student is billed for the first mini session and fall semester. The student will receive a full refund for the fall semester, and the refund will be calculated on the tuition attributable to only the mini session in which the student withdrew.

Federal Pro Rata Policy	6-Wk Term Refund %	15-Wk Term Refund %
1st day of class	100%	100%
1st week	80%	90%
2nd week	60%	80%
3rd week	50%	80%
4th week	0%	70%
5th week	0%	60%
6th week	0%	60%
7th week	0%	50%
8th week	0%	40%
9th week	0%	40%

No refund beyond 9th week

Federal Refund Policy	All Terms Refund 50%
1st day of class	100%
After the 1st day of class through 10% of the term	90%
Withdrawal after the first 10% but not through 25% of term	50%
Withdrawal after the first 25% but not through 50% of term	25%
After 50% of the term	0%

ALL FEES ARE NONREFUNDABLE

Tuition refunds are calculated using the student's last day of attendance. The School will make refunds within 30 days of the student's official withdrawal date or in the case of unofficial withdrawal, the date the School determines the student is no longer enrolled. The date of determination for unofficial withdrawal is more than 15 calendar days after the student's last date of attendance.

Sample refund calculations are available in the Financial Aid Office.

Refunds are made in the following order:

1. Unsubsidized Federal Direct Loans
2. Subsidized Federal Direct Loans
3. Federal PLUS Loans
4. Federal Pell Grant
5. State Grant Programs (PHEAA, OIG)
6. Institutional Aid
7. Outside Agency Aid, and
8. Student

A student or parent, who believes an exception to the published refund policy is warranted, should submit a written appeal with documentation of any

mitigating or unusual circumstances. The written appeal must be submitted within 45 calendar days of the last day of attendance. The appeal should be directed to the Financial Aid Advisor at the School of Nursing.

REPAYMENT POLICY

A student who receives a cash refund from grant aid will have a repayment calculation performed upon complete withdrawal from the program. This calculation is used to determine if any of the aid paid to the student for indirect expenses must be repaid to the financial aid programs.

All non-institutional living expenses are prorated based on the number of weeks the student completes each term. A partial week is treated as equivalent to a full week. For students who begin attendance in the term, 100% of the books and supplies allowance is considered expended.

Repayments are made in the following order:

1. Federal Pell Grant
2. State Grant, and
3. Institutional Grant

Applicable college credits can be transferred into the nursing program prior to admission. Once admitted to the program, any required college course must be taken at the affiliating university within the curriculum of the nursing program.

Substance Abuse Policy

It is the policy of the School of Nursing to take reasonable steps to prevent the abuse of alcohol, controlled substances and/or alcohol abuse by its students in or affecting the classroom and/or clinical setting or workplace and thus provide a drug-free environment throughout. This policy is based in substantial part on the hospital's concern for the safety, health, and welfare of its employees, their families, its patients and the community at large. The policy is not designed to punish the students, but to protect the individual's health and eliminate any controlled substance and/or alcohol abuse problems.

Consistent with the Hospital's commitment to a drug-free environment and to the safety and the well-being of its patients, the School of Nursing (as governed by the Hospital) strictly prohibits the following:

- The presence of students in class, clinical setting, and/or community setting while under the influence of intoxicants, drugs, or any other controlled substance.
- The use, possession, transfer, sale or purchase of intoxicants, illegal drugs, or controlled substances in any amount, in any manner, or at any time, on the hospital and/or school premises or in a community setting or while conducting Hospital and/or School business.
- The use of school/hospital property, including school/hospital telephones, or any student's position within the school/hospital to make, transfer, sell or purchase intoxicants, illegal drugs, or controlled substances; and
- Any other use, possession, sale or purchase of intoxicants, illegal drugs or controlled substances in a manner which has adverse impact on the Hospital and/or School of Nursing.

Please note: Any student who is under prescribed medication or taking any drug which may cause adverse side effects which would prohibit the ability to perform or operate in a safe and productive manner, must report such use to the Director, School of Nursing immediately. Management of the School

and/or Hospital will determine if the student will remain at school, be restricted in duties, or sent home.

If, the amount of prescribed drug taken by a student is over the therapeutic range, and could interfere with school (in class and/or clinical performance), the student will be asked to take a blood test. Any student who refuses to take a blood test will be considered impaired and will be terminated from the school.

