

**Cleveland Clinic’s
R. B. Turnbull Jr., MD School of WOC Nursing Education
Online Didactic Classes - Student Handbook**

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Program History

In 1958, Rupert B. Turnbull, Jr., MD, a pioneer in colorectal surgery at Cleveland Clinic learnt that one of his former ileostomy patients, Norma Gill, was assisting stoma patients in her hometown of Akron, Ohio. Norma herself suffered from inflammatory bowel disease and had an ileostomy. He offered her a position as the world's first Enterostomal Therapist and coined the term "Enterostomal Therapy."

The two-established the first Enterostomal Therapy training program, later named the R.B. Turnbull Jr., MD School of Wound, Ostomy & Continence Nursing Education Program.

In 1968, at the suggestion of Dr. Turnbull, 12 of the first graduates met and formed the North American Association of Enterostomal Therapists (today called the Wound, Ostomy and Continence Nurses Society™)

When it was founded over sixty years ago, Cleveland Clinic's WOC Nursing Education Program was the first of its kind in the world. Since then, it has graduated more than 2,000 of the approximately 6,000 WOC nurse specialists practicing throughout the world. The program is well-established, well known and highly respected.

Program Mission

The R.B. Turnbull, Jr. MD WOC Nursing Education Program promotes the mission and vision of Cleveland Clinic and its Digestive Disease and Surgery Institute. The program strives to be the leader of wound, ostomy, and continence professional nursing practice through education, research, innovation, and collaboration with those we serve. Our content reflects the mission of the Wound, Ostomy, and Continence Nurses Society™ (WOCN®); a professional community dedicated to advancing the practice and delivery of expert healthcare to individuals with wound, ostomy, and continence care needs. WOCN® supports its members' practice through advocacy, education, and research. (WOCN®, 2021).

Program Vision

The WOC Nursing education program strives to be the premier provider of wound, ostomy, and continence nursing education. A variety of strategies are incorporated for providing education to all levels of healthcare providers, novice to advanced, as well as to the community.

Program Philosophy

The foundation of our curriculum is evidenced-based and holistic in nature. It is designed to provide tools for nurses who provide comprehensive care and education of patients with wound, ostomy, and continence care needs. As future leaders in WOC nursing, students are encouraged through discussion, didactic education, projects, and clinical experiences to identify their role as clinician, educator, consultant, and contributor to the body of WOC nursing knowledge.

Program Overview

This program was established as the first WOC education program in the world over sixty years ago. WOC Nursing education will prepare students to play a vital role in pre- and post-operative management of the person with an ostomy; to be instrumental in the prevention and treatment of pressure ulcer injury, fistula, and other chronic wounds; and to be a specialist in the care of patients with urinary and fecal incontinence.

Students will acquire the necessary knowledge and skills to provide patients with effective psychological support, discharge planning, rehabilitative counseling and follow-up care.

Program Objectives

- Apply concepts of gastrointestinal, genitourinary, and integumentary anatomy and physiology to the care of people with wound, ostomy, and continence care concerns.
- Relate pathophysiology, diagnostic tests, and medical and surgical management options for the care of people with wound, ostomy, and continence care concerns.
- Plan for patient and family education and rehabilitation in a variety of practice settings related to wound, ostomy, and continence care concerns.
- Formulate effective verbal, written, and electronic communication with other healthcare professionals, patients, families, and the community.

Demonstrate increasing clinical expertise in caring for patients with wound, ostomy, and continence problems.

Description of the WOC Nursing Education Program

The program requirement is an online didactic instruction with a minimum of 60 hours per course (Professional Practice Concepts in WOC Nursing, Acute and Chronic Wounds, Fecal and Urinary Diversions, and Urinary and Fecal Incontinence), then a minimum of 40 hours per specialty (WOC) content with a program approved preceptor.

The WOC Nursing Education program at Cleveland Clinic is based on the curriculum blueprint for accredited Wound, Ostomy, and Continence Nurses Society™ (WOCN®) WOC nursing education programs.

Each specialty course is planned as an intensive program of no less than 60 hours facilitated by Board Certified WOC faculty. . On successful completion of selected didactic courses, a practicum course follows, and includes 40 clinical hours of clinical practice for each selected specialty under the direct supervision of a program approved preceptor, and competencies and written assignments for each selected specialty for review and feedback by the practicum course instructor.

It is anticipated that the WOC student may have an additional 10-20 hours of observational experience with other clinical experts (e.g., physicians, nurses, and physical therapist).

Under direct supervision, the WOC student will;

- Care for patients with fecal and urinary diversions, incontinence, pressure injuries and other chronic wounds, cutaneous fistulae, and other selected skin conditions.
- Students also will participate in the collaborative care of peri-operative management providing effective psychological support, specialty product selection, discharge planning, and rehabilitative counseling, and where indicated, pre-operative stoma site selection.

The conceptual framework is demonstrated by a unifying theme of patient rehabilitation, with emphasis on the nursing process, a practical application of the theoretical base, and the expanded role of the WOC nurse.

Definition of WOC Nursing

Wound, Ostomy, & Continence (WOC) Nursing is a specialized field involving the care of patients with abdominal stomas, dermal wounds, pressure injuries and other chronic wounds, incontinence, and related skin conditions.

WOC nurses are in demand in colorectal surgery, urology, pediatrics, oncology, and rehabilitation departments, to name a few. Their expertise makes them valuable not only in the hospital; but, also in outpatient clinics, private practice, home care, at extended care facilities, in industry and research, and in nursing education programs.

Cleveland Clinic's R.B. Turnbull, Jr., MD School of WOC Nursing Education program, will prepare students to play a vital role in pre- and post-operative management of the person with an ostomy; to be instrumental in the prevention and treatment of pressure injuries, fistula, and other skin disorders; and to be a specialist in the care of patients with urinary and fecal incontinence.

Students will acquire the necessary knowledge and psychomotor skills to provide patients with effective psychological support, discharge planning, rehabilitative counseling and follow-up care.

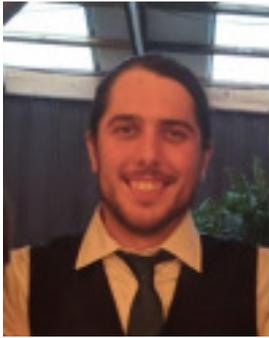
Program Administration



**Kelly Jaszowski, MSN, RN, CNS, ANP, CWOCN – Interim Program Director,
WOC Nursing Education**

Kelly acquired her BSN degree in 1989 from Sangamon State University (now known as University of Illinois Springfield) and earned her MSN in 1997 with a specialization in adult primary health care. She became a CETN (now known as a CWOCN) in 1990. She has more than 30 years' experience in nursing and over 30 years as a CWOCN. Kelly has practiced in a variety of settings including: acute care, HHC, extended care, assisted living, and outpatient. She's currently an independent WOC consultant with mid-level provider status in local facilities as well as a legal nurse consultant. She also has taught nursing and WOC nursing, spoken /lectured locally and nationally, been published, been active in numerous professional organizations, including serving on the Board of the WOCN and the Mideast Region.

Email: jaszark@ccf.org



Mike Klements, RN, BSN, CWOCN, Nursing Professional Development Specialist

Mike acquired his BSN from Kent State University in 2012 and is currently enrolled at KSU to pursue a Masters in Nursing Education degree. Mike has been an active WOC Student preceptor since May, 2018. He has nursing managerial and director experience prior to his time at Cleveland Clinic. He joined Cleveland Clinic's main campus ostomy care clinical team in early 2017 and gained invaluable experience working with some of the most complex global patients, and special populations. Outside of nursing, Mike is an active softball/baseball player as well as coach and he enjoys paddle boarding, hiking, running, biking and the general outdoors.

Email: KLEMENM@ccf.org



Teresa Warnke – WOC Admissions & Business Office Coordinator

Teresa graduated with a Business degree in 1988. She has over 14 years' experience as a Human Resource Generalist and 19 years as a Business Office Manager. She has worked in a variety of health care settings including: hospice, holistic medicine, chiropractic, and assisted / independent / long-term care living. Teresa also has more than 20 years' experience in the Information Technology area and has assisted with Help Desk, computer programming, Microsoft Windows (Word & Excel) staff education, and a position of Online Learning Management System Administrator. She also is certified as a Third Degree Reiki Master and in Pranic Healing energy modalities. As such, she has over 14 years of volunteer services combined with some years amongst Cleveland Clinic's Healing Services team to provide holistic care to patients which complements their medical treatment as well as to local hospice agency clients.