Any student convicted of any criminal drug statute occurring while attending the Ohio Valley Hospital School of Nursing or while engaged in Hospital and/or School business must notify the School within 3 days after such conviction. The student will be terminated from the program.

Drug tests will be conducted as a routine part of the student's entrance requirements and on a random basis while enrolled in the program. Any student may be requested to undergo drug and/or alcohol tests via blood, urinalysis, breathalyzer test or other diagnostic tests under certain circumstances as stated below. The drug test will screen for the following elements:

- a. Amphetamines
- b. Barbiturates
- c. Benzodiazepines
- d. Cocaine
- e. Methadone
- f. Opiates
- g. Methaqualone
- h. Propoxyphene
- i. Phenacyclidine
- j. Cannabinoids

Students must satisfactorily pass a drug screening prior to entry into the program and annually.

The Director of Business Fit will serve as the Medical Review Officer (MRO) and will be responsible for discussing the test results (both positive and negative) with students.

Current students may be tested for drugs:

- On a random basis
- When there is reason to believe, in the opinion of the School and/or Hospital, that a student is under the influence of, or impaired by, alcohol or drugs (prescribed or non-prescribed) while on the School's and/or Hospital property or during class, clinical, or community hours.
- When a student is involved in a class, clinical, or community related accident or incident.
- When there is reasonable suspicion. This may be based on any unusual occurrence, which in the opinion of the School or Hospital, could indicate a violation of this policy.

Examples:

- Any deviation from the protocol for drug administration
- Loss of controlled drugs under a student's direction on the clinical unit.
- Student behavior indicates impairment.

If the student is at an offsite location and is required to have a drug test, the student will be transported to Business Fit by a staff member from the Materials Management department and an another Ohio Valley Hospital representative to ensure the safety of the student.

The School and/or Hospital will cover the financial cost of any drug test it administers.

- Before being tested, the student should list, on a confidential form that accompanies the sample, any prescribed or non-prescribed medications that could affect the test.
- If there is reasonable suspicion on the part of the School and/or Hospital that a student is under the influence of, impaired by, alcohol or drugs, or is in the possession of or control of alcohol, drugs, or equipment, products, and material that are used and/or designed for use with such substances, the School or Hospital may search any School or Hospital property or the student's personal property. The student may be requested to submit to a search by the School's representative of his or her person and/or property.

- Any violation of this policy, including the refusal to immediately submit to a requested search or test, or a positive test result of such test(s) will result in immediate termination from the school.
- The Vice President, Nursing Administration, must be consulted prior to disciplinary action taken.

Notification to law enforcement agencies will be made, at the discretion of the Hospital and/or School, regarding violations of this policy as appropriate and/or necessary.

- Ohio Valley Hospital School of Nursing reserves the right to rescind admission status to the nursing education program should the results of a newly enrolled student's pre-entrance or post enrollment drug test prove to be positive for illegal drug use.

Any student with a positive drug screen while enrolled in the School will be terminated from the educational program and will not be granted re-enrollment status. If the student was in the School of Nursing on an OVH Foundation scholarship, the student automatically forfeits the right to this benefit when found to be non-compliant with this policy.

Revised June 2008, 2013, 2015

Sexual Harassment Policy

It is the policy of the Ohio Valley Hospital School of Nursing to provide an educational environment free from any form of sexual harassment.

Sexual harassment shall be defined as:

- Unwelcome sexual advances
- Requests for sexual favors
- Other verbal or physical conduct of a sexual nature

The conduct must relate to education in that:

- Submission to such conduct is made either: explicitly or implicitly a term or condition of the individual's academic standing.
- Submission to, or rejection of, such conduct by an individual is used as the basis for academic decisions affecting such individual.
- Such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance.
- Such conduct has the purpose or effect of unreasonably creating an intimidating, hostile or offensive academic environment for all students.

These types of activities will not be tolerated by any individual, including, but not limited to the following: Ohio Valley Hospital School of Nursing faculty, affiliated college faculty, Ohio Valley Hospital healthcare workplace employees, affiliated healthcare workplace employees, student peers, volunteers, visitors or patients.

Should any student have a complaint related to this policy, they should contact the Director of the School of Nursing immediately. Fact-finding and documentation activities will commence immediately so as to resolve the complaint as soon as possible. All complaints will be handled in a confidential manner and no retaliation will be sought by any member of the Ohio Valley Hospital School of Nursing or affiliated agency for the voicing of such a complaint.

Created November 2002

Reviewed June 2008, 2012

Licensed Practical Nurse Advanced Placement

A Licensed Practical Nurse [LPN] may obtain advanced placement into the Fall I Term II nursing course. A LPN seeking advanced placement in the nursing program must adhere to the following:

1. Submit a written request for advanced placement 3 months prior to the start of the course in which the applicant is seeking admission.
2. Complete OVH School of Nursing admission process.
3. Submit official transcript from previous school of nursing. Official transcript must be from accredited practical nursing program with a minimum 2.5 QPA.
4. Submit verification of active licensure in the United States.
5. Submit verification of current work experience as LPN.
6. Achieve overall percent score of 74% on the NLN Nursing Acceleration Challenge Examination [NACE] | PN to RN: Foundations of Nursing* for the theory challenge. The applicant is responsible for the cost associated with the examination.
7. An applicant that achieves the NACE examination result for the theory challenge must successfully complete the clinical challenge. The clinical challenge includes demonstration of selected skills based on Introduction to Nursing course and 90% on math examination*.

**Examinations may only be retaken one time*



The Ohio Valley Hospital School of Nursing History

Our School of Nursing accepted its first student in 1901. At that time the Hospital was still known as McKees Rocks General Hospital. For 115 years, the School of Nursing has grown and advanced with the Hospital toward a mutual goal of excellence in health care and nursing education. The School of Nursing has maintained programs of affiliation with other hospitals prominent in their respective fields to provide students with opportunities for experience in all areas of nursing care.

Since 1901, our School of Nursing has evolved from a 3 year program, to a 19 month accelerated program. This provides an opportunity for non-traditional students to achieve quality nursing education in

the least amount of time. The Ohio Valley Hospital School of Nursing has strong affiliation with a leading university in the area to incorporate the highest level of educational experience.

Ohio Valley Hospital History

During the 1890's, McKees Rocks Hospital was established in Norwood by Dr. Samuel McCune Black. The once private-hospital was chartered in 1906 as the non-profit Ohio Valley General Hospital. Because the hospital's 30 beds were usually were filled to capacity, a new wing was added in 1909. This included bassinets and new service facilities.

In 1930, the Sisters of the Holy Family of Nazareth, with a long tradition of healthcare ministry, took over management of the hospital. The institution remained a non-sectarian, community hospital. As

time passed, as many as 83 patients were crowded into a facility designed for 60 beds. It was clear even more space was needed.

Knowing this, the wife of skilled physician Edward B. Heckel made acreage available to the Hospital, in his honor, for a nominal price. The space was just two miles from the original site in Kennedy Township.

In December of 1947, the cornerstone for the new foundation was laid. The new building opened in the spring of 1949, on what is now known as Heckel Road.

The School of Nursing building was constructed in 1956 and provided facilities for 65 students. The School was accredited by the National League for Nursing and approved by the Pennsylvania State Board of Nurse Examiners in 1959. Since 1963, the hospital has also operated a School of Radiologic Technology, which recently celebrated its 50th commencement

In 1968 the OVGH campus saw even more changes. The School of Nursing was remodeled, and a three story addition to the Hospital was made. This enlarged the Emergency and Outpatient facilities, provided new offices for physicians and administrators and added new Laboratory and Radiology facilities.

The Medical Office Building was opened in May, 1988. Improvements to the facility and critical upgrades continue to this day. Renovation of the nursing units has also been ongoing.

Recent expansion includes the Residence at Willow Lane, a contemporary assisted living community, and the construction of Willow Heights, an independent living facility. We have also added outpatient psychiatry, pain and wound care centers, and a growing primary care network.

In 2014, the name of Ohio Valley General Hospital again changed: this time to Ohio Valley Hospital. With the name change, the Hospital has been able to introduce a new modern look to support our state-of-the-art medical technology, first-rate medical staff, and dedicated employees, while maintaining a convenient, personal, and close-to-home experience for every patient. Now as "Ohio Valley Hospital," we celebrate our independence as a community hospital, and reassure our patients, friends, and neighbors that we are close to you. Just like family.