Email: warnket@ccf.org AND School Email: WOCschool@ccf.org

Program Accreditation Statement

This program is accredited by the Wound, Ostomy, and Continence Nurses Society™ (WOCN®). It also is recognized by the World Council of Enterostomal Therapists® and it is approved by The Health Professions Education Council of Cleveland Clinic. Continuing education credits are awarded through Cleveland Clinic's ANCC approved Provider Unit.

Contact Information for the WOCN®

Wound, Ostomy and Continence Nurses Society™
1120 Route 73, Suite 200
Mount Laurel, NJ 08054

Phone 888.224.9626

Fax 856.439.0525

WOC Nursing Certification Process

Certification is one part of a process called credentialing. It focuses specifically on the individual and it is an indication of current proficiency in a specialized area of nursing practice. Board certification in WOC nursing is a voluntary process, highly valued, and provides formal

recognition of WOC nursing knowledge. It requires consistent evaluations of a nurse's professional knowledge and skills. While a nurse, who is not board certified, may possess basic entry-level skills, s/he may not have the specialized skills and experience to adequately provide expert care. Board certification ensures that a nurse is knowledgeable and well qualified to provide specialized care to meet patients' wound, ostomy, continence, and foot care needs.

Graduates of this WOC Nursing program are eligible for certification through the Wound Ostomy Continence Nursing Certification Board (WOCNCB). Only the WOCNCB can determine testing eligibility, and provide the credential for WOC nursing, which is based on successfully completed exams. WOCN is not a credential; WOCN® refers to the Wound, Ostomy, and Continence Nurses Society™ and therefore the terminology is not used for any other purpose.

Both the WOCNCB and the WOCN® endorse the concepts of voluntary, periodic re-certification by examination or professional growth portfolio for all WOC Nurses. The certification process is administered by the WOCNCB, a separate and distinct corporation from the WOCN®.

Upon passing the wound, ostomy or continence exam(s) individuals receive their CWOCN®, CWCN®, COCN®, CCCN®, or CWON® credential. Certification must be re-established every five (5) years.

The WOCNCB is accredited by the Accreditation Board for Specialty Nursing Certification, and offers the student the only independently certified credential that is solely dedicated to nurses.

Contact Information for the WOCNCB

WOCNCB Office
555 East Wells Street, Suite 1100
Milwaukee, WI 53202-3823
Ph: 888-496-2622
Email: info@wocncb.org
Fax: 414-276-2146

Nondiscrimination Statement

Cleveland Clinic is committed to providing a working and learning environment in which all individuals are treated with respect and dignity. It is the policy of Cleveland Clinic to ensure that the working and learning environment is free from discrimination or harassment on the basis of race, color, religion, gender, sexual orientation, gender identity, pregnancy, marital status, age, national origin, disability, military status, citizenship, genetic information, or any other characteristic protected by federal, state, or local law. Cleveland Clinic prohibits any such discrimination, harassment, and/or retaliation.

Any participant in a Cleveland Clinic educational program, including any student, trainee or employee, who may have been subject to discrimination on the basis of a protected characteristic is encouraged to make a report.

Reports of discrimination on the basis of sex, gender, sexual orientation, gender identity or gender expression may be made to the Title IX Coordinator. Please visit the [Title IX Internet Site](#) for additional information and/or send an email to TitleIX@ccf.org.

Reports of discrimination on the basis of a disability, may be made to the Section 504 Coordinator, Main Campus NA31.

Reports of discrimination on the basis of any other protected characteristic may be made to the Office of Educational Equity at EduEquity@ccf.org.

Reports of discrimination may be made to the WOC Nursing program director at WOCschool@ccf.org.

In addition, Cleveland Clinic shall provide reasonable accommodations to any qualified student with a disability in order for the student to have equal access to their program. Students needing a reasonable accommodation in order to apply to or participate in the program should contact the program director or designee as early as possible.

Program Admission Criteria

Applicants must meet the following criteria to be considered for admission: 1) be a U.S. citizen, 2) have a valid RN nursing license with one full years' nursing experience, and 3) have a baccalaureate degree (not necessarily in nursing science).

Student Admission & Graduation Records

Students' e-records will be retained on Cleveland Clinic's file server with the following confidential information while the student is enrolled in the program:

- Admissions Enrollment Application
- Official, baccalaureate transcript
- Health Assessment Form (i.e., annual physical) and immunization history or titers **within the last 10 years** evidencing immunity for the following:
 - ✓ measles (Rubeola), German measles (Rubella), chicken pox (Varicella), Tdap (Tetanus, Diphtheria, Pertussis) booster,
 - ✓ positive titer proving immunity to Hepatitis B, or a waiver signed by the student indicating that the student assumes risk of exposure to Hepatitis B,
 - ✓ negative two-step Mantoux TB test or QuantiFERON-TB Gold test
 - ✓ flu vaccine for current year. (All students who complete practicums between October 1 and March 31 must remit evidence of the current year's annual flu vaccine. A religious or medical exemption can be requested; forms are available from our program's business office.) Refer to the Flu Policy further in this handbook for more details.
- Negative or approved Criminal Background Investigative (CBI) check report (do to privacy and security all CBI reports remains with Cleveland Clinic's security administrative services (SAS) team
- Copy of current health insurance ID card
- Copy of current BLS ID card
- Copy of current RN professional liability certificate of insurance **with coverage limits of not less than \$1,000,000 per occurrence and \$6,000,000 annual aggregate.**
- Copy of current RN licensure verification report
- Copy of current CV/resume

- Emergency contact information
- Student handbook attestations
- Online coursework
- Course/program grades
- Competency evaluations
- Summative evaluations
- Clinical records

Once the student has graduated from the program, a graduate's aforementioned student e-record will be confidentially maintained for the period designated by the program's accrediting agency or federal mandate and also it will include:

- Dates enrolled in the program
- Course and program pass/fail information
- Continuing education records for each course
- Graduation certificate

Requesting Grades or Graduation e-Certificate

Students requesting transcripts or a replacement graduation e-certificate must email a written request to the program at WOCschool@ccf.org.

FERPA (Buckley Amendment) – Privacy of Education Records

Family Education Rights and Privacy Act of 1974 (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for eligible students to review the records. Schools may charge a fee for copies.
- Eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;

Organizations conducting certain studies for or on behalf of the school;
Accrediting organizations;
To comply with a judicial order or lawfully issued subpoena;
Appropriate officials in cases of health and safety emergencies; and
State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date of birth, honors and awards, and dates of attendance. However, schools must tell eligible students about directory information and allow eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify eligible students annually of their rights under FERPA. The actual means of notification (special letter, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#).

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

Professional & Technical Essential Standards for Clinical Placements

1. **Sensory and Motor Skills** - Students and candidates for program admission should be able to:
 - a. Lift, pull, push and transfer patients in a safe manner.
 - b. Lift, pull, push and carry clinical equipment in a safe and controlled manner.
 - c. Demonstrate basic clinical skills related to the use of extracorporeal equipment, circuitry, and ancillary clinical patient care devices and equipment.
 - d. Execute quick and purposeful movements during emergency treatment of patients.
2. **Communication** - Students and candidates for program admission should be able to:
 - a. Possess excellent verbal and written communication skills in the English.
 - b. Speak clearly.
 - c. Hear sufficiently.
 - d. Produce and transmit patient information in oral and written format to members of the healthcare team.
 - e. Communicate with patients effectively with compassion and empathy.
 - f. Possess demonstrated reading skills at a sufficient grade level to accomplish curricular requirements.
 - g. Provide effective care to patients.
3. **Intellectual** - Students and candidates for program admission should be able to:
 - a. Measure, calculate, interpret, analyze, question, compile and evaluate information from various modalities to effectively evaluate extracorporeal equipment and treat patients.
 - b. Comprehend spatial relationships of structures and models.
 - c. Comprehend relationships between patient care parameters and anticipate cause and effect responses based on their actions and inactions.

- d. Learn through a variety of teaching modalities including classroom lecture, cooperative learning, small group activities, medical simulation and laboratory exercises, individual and group presentations, and the use of technology assisted learning.
 - e. Make rapid decisions in life threatening situations where problem solving and critical thinking are required.
4. **Behavioral and Social Attributes** - Students and candidates for program admission should be able to:
- a. Demonstrate emotional stability.
 - b. Exercise good judgment, prompt completion of all responsibilities related to care of patients and participation on a patient care team.
 - c. Develop mature and effective relationships with co-workers and patients.
 - d. Perform problem solving skills in a timely manner.
 - e. Tolerate physically demanding workloads.
 - f. Function effectively under stress.
 - g. Adapt to changing environments, display flexibility, and learn to function in an environment of uncertainty inherent in the clinical practice of cardiovascular perfusion.
 - h. Practice in a safe manner.
 - i. Respond appropriately to emergencies.
 - j. Treat all patients, families, colleagues, and other members of the health care team with dignity and respect.
 - k. Demonstrate honesty, integrity, dedication, compassion and motivation.
 - l. Accept constructive criticism and respond appropriately with an acceptable modification of behavior.
5. **Observation** - Students and candidates for program admission should be able to:
- a. Visualize information presented in images from paper and projections such as PowerPoint slides and video.
 - b. Observe laboratory, lecture and clinical demonstrations.
 - c. Observe patients and members of the healthcare team accurately at a distance and close.

Special Needs/Accommodations

It is the policy of the WOC Nursing program to grant accommodations, whenever possible, to students with a disability. The Americans with Disabilities Act (ADA) does not require an educational institution to make accommodations if the student/applicant is not otherwise qualified or if the necessary accommodations would substantially alter the course of study or outcome. A disability is defined as a physical or mental impairment, which substantially limits a major life activity (such as learning, seeing, hearing, etc.) Otherwise qualified is defined as meeting all other requirements of the program.

It is the student/applicant's responsibility to declare his/her disability and seek accommodation(s).

1. Procedure for requesting special accommodations
 - A. The student/applicant will be required to submit to the program director written documentation to request special accommodations at WOCschool@ccf.org. The student's request must be accompanied by a letter written by an independent authority (a professional authorized to conclude the need for special accommodations) to include the following information:
 1. The nature of the disability and/or specific diagnosis.
 2. What diagnostic tests have been completed to determine the disability, and the outcome of these tests?
 3. Any treatment undertaken for the disability (medications, therapy, etc.)

4. Specific accommodations requested.
 - B. A Health Science's Advisory Committee, if necessary, will review the above documentation and determine if the student meets disability criteria.
 - C. If the student/applicant meets the criteria, the Health Science's Advisory Committee will jointly establish reasonable accommodations. It is the responsibility of the student applicant to request specific accommodations.
 - D. The program director will determine if the requested accommodation is reasonable, seeking input from the Director, Health Sciences Education, Education Institute and others as needed.
 - E. The program director will inform the Health Sciences Advisory Committee of the outcome.
 - F. The Health Sciences Advisory Committee will inform the WOC Nursing faculty as applicable and the student applicant of the decision.
2. Information regarding a disability is confidential. However, it may be necessary for individual WOC Nursing faculty members to be informed about a disability if the accommodations may impact the structure of the course. Once a student is classified as disabled and receives reasonable accommodations, the student must continue to meet the ADA criteria in order to continue to receive the accommodations.

Successful Course Completion

Students should reference each course syllabus; which details point award specifics for that particular course. The course syllabus is posted in each online classroom and it is accessible by the student two days before the first day of each scheduled class.

Academic Misconduct

Misconduct is defined as fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scientific community for purposing, reporting, or conducting research. Misconduct does not include honest error or honest differences in interpretation or judgments of data.

The program director or designee shall investigate allegations of misconduct and enact disciplinary action including expulsion from this program.

If disciplinary action is taken as a result of the misconduct, the student will be notified in writing by the program director or designee. The disciplined student then will have the right to appeal this decision as explained further in this handbook.

If the allegations of misconduct are unfound, then every effort will be made by the program director, or designee, to restore the reputation of the affected student. This will include a written statement of the decision clearly reached.

Complete deliberation and investigative records will be retained in the student's e-records.

Academic Counseling/Corrective Action/Dismissal

OBJECTIVE:

Students enrolled in the WOC Nursing program must conduct themselves in an appropriate and professional manner; and must adhere to the rules and regulations of the school and clinical sites. The purpose of this policy is to provide guidelines to assist with managing student performance or conduct issues that interfere with the safe, orderly, effective and efficient operation of the program and the organization. It provides standards and rules governing performance and a procedure for consistent, non-discriminatory application of the rules in the interest of maintaining the highest quality patient care and educational environment.

PROCEDURE:

Step 1: Documented Counseling

For infractions considered less serious, a documented counseling action may be the first step in the discipline procedure. It consists of a verbal conference with the student and the program director, or designee, and it will be documented in writing and placed in the student's e-file.

Step 2: Written Corrective Action

The written corrective action is a document summarizing the performance problem or incident. The document and situation will be reviewed with the student outlining the specific problem(s)/incident and warning the student that further behavior will result in further corrective action.

Step 3: Dismissal

Depending on the seriousness of the incident or behavior, the student may receive a dismissal as the first step of the corrective action process. Dismissals general, however, will occur as the final step in the corrective action process. Dismissals may occur for serious offenses or for continued performance or behavioral problems. The program director, or designee, has the final decision on whether a written corrective action or a dismissal is in the best interest of the student and the program based on the specific infraction.

Academic Probation Policy

The R.B. Turnbull, Jr. MD School of WOC Nursing Education Program operates under the WOCN® accredited programs criteria and curriculum blue print. Each WOC nursing student must demonstrate entry level knowledge of specialty content prior to entering the clinical component of the program. In the event a student fails to perform academically or clinically, alternatives for supplemental action are at the discretion of the Program Director of the WOC Nursing Education Program. A WOC nursing student is subject to dismissal from the program for willful violation of the Cleveland Clinic's policies and procedures. Refer to Cleveland Clinic's policy and procedures manual for details. Grading is on a pass/fail scale with the score of 80% identified as the minimum passing score for all work, quizzes, and exams. This policy addresses those situations where the student does not obtain a score of 80% or higher.

Didactic Course Completion

The Professional Practice Concepts course is the prerequisite course for all specialty courses; wound, ostomy and continence. Each course is composed of a variety of learning and application components to provide the student an opportunity to demonstrate their knowledge.

1. Points are assigned based on a grading rubric for weekly discussion participation and for the project assignments.
 - a. The point details for each course is listed in the course syllabus.
 - b. The grading rubrics are available in each course.
2. If 80% is not achieved on a project/assignment, extra points may be possible for correcting and resubmitting that assignment within the direction and date range provided by the course instructor.
3. Successful course completion for all courses includes the following:
 - a. Achieving a minimum of 80% of the total points for assignments and participation discussions,
 - b. Achieving a minimum of 80% on the final quiz, when one is a component of the course,
 - c. Completion of all lessons/learning modules, and
 - d. Submission of the course evaluation; evaluation form sent out on successful completion.
4. A continuing education certificate is awarded for each course which is successfully completed.
5. A minimum of 80% of the possible points is required in order to move from the Professional Practice Concepts course to the specialty courses.
6. Those who achieve 76% to 79% as a final course score in the Professional Practice Concepts course can still be awarded the continuing education certificate, and will be considered as passing the course with the distinction of academic probation. A case by case review of the student's progress will be conducted.
7. For the student on academic probation as a result of their Professional Practice Concepts course score: if 80% of the total points for assignments and participation and 80% on the final quiz is not achieved in the next course, this will be considered an academic failure. The student will be dismissed from the program.
8. Those who achieve less than an 80% of the possible points for course participation and assignments in the specialty courses and achieves an 80% or higher on the final quiz, can still be awarded the continuing education certificate if a final combined course score of 76% to 79% has been achieved. The student will be placed on academic probation. A case by case review of the student's progress will be conducted.
9. For the student on academic probation from a specialty course: if 80% of the total points for assignments and participation and 80% on the final quiz is not achieved in the next course, the course is considered as an academic failure and the student will be dismissed from the program. If the final combined course score of 76% to 79% has been achieved and an 80% or higher has been achieved on the final quiz, the continuing education certificate can be awarded.
10. For the student on academic probation: if 80% of the total points for assignments and participation and 80% on the final quiz is achieved in the next course, the student is no longer on academic probation.
11. Any time during the program a student's final course score results in a second academic probation, the student is dismissed from the program. If the final combined course score of 76% to 79% has been achieved and an 80% or higher has been achieved on the final quiz, the

continuing education certificate can be awarded. A case by case review of the student's progress will be conducted.

12. Those who are dismissed from the program due to academic failure may request a formal review of status.
13. Those who are dismissed from the program may re-apply for enrollment in a future cohort and repeat failed courses at the prevailing tuition cost for that future cohort.
14. Those who are dismissed from the program may seek tuition reimbursement in accordance with the program's current policy. See the Student Handbook for additional information.

Clinical/Practicum Course Completion

A clinical failure is defined as failure of the WOC nursing student to progress beyond an evaluation of needing help by the time s/he has accumulated 100 hours of clinical practice. The student will be advised verbally and in writing of any unsatisfactory performance. Opportunity for supplemental assistance will be available on an individual basis.

1. A minimum of 80% of the possible points is required on each assignment/project in order to move to the Final Exam course.
2. If 80% is not achieved on a project/assignment, extra points may be possible for correcting and resubmitting that assignment within the direction and date range provided by the course instructor.
3. If 80% or higher is not achieved after four submissions of any project/assignment, the assignment is considered an academic failure. The corresponding specialty is considered a clinical/practicum failure.

Final Course Quizzes/Exams

Each student is provided multiple opportunities to achieve a passing score of 80% or higher on final course quizzes and final exams. Academic misconduct during quizzes and exams will result in immediate expulsion from the program with no refund of tuition (refer to Tuition Reimbursement Cancellation policy). Any WOC nursing student not achieving a score of 80% on a course final quiz and/or the comprehensive final exams will have the following options:

1. A remedial session to review content. This is provided in the form of feedback on the initial failed test. It is the responsibility of the student to contact their instructor for any additional remediation prior to any retake attempts.
2. One objective retake quiz/exam.
3. If 80% is not achieved on the second objective attempt, the final testing opportunity is an essay exam. The essay exam is developed based on identified knowledge gaps from the objective test attempts. The essay exam due date will be determined by the instructor with no more than 1 week provided for student completion.
4. If 80% is not achieved on the essay exam, the student is considered as academically failing that course and specialty.
5. WOC nursing students in academic failure will need to repeat the didactic specialty course and successfully pass the final course quiz to be eligible for the clinical/practicum component for that specialty.
6. Academic failure of a comprehensive final exam, exams administered through the final exam course, results in the student not being a graduate of the program for that specialty.

Academic & Clinical Failure Policy

Academic

Any WOC student not achieving a score of 80% on the comprehensive final exams will have the following option:

1. Review content for first remedial attempt.
2. Complete a retake exam.
3. Less than 80% on exam retake will result in academic failure.
4. The exam may be retaken only once.
5. If the final exam is not passed on the 2nd attempt, an essay test will be devised based on the student's identified knowledge gaps for student completion. If the essay exam results in failure, there are no more attempts offered and the student may use earned continuing education credits combined with clinical experience to apply directly to the WOCNCB for certification exam via the experiential pathway option.
6. Academic misconduct during quizzes and exams will result in immediate expulsion from the program with no refund of tuition (refer to Tuition Reimbursement Cancellation policy).

Clinical

A clinical failure is defined as failure of the WOC student to progress beyond an evaluation of needing help by the time she/he has accumulated 100 hours of clinical practice. The student will be advised verbally and in writing of any unsatisfactory performance. Opportunity for supplemental assistance will be available on an individual basis.

In the event a student fails to perform academically or clinically, alternatives for supplemental action are at the discretion of the Program Director, or designee.

A WOC student is subject to dismissal from the program for willful violation of the Cleveland Clinic's policies and procedures. Refer to Cleveland Clinic's policy and procedures manual for details.

Appeals / Grievance Policy and Procedure

HPEC Policy and Procedure (Revised 4/15/2021)

PURPOSE

The purpose of this grievance procedure is to provide a thorough, timely and objective assessment and resolution of student concerns in a fair, reasonable and nondiscriminatory manner.

DEFINITIONS

Cleveland Clinic United States Locations includes the main campus, Avon, Euclid, Fairview, Hillcrest, Lutheran, Marymount, Medina, South Pointe, Children’s Hospital for Rehabilitation, Weston Hospital, Coral Springs Ambulatory Surgery Center, Martin North Hospital, Martin South Hospital, Tradition Hospital , and all Family Health Centers, Physician practice sites, Nevada practice sites, Emergency Departments, Express Care Centers, Urgent Care Centers and Ambulatory Surgical Centers reporting to these facilities.

Affiliate Health Science Program: A program in which students from a school, college or university complete clinical rotations at Cleveland Clinic pursuant to an affiliation agreement.

Grievance: A claim by a student that Cleveland Clinic and/or one or more of its employees has violated a specific Cleveland Clinic policy or procedure.

Internal Health Science Education Program: A program offered by Cleveland Clinic in which students enroll directly and not through a school, college or university.

Program Leader means the Cleveland Clinic employee responsible for the relevant program. For internal health science education programs, the Program Leader is the Program Director. For affiliate health science programs, the Program Director is the discipline-specific Education Coordinator.

ELIGIBILITY

This procedure is available to any student enrolled in an internal health science education program or an affiliate health science program. A grievance may be reviewed under this procedure if it is based on facts that have not previously been reviewed by the student’s school, college or university or through another Cleveland Clinic process.

If a grievance relates to conduct by Cleveland Clinic employees and the employees of a student’s school, college or university, the Director, Center for Health Sciences, shall consult with the student’s school, college or university to determine which institution shall review the grievance or to jointly review the grievance.

A student who believes that they have been subject to discrimination or harassment may also contact the [Office of Educational Equity](#).

PROCEDURE

A student may resolve a grievance through an informal grievance resolution process or a formal grievance review.

Informal Grievance Resolution: If a student feels comfortable doing so, they are advised to discuss their grievance informally with the person who is the subject of the grievance. If the parties resolve the grievance, it is deemed closed. If the grievance is not resolved at this level, the student may request an informal review by their program leader. It is expected that most grievances will be discussed and resolved in a timely fashion informally between the student and the program leader. The program leader shall keep a record of the resolution.

If the response from the program leader is unacceptable to the student, or if the program leader is the subject of the grievance, the student may initiate the formal grievance review.

Formal Grievance Review: A student may initiate a formal grievance review by submitting their grievance to the [Center for Health Sciences Education](#) by email. The grievance should include the student's name and program, the name(s) of the Cleveland Clinic employee(s) involved, the specific policy or procedure that may have been violated, and a brief description of the facts giving rise to the grievance. A formal grievance review must be initiated within fifteen (15) business days of the date on which the action giving rise to the grievance is known, whether or not an informal grievance resolution was attempted. This deadline and those set forth below may be extended by the Director, Center for Health Sciences Education when the Director determines there is good reason to do so.

Step 1. Upon receipt of a grievance, the Center for Health Sciences Education shall notify the program leader, unless the program leader is a source of the grievance. If the program leader is a source of the grievance, the Center for Health Sciences Education shall notify the Director, Center for Health Sciences Education who shall designate an individual to fulfill the program leader's role in Step 1 of the formal grievance review.

The program leader shall contact the student who submitted the grievance within 5 business days of receipt of the grievance, and schedule a meeting with the student as soon as possible, but no later than 10 business days of receipt.

After meeting with the student, the program leader shall meet with the employee(s) who is/are the subject of the grievance and may gather additional information if necessary. The program leader shall render a decision with respect to the grievance as soon as possible, but no later than 10 business days after meeting with the student. The decision shall include any findings, a determination whether the relevant policy or procedure has been violated, and, if so, any consequences for the violation. The program leader shall provide the decision in writing to the student, the employee(s) involved and the Center for Health Sciences Education.

If the student does not agree with the program leader's resolution, they may appeal the decision to the to the Health Professions' Education Council's Student Appeals Committee (the "SAC") by contacting the [Center for Health Sciences Education](#) within 3 working days of receipt of the program leader's decision.

Step 2. Upon receipt of an appeal to Step 2, the Center for Health Sciences Education shall forward the appeal, the grievance, the program leader's decision and any additional information gathered by the program leader to the SAC. The SAC chairperson and two committee members will review the record of the grievance and reach a final decision. The SAC may uphold the program leader's decision, alter the decision or require the program leader to conduct additional investigation. The SAC shall render its decision within ten (10) business days of receipt of the appeal. The SAC's decision is final.

The **Office of Educational Equity** and **Legal Departments** are available, in a consultative capacity, to the program leader, SAC and Director, Center for Health Sciences Education or to the Chairman as it relates to the student's grievance.

Plagiarism & Academic Honesty Policy

Academic honesty and integrity in all WOC courses is required in all discussions and assignments. As students move through the course work, they will be researching the online library for scholarly articles and the textbook for information. Additionally, scholarly writing assignments will be due during the clinical part of this program. The expectation is that the student will read and synthesize the information into their own words and credit the author(s) from where the ideas originated. In those instances when the author's original words are needed, the student can use the words, but they must add quotation marks and include the page number to the text the quote was taken from. These quotes should generally be no more than about 40 words in length and should be no more than 5% of a total assignment, and no more than one per assignment. Anytime there is a question of original work the information will be submitted to an online plagiarism service for evaluation.

In preparation for these assignments, a plagiarism tutorial is located in the online learning classroom system must be completed at the beginning of each course. Once students have completed that course you will be directed to complete an attestation of understanding that will be recorded within the online learning classroom system.

There is an online policy attestation form in the online classroom; which all students must attest to have read, understand, and will abide to this policy as follows:

1. Student will write my own assignments in my own words.
2. Student will not use other people or resources to do my work.
3. Student will use APA formatting rules to credit my resources.
4. Student understands that plagiarism will result in expulsion from this program.

Withdrawal Policy and Procedure

Students must submit written documentation in the form of an e-mail to WOCschool@ccf.org of the intent to withdraw from the program. Students should refer to the Tuition Refund | Drop | Refund policy in this handbook for more details.

Tuition & Practicum Fees | Drop Courses | Tuition Refunds Policy

1. **Tuition Fees:** Tuition fees listed below are minus the required \$200 nonrefundable registration fee. **If a student engages in academic misconduct or plagiarism and s/he is expelled from the program, the full tuition (and nonrefundable registration fee) will not be refunded.** Textbook fees, clinical or preceptor fees, travel, transportation, parking, lodging, and meals are NOT included in tuition fees.
 - \$3,150 – One specialty course election (wounds, ostomy, or continence) plus prerequisite professional practice concepts
 - \$4,725 – Two specialty courses (combination of wounds, ostomy and/or continence) plus prerequisite professional practice concepts
 - \$6,300 – Three special courses (includes wounds, ostomy, and continence) plus prerequisite professional practice concepts
 - \$1,575 – One additional specialty course (applies to previously elected single or dual scope course elections)
 - \$350 – Practicum Extensions EACH (limit of two, 30-day practicum extensions permitted)

Tuition Payment Deadline: Tuition payment in full must be received before the class' posted Final Date to Complete ALL Enrollment Requirements as indicated on the school's annual class schedule.

Failure to Receive Tuition, in full, by the Posted Final Date to Complete ALL Enrollment Requirements: If full tuition is not received by the Final Date to Complete ALL Enrollment Requirements, then the student's enrollment will be automatically withdrawn and the student will need to re-apply when registration opens for the next cohort or any subsequent cohort.

Online Didactics: Tuition varies depending upon the course(s) selected **plus** a \$200 nonrefundable registration fee. (NOTE: Professional Practice Concepts in WOC Nursing course is a prerequisite to all course specialty scopes. This prerequisite course need only be taken once.)

Practicums: Any associated preceptor fees as well as any expenses incurred for travel, lodging, parking, transportation fees, and meal expenditures are at the student's own expense. **Practicum course requirements are required to be fully completed within 90 days.**

Practicum Course Extension Fee: Clinical hours, practicum assignments, and all final exams (scheduled/taken/remediated/passed) **must all be completed by the 90 day practicum course closure date assigned to each student by his/her practicum course instructor.** Students, who are unable to complete all course requirements, in the allotted time, should immediately contact his/her instructor to discuss their situation. As non-communication with your instructor regarding the need for a practicum extension may result in a clinical failure. Your instructor will notify the program's business office to discuss and review your situation. Up to two, 30-day extensions, at a cost of \$350 each, may be granted to allow for practicum course completion. Students, who request an extension must contact the program's business office at WOCschool@ccf.org **five to seven business days prior to the scheduled practicum course closure date to acquire payment instructions.** Payments received after the final date of the practicum course closure will not be accepted; no exceptions, no extension will be granted, and it will be considered a course failure. Thereby, prohibiting program graduation and issuance of a graduation certificate.

2. How to Drop a Course (or from the program):

To drop a course (or from the program), the student must submit a written request to WOCschool@ccf.org. Upon receipt of the student's written withdrawal request, s/he will receive an official Withdrawal Request Form via email. This form must be complete and emailed back to the school (within 48 hours) in order to approve the withdrawal and to process any refund, if granted, to the student.

3. Refund:

Dropping from a course (or program) must be received, in writing, and sent to WOCschool@ccf.org.

Withdrawing Enrollment from the Entire Program Prior to Professional Practice Concepts in WOC Nursing Course:

- If written withdrawal notification from the entire program is received prior to the first day of the professional practice concepts class, the student will be reimbursed for the full tuition less the nonrefundable registration fee of \$200.00.

Dropping from the Professional Practice Concepts or any Specialty Track Course:

- If in the first class and withdrawal is on or after the first day of the class, reimbursement will be 75% of tuition less \$1,575 and less the \$200 nonrefundable registration fee.
- If in the second class and withdrawal is on or after the first day of the class, reimbursement will be 50% of tuition less \$1,575 and less the \$200 nonrefundable registration fee.

- If in the third class and withdrawal is on or after the first day of the class, reimbursement will be 25% of tuition less \$1,575 and less the \$200 nonrefundable registration fee.
- If in the fourth class and cancellation is on or after the first day of the class, reimbursement is not available for any tuition or fees.

Copyright Policy

No WOC Nursing student may reproduce any copyrighted work in print, video or digital form in violation of the law. Works are considered protected even if they are not registered with the U.S. Copyright Office and even if they do not carry the copyright symbol (©). Copyrighted works include, but are not limited to: Printed articles from publications, TV and radio programs, videotapes, music performances, photographs, training materials, manuals, documentation, software programs, databases and Internet pages. In general, the laws that apply to printed materials also apply to visual and digital formats such as DVDs, CD-ROMs and Internet pages.

Course Descriptions

Professional Practice Concepts in WOC Nursing CCE2010

This is a four week instructor facilitated online course focusing on professional practice concerns in establishing and maintaining a WOC specialty nurse practice in multiple care settings. Course is delivered through a learning management system. Content includes legal and ethical considerations, basic elements of business planning, use of effective communication skills, and elements used to address an ever changing regulatory environment affecting WOC nursing care. This course is the prerequisite to wound, ostomy, and continence specialty courses and part of a WOCN® Accredited Program for the role of WOC Nursing Specialist. Graduates of this program are eligible for the www.WOCNCB.org certification exams.

Course Outcome:

Design the elements of a successful specialty nurse practice through business planning, exploring legal and regulatory aspects of care, incorporating team work and effective communication skills, and continued professional development strategies.

Course Objectives:

1. Develop presentations through use of power point files and current literature.
2. Discuss the elements of effective group dynamics and conflict management.
3. Review the history of WOC Nursing and how the specialty has impact on current healthcare regulation
4. Apply APA formatting criteria to academic writing.
5. Review focused assessment parameters in the management of a person with a BMI higher than normal range.
6. Explain current regulatory issues and legal considerations that impact WOC Nursing practice.
7. Describe diagnostic and procedural codes applicable to WOC nursing care
8. Apply current research to evidence-based WOC nursing care.
9. Differentiate between capital budget expenses & standard operating expenses that can affect a WOC nursing practice.

10. Critique current literature for application to WOC nursing practice.
11. Explain how the WOC nursing specialty role incorporates leadership strategies in policy development, product selection, and healthcare team interactions.
12. Demonstrate literacy in digital communications and use of resources.
13. Review the pathophysiology associated with diabetes and the implications for wound, ostomy and continence care.
14. Describe conflict of interest and how this applies to WOC nursing practice.
15. Define critical thinking as a professional nursing skill.
16. Describe the benefits of a WOC nurse to an organization.

Successful completion includes achieving at least 80% of course points as outlined in the course syllabus, and completion and submission of course evaluation.

Disclosures: Course facilitators have no disclosures to report.

Nursing Management of Acute & Chronic Wounds CCE2011

This is a four week instructor facilitated online course focusing on the management of acute & chronic wounds. The course is delivered through a learning management system. Content includes anatomy & physiology of skin, basic skin lesions, wound healing physiology, focused assessment and care, wound bed preparation, selecting topical and advanced treatment modalities, managing a variety of wound pathologies, tube & drain care, fistula care, and foot & toenail care. A group assignment on pressure injury root cause analysis, and an individual project focused on educating coworkers on basic wound care provides each learner presentations that can be used in practice.

Discussion topics include case study analysis to support the learning process. Weekly and final quizzes provide each person perspective achieving learning goals. This specialty course is part of a series for a WOCN® Accredited Program for the role of WOC Nursing Specialist. Graduates of this WOC nursing education program are eligible for the www.WOCNCB.org certification exams.

Course Outcome:

Apply holistic assessment skills, knowledge of wound physiology, and current research and evidence to formulate an individualized plan of care for the person with an acute or chronic wound as a wound nurse specialist.

Course Objectives:

1. Describe anatomy and physiology of skin and soft tissues, and the implications for maintaining healthy skin across the lifespan.
2. Apply risk assessment tools, strategies, and data for an evidence based agency wide plan for pressure injury prevention.
3. Employ accurate terminology when describing a variety of skin lesions.
4. Use holistic assessment data to correctly identify wound type and causative factors.
5. Describe the physiology of tissue repair based on depth of skin injury and chronicity of the wound.
6. Interpret ongoing assessment data to facilitate selection of topical treatments and determine progression or lack of healing.
7. Plan for the comprehensive nursing management of a wound based on the holistic assessment.

8. Apply wound classification and pressure injury staging principles to determine a therapeutic plan of care.
9. Compare and contrast pathology, clinical presentation, and practice standards in the care of venous, arterial, and mixed etiology lower extremity ulcers, and palliative wounds.
10. Describe the pathology, clinical presentation, and management of a variety of atypical wounds.
11. Predict at what point a chronic wound would benefit from adjunct therapies.
12. Apply holistic assessment data to select the appropriate debridement option for a wound with necrotic tissue.
13. Select the appropriate support surface to offload and protect a wound.
14. Describe the pathology, clinical presentation, and management of enterocutaneous fistulae.
15. Describe the pathology, clinical presentation, and management of a neuropathic ulcer.
16. Discuss selected case studies to summarize wound management principles and develop a comprehensive wound plan of care.

Successful completion includes achieving at least 80% of course points as outlined in the course syllabus, and completion and submission of course evaluation.

Disclosures: Course facilitators have no disclosures to report.

Fecal and Urinary Diversions CCE2012

This is a four week instructor facilitated online course focusing on the management of fecal & urinary diversions. The course is delivered through a learning management system. Content includes anatomy & physiology of the GI & GU system, diseases leading to a diversion, surgical options, preoperative marking & counseling, assessment, pouching technologies, stoma & peristomal skin complications, pediatric care, cancer care of ostomy patient, continent diversions, tube & drain care, and fistula care. Individual assignments on teaching basic ostomy care, and body image & sexuality concerns after ostomy surgery provides each learner presentations that can be used in practice.

Discussion topics include case study analysis to support the learning process. Weekly and final quizzes provide each person perspective achieving learning goals. This specialty course is part of a series for a WOCN® Accredited Program for the role of WOC Nursing Specialist. Graduates of this WOC nursing education program are eligible for the www.WOCNCB.org certification exams.

Course Outcome:

Apply the concepts of gastrointestinal and urinary anatomy & physiology with knowledge of related surgical interventions and holistic assessment, in preoperative stoma marking, use of pouching technologies, and accessory products to the care of a person with a urinary and/or fecal diversion.

Course Objectives:

1. Distinguish between various types of conventional ostomies including underlying diagnosis, anatomic location, function, and construction.
2. Develop a WOC nursing plan of care for the patient with a conventional stoma.
3. Employ stoma site selection criteria to choose an appropriate stoma site.
4. Explain the role of the ostomy nurse in the preoperative and postoperative care of the patient with a stoma.

5. Distinguish between different types of skin barriers and odor controlling agents.
6. Discuss convexity as it relates to fitting of pouching systems.
7. Select the appropriate pouching system based on patient assessment, product availability, and understanding of pouching systems.
8. Differentiate between Crohn's disease and mucosal ulcerative colitis.
9. Discuss WOC nursing care of the cancer patient undergoing ostomy surgery.
10. Review the role of the digestive system and its effect on ostomy, wounds, and continence nursing issues.
11. Develop a comprehensive WOC nursing care plan for the patient undergoing pelvic pouch surgery.
12. Differentiate between colostomy irrigation, stimulation, and ileal lavage.
13. Distinguish between select peristomal and stomal skin problems.
14. Plan WOC nursing care for the patient undergoing a continent diversion.
15. Design a containment management plan for a patient with an enterocutaneous fistula based on character and volume of output, surrounding topography, and caregiver ability.
16. Explain options for stabilizing percutaneous tubes.

Successful completion includes achieving at least 80% of course points as outlined in the course syllabus, and completion and submission of course evaluation.

Disclosures: Course facilitators have no disclosures to report.

Urinary & Fecal Incontinence CCE2017

This is a four week instructor facilitated online course focusing on the nursing of management of urinary & fecal incontinence. The course is delivered through a learning management system. Content includes anatomy & physiology of the lower urinary tract, mechanism to maintain continence, urinary & fecal incontinence types, medications, behavioral strategies, containment products, odor management, diagnostic testing, advanced management strategies, pelvic floor rehabilitation, CAUTI prevention, and IAD management. Assignments on CAUTI prevention & management, and IAD prevention & management provides each learner presentations that can be used in practice. Discussion topics include case study analysis to support the learning process. Weekly and final quizzes provide each person perspective achieving learning goals. This specialty course is part of a series for a WOCN® Accredited Program for the role of WOC Nursing Specialist. Graduates of this WOC nursing education program are eligible for the www.WOCNCB.org certification exams.

Course Outcome:

Apply the concepts of urinary & GI anatomy and voiding physiology with knowledge of UI & FI types and holistic assessment, management through diet, medications, containment product, or behavioral strategies to the care of a person with a urinary and/or fecal incontinence.

Course Objectives:

1. Describe the anatomy and physiology of the urinary tract.
2. Summarize mechanisms involved in voiding.
3. Classify containment devices for urinary incontinence by product components, indications, and contraindications.
4. Plan WOC nursing care for the patient with moisture-associated dermatitis (MAD).

5. Relate the basic pathology and assessment criteria for common types of chronic urinary incontinence (UI).
6. Relate the basic pathology and assessment criteria for less common types of chronic urinary incontinence (UI).
7. Describe medication classifications used to manage chronic urinary incontinence.
8. Discuss the role of pelvic muscle rehabilitation, biofeedback, electrical stimulation, fluid management, and bladder retraining in the management of urinary incontinence.
9. Explain surgical procedures used for the management of chronic urinary incontinence.
10. Develop a nursing education in-service program on catheter-associated urinary tract infection (CAUTI).
11. Design an appropriate WOC nursing management plan for the treatment of the patient with chronic urinary incontinence.
12. Identify causative factors for fecal incontinence.
13. Explain diagnostic tests used in the work-up of the patient with fecal incontinence.
14. Describe components included in a focused nursing assessment for the person with fecal incontinence
15. Discuss medications used for the patient who has constipation or diarrhea.
16. Plan WOC nursing care for the individual with fecal incontinence.

Successful completion includes achieving at least 80% of course points as outlined in the course syllabus, and completion and submission of course evaluation.

Disclosures: Course facilitators have no disclosures to report.

Computer or Tablet Requirements

A desk top, laptop, or tablet computer is required for the program. Classroom educational materials and access to Cleveland Clinic's online alumni library are only available through the online learning platform. **Access to a webcam is required for proctoring of final exams.**

Students' computer/tablet should be loaded with the appropriate Microsoft Word and PowerPoint software requirements. The use of Microsoft Word and PowerPoint is required for assignment submissions. Faculty are unable to work within sharable sites such as Google docs which is not permitted to be utilized for coursework completion and submissions requirements in accordance to Cleveland Clinic's cyber security policies.

Questions or concerns about software requirements can be posted from within the online learning platform's help tab. In the interest of preventing cybersecurity problems, all course work, assignment submissions, and communications occur within the online learning platform only.

Google Chrome or Firefox internet browser is required.

Student must possess ability to navigate through and to utilize all software and hardware required in order to complete program coursework requirements.

Library Resources

The Friday before the first day of class, students will be provided with an online account to Cleveland Clinic's Floyd D. Loop alumni library for research articles, references, etc.

Student Rights and Responsibilities

1. Students have a right to expect:

That they shall not be exploited relative to time commitment or pay for profit of the conducting institution or corporation. That enrollment in the WOC nursing education program is equivalent to the signing of a contract between the student and the program. As such all parties should comply with the rights and responsibilities in that contract. Student failure to achieve the goals within the time frame expected for which s/he enrolled, is based on valid, reliable data, and information from objective evaluations that may be required by due process mechanisms when contested.

Fair and accurate evaluation of their progress in the educational program and to be kept informed of the status of that progress. Fair, accurate, and objective evaluation of progress in the educational program will be maintained. Students will be regularly informed of progress in the program based on the objective feedback of course work and written assignments

WOC Students and graduates have the right to have access to documentation for their academic and clinical achievements and upon their request have verified copies furnished to institutions, agencies, other programs or others specified by the student or graduate.

Students will be held accountable for:

- The quality of preparation, completion, and performance of assignments.
- Complying with the policies and regulations pertaining to the WOC nursing education program.
- Fulfilling all responsibilities connected with the program defined at time of enrollment in the program, or made a part of the educational contract during the period of enrollment through mutual agreement.

Conduct (Code of Conduct)

The purposes of this policy is to provide a process for identifying and addressing behavior that creates an unhealthy environment in online study or clinical experiences.

Cleveland Clinic health system and this program are committed to providing a professional study and clinic environment which promotes teamwork, the free exchange of ideas, and a collaborative approach to problem-solving. It is the policy of Cleveland Clinic to address disruptive or intimidating behavior that creates an unhealthy study or clinical environment and that interferes with the orderly conduct of the classroom or hospitals' business through the provisions of its Non-Discrimination, Harassment, or Retaliation policy.

Definitions:

Disruptive behavior is behavior which interferes with the orderly conduct of classroom and hospital business, including behavior that interferes with the ability of others to effectively carry out their classroom activities or clinical duties, or that undermines a patient's confidence in the hospital clinical setting or another member of the healthcare team.

For purposes of this policy, disruptive behavior may encompass a range of subtle and not so subtle behaviors including, but not limited to: profane or disrespectful language, degrading or demeaning comments or behavior, such as name-calling; sexual comments or innuendo; inappropriate touching, sexual or otherwise; racial or ethnic jokes; outbursts of anger, including throwing instruments, charts or other objects; comments or criticisms that undermine a patient's trust in caregivers or the hospital; comments that undermine a caregiver's self-confidence in caring for patients; intimidating behavior that has the effect of suppressing input by other members of the healthcare team; reluctance or refusal to answer questions, return phone calls, emails, or pages, and inappropriate medical record entries concerning the quality of care being provided by the hospital or a clinical team member.

Reporting an Incident of Disruptive Behavior:

Students, who believe that they've been subjected to disruptive behavior are encourage to initiate a private, non-confrontational conversation regarding that behavior. Often this action alone will resolve the problem. Cleveland Clinic and this program, however, realize that a student may prefer to pursue the matter through formal complaint procedures.

Cleveland Clinic and this program supports the reporting of perceived incidents of disruptive behavior, regardless of the offender's identity or position. Students, who believe that they've been the victim of such conduct or who have witnessed such conduct, should report the matter to their online course instructor and/or the WOC Education Program Director (designee). While no reporting period has been established, early reporting and intervention will be the most effective method of resolving complaints of disruptive behavior.

Investigation of Complaints:

Any reported allegations of disruptive behavior will be investigated promptly this investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge.

Confidentiality will be maintained throughout the investigatory process to the extent consistent with adequate investigation and appropriate corrective action.

Corrective Action:

Disruptive behavior is in direct conflict with the mission and values of Cleveland Clinic and this internal health program. It will not be tolerated. Responsible action may include, for example, training, coaching or other remediation, referral for evaluation and/or counseling, re-assignment and/or corrective action (refer to the Corrective Action Policy in this handbook) up to and including discharge from this program or clinicals, as appropriate under the circumstances.

False and malicious allegations of disruptive behavior are taken seriously and also may be subject to appropriate corrective action.

Statement of Non-Retaliation:

Cleveland Clinic forbids retaliation against any student, who files a complaint regarding disruptive behavior or who assists in the investigation of such a complaint. Acts of retaliation should be reported to the Program Director (designee) for further action.

Diversity Statement

The Center for Health Sciences Education and Cleveland Clinic are committed to valuing all people through our organization, regardless of background or culture. A diverse and inclusive environment for students and staff and culturally appropriate care for our patients, are essential to fulfilling our vision to be the best place for care anywhere and the best place to work in healthcare. We welcome students from diverse backgrounds and cultures.

Title IX

Purpose

This policy expresses the Cleveland Clinic's commitment to equal opportunity in educational programs and establishes a procedure for addressing complaints.

Policy Statement

In accordance with Title IX of the Education Amendments of 1972 (as amended by the 1988 Civil Rights Restoration Act), Cleveland Clinic prohibits discrimination on the basis of sex in educational programs and activities that receive federal financial assistance. Sexual harassment is a form of sex discrimination. Cleveland Clinic has a designated Title IX Coordinator. The Title IX Coordinator's office is located in the Education Building/Lerner Research Institute, NA-22. The Title IX Coordinator's telephone number is (216) 444-5678. Questions or concerns regarding Title IX, harassment, or discrimination must be directed to the Title IX Coordinator.

Cleveland Clinic is an institution and community committed to the principles of excellence, fairness and respect for all people. As part of this commitment, we actively value diversity and seek to take advantage of the rich backgrounds and abilities of everyone. Our equal opportunity policies (in employment and educational programs) affirmatively protect all employees, students, and applicants, ensuring that decisions are based on individual merit, rather than stereotypes and biases. Copies of our equal employment policies and procedures are available on the intranet, in the employee handbook, and are provided to employees upon request.

Cleveland Clinic also promotes an inclusive organizational culture through diversity education, consultation, and programs that leverage differences to enhance innovation, quality of care, teamwork, and economic impact. Further, it is our policy to encourage all vendors, contractors, and others doing business with the Cleveland Clinic to adhere to these same principles.

Definitions

Sex Discrimination: Behavior or action that denies or limits a person's ability to benefit from, or fully participate in, education programs or activities or employment opportunities because of a person's sex. Examples of the type of discrimination that are covered under Title IX include, but

are not limited to, sexual harassment, sexual violence, failure to provide equal opportunity in educational and co-curricular programs, discrimination based on pregnancy, and employment discrimination based on sex in educational and co-curricular programs.

Sexual Harassment: A range of behaviors which includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that (a) is sufficiently severe, persistent, or pervasive to limit a student's ability to participate in or benefit from an education program or to create a hostile or abusive educational environment, or (b) explicitly or implicitly affects an individual's employment or education, unreasonably interferes with an individual's work or educational performance, or creates an intimidating, hostile, or offensive work or educational environment.

Complaint: A description of facts that allege a violation of Cleveland Clinic's policies against discrimination on the basis of sex. All complaints must be made in writing within one year of the occurrence of the events giving rise to the complaint. Complaints may be made by individuals or groups of individuals who have been impacted by sex discrimination.

Respondent(s): Person or persons who are members of the Cleveland Clinic community who allegedly discriminated against, or harassed, another individual on the basis of their sex. Respondents may be individuals, groups, programs, or administrative units, or the institution.

Witnesses: Persons who have information about the alleged sexual misconduct that will tend to prove, disprove, or otherwise illuminate an investigation of a complaint.

Investigation: A fact finding inquiry by the Title IX Coordinator, the Human Resources Department, the Office of Professional Staff Affairs, or the Office of the General Counsel, as appropriate, that attempts to determine whether behavior in violation of any policy prohibiting discrimination on the basis of sex occurred, and to make recommendations for resolution of the discriminatory or harassing conditions.

Cleveland Clinic United States locations: Includes the main campus, Avon, Euclid, Fairview, Hillcrest, Lutheran, Marymount, Medina, South Pointe, Children's Hospital for Rehabilitation, Cleveland Clinic Florida, Cleveland Clinic Hospital (Weston), and all Family Health Centers, Physician practice sites, Nevada practice sites, Emergency Departments, Express Care Centers, Urgent Care Centers and Ambulatory Surgical Centers reporting to these facilities.

Policy Implementation

Grievance Procedure

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in educational programs and activities that receive federal financial assistance. To ensure compliance with Title IX and other federal and state civil rights laws, Cleveland Clinic has developed internal policies that prohibit discrimination on the basis of sex and other protected classifications in employment (see Equal Employment Opportunity/Workforce Diversity and Inclusion Policy and Non-Discrimination, Harassment or Retaliation Policy) and in educational programs and activities.

The following procedures have been adopted by Cleveland Clinic to receive, investigate, and resolve complaints of discrimination on the basis of sex in educational programs and activities. These procedures are designed to provide a supportive process for individuals who report discrimination and to ensure a fair process for individuals who are accused of discriminatory

conduct. Internal investigation of allegations of institutional discriminatory treatment or systemic discriminatory practices is intended to ensure that Cleveland Clinic meets its commitment to an open and inclusive educational and employment environment. These procedures also describe Cleveland Clinic's efforts to conduct timely, thorough, and fair investigations as required by law. Similar procedures apply to complaints of discrimination on the basis of race, national origin, disability, age and other protected classifications in employment (see [Equal Employment Opportunity/Workforce Diversity and Inclusion Policy](#) and [Non-Discrimination, Harassment or Retaliation Policy](#)).

Making Reports of Title IX Sex Discrimination

The Title IX Coordinator has primary responsibility for coordinating efforts for investigation, resolution, implementation of corrective measures, and monitoring the educational environment to stop, remediate, and prevent discrimination on the basis of sex in educational programs. Students and applicants who believe that they have been subjected to discrimination, harassment, or retaliation must immediately report their concerns to the Title IX Coordinator. In such cases, the Title IX Coordinator will investigate allegations of discrimination in consultation with appropriate individuals from the educational program.

Employees who believe that they have been subjected to discrimination, harassment, or retaliation must immediately report their concerns to their supervisor, Human Resources, or the confidential Cleveland Clinic Compliance Reporting Line at 1-800-826-9294. In such cases, the Human Resources Department will investigate allegations of discrimination in consultation with the respondent's immediate supervisor, provided the supervisor is not an alleged perpetrator.

All employees have a duty to identify and report discriminatory behaviors. Chairs, Supervisors, Program Directors, and Department Administrators must be directly involved in resolving allegations of discrimination, as required by the facts of each case.

Supervisors, Program Directors, and Department Administrators also have a duty to monitor the respondent's behavior and to take appropriate disciplinary action if he or she continues to violate CCF policy or procedure, including further acts of discrimination and/or acts of retaliation.

Investigation of Reports of Title IX Discrimination; Oversight by Title IX Coordinator
Cleveland Clinic's Title IX Coordinator has authority to:

- a. Accept all complaints and referrals of sex discrimination raised by applicants and students from all Cleveland Clinic educational programs and locations;
- b. Keep accurate, confidential records of all complaints and referrals for the required time period according to the Cleveland Clinic's retention policy or guidelines;
- c. Conduct investigations to the level required under Department of Education (DOE) regulations;
- d. Make findings of fact;
- e. Identify specific corrective measures to stop, remediate, and prevent sex discrimination including sexual harassment;
- f. Make recommendations for corrective measures including training, counseling and/or discipline where appropriate;
- g. Refer any recommendations for corrective measures to Human Resources and the Office of the General Counsel for implementation according to Cleveland Clinic policy;
- h. Oversee implementation of corrective measures, which may include follow-up to ensure that appropriate action was taken to complete the recommended actions;

Complaints raised by employees will be investigated and handled by other offices within the Cleveland Clinic, such as the Human Resources Department or the Office of Professional Staff Affairs. Employees must ensure that they follow policy [Equal Employment Opportunity/Workforce Diversity and Inclusion Policy](#) and [Non-Discrimination, Harassment or Retaliation Policy](#) to report all instances of discrimination based on sex and other protected classifications. In cases raised by employees where the allegations involve an educational program, however, ultimate oversight remains with the Title IX Coordinator to coordinate and ensure Cleveland Clinic's compliance with Title IX. To ensure enterprise-wide compliance with this policy, the Title IX Coordinator must be advised of all reported instances of sex discrimination arising in educational programs and their resolution, regardless of where the complaint is brought, investigated, or resolved. The Title IX Coordinator will monitor and coordinate the resolution of complaints by other officers with concurrent jurisdiction over Title IX discrimination.

The following procedures apply to complaints raised by students and applicants. The procedure for addressing complaints of sex discrimination by employees is governed by [Equal Employment Opportunity/Workforce Diversity and Inclusion Policy](#) and [Non-Discrimination, Harassment or Retaliation Policy](#).

1) Options for Resolution

Individuals making reports of discrimination shall be informed about options for resolving potential violations of the policies which prohibit discrimination. These options include informal dispute resolution, referral to other offices or programs, formal investigation by the Title IX Coordinator and/or the appropriate department, and the availability of resources outside the Cleveland Clinic process. Cleveland Clinic shall respond, to the greatest extent possible, to reports of discrimination brought anonymously or brought by third parties not directly impacted by the discrimination. The response to such reports, however, may be limited if information contained in the report cannot be verified by independent facts.

Complainants and other individuals bringing reports of discrimination shall be informed about the range of possible outcomes, including interim protections, remedies for the individual harmed, and disciplinary actions that might be taken against the accused as a result of the report, including information about the procedures leading to such outcomes.

Retaliation: An individual who is subjected to retaliation (e.g., threats, intimidation, reprisals, or adverse employment or educational actions) because he or she (a) made a report of discrimination in good faith, (b) assisted someone with a report of discrimination, or (c) participated in any manner in an investigation or resolution of a report of discrimination, may make a report of retaliation under these procedures. The report of retaliation shall be referred to the appropriate department for investigation (such as the Human Resources Department or the Office of Professional Staff Affairs).

Temporary Measures: Cleveland Clinic may, at any point in the complaint process, elect to place the respondent on investigative leave, reassignment, or authorize other types of temporary measures while an investigation is pending.

Internal Procedures: Title IX compliance activities described as part of this policy are internal activities. Attorneys and other outside parties shall not participate.

a) Procedures for Informal Resolution

Cleveland Clinic encourages informal resolution options when the parties desire to resolve the situation cooperatively, or when inappropriate behavior does not rise to the level of a violation of policy, but nonetheless is adversely affecting the workplace or educational environment. Informal resolution may include an inquiry into the facts, but typically does not rise to the level of an investigation.

Informal resolution includes, but is not limited to options such as referral to another office or program, mediation, separation of the parties, referral to counseling programs, or conducted targeted education and training programs. Situations that are resolved through informal resolution are usually subject to follow-up after a period of time to ensure that resolution has been implemented effectively. Steps taken by the Title IX Coordinator to help the parties achieve informal resolution will be documented.

Some reports of discrimination may not be appropriate for informal resolution, but may require a formal investigation at the discretion of the Title IX Coordinator, the Director of Human Resources, and/or the Director of the Office of Professional Staff Affairs.

b) Procedures for Formal Investigation

In response to reports of discrimination in cases where the complainant does not wish to engage in informal resolution, where informal resolution is not appropriate, or