Directions to OVH

Ohio Valley Hospital is within easy driving distance of most of Pittsburgh's main areas. Located on Heckel Road in Kennedy Township near Route 60, the Hospital is just minutes from the Crafton/Moon Run exit of I-79.

Ohio Valley Hospital
25 Heckel Road
Kennedy Township, PA 15136-1694
412-777-6161
412-777-6204

FROM I-79

Take I-79 to the Crafton/Moon Run exit if traveling North, it is exit 60A (formerly exit 16); if traveling South, it is exit 60A (formerly exit 16B) Bear right down the hill to merge onto Route 60 South. Immediately get into the left lane. At the stop light turn left onto Lorish-McKees Rocks Road. Drive 2 miles, going straight through the stop light at Kennedy Center, and then turn left at the stop sign onto Heckel Road. The first right will bring you into Ohio Valley Hospital's main entrance.

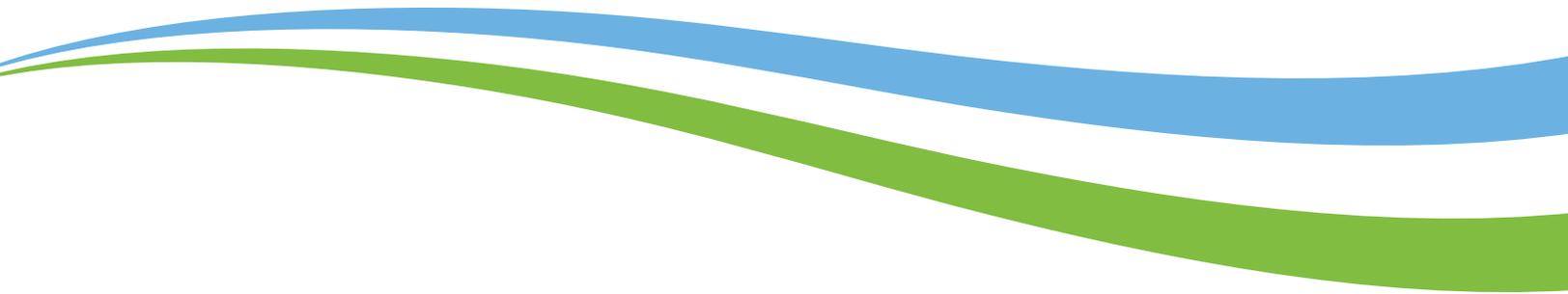
FROM ROUTE 65 (OHIO RIVER BOULEVARD)

Take Ohio River Boulevard to I-79 and follow above directions, or, go across the McKees Rocks Bridge and make a right onto Route 51. At the first light, veer left and go up the hill. Stay on McCoy Road approximately 3 miles until reaching the stop light at the T intersection of McCoy and Pine Hollow Roads. Turn left, then take the first right onto Heckel Road. The second left will bring you into Ohio Valley Hospital's main entrance.

FROM DOWNTOWN PITTSBURGH

Go through the Fort Pitt Tunnels and take the Parkway West (279) to I-79 North toward Erie. Follow I-79 directions above, or, before entering the Fort Pitt tunnels, take the exit onto 51 North. Follow signs for McKees Rocks and 51N along the river. You will take a sharp left turn before a small metal bridge and drive through downtown McKees Rocks. After driving under a railroad trestle, go through two stop lights. Take a right after the third stop light then take the first left up the hill. At the top of the hill, take a right turn at the stop sign onto Heckel Road. The first right will bring you into Ohio Valley Hospital's main entrance. From Route 60 & The Greater Pittsburgh International Airport

Take the Parkway to the Moon Run exit and go on Route 60 South toward Crafton. Drive about 4 miles along Route 60/Steubenville Pike and at the stop light, turn left onto Lorish-McKees Rocks Road. Drive 2 miles, going straight through the stop light at Kennedy Center, and then turn left at the stop sign onto Heckel Road. The first right will bring you into Ohio Valley Hospital's main entrance.



Ohio Valley

HOSPITAL
School of Nursing

25 Heckel Road
Kennedy Township, PA 15136
412-777-6204
www.ohiovalleyhospital.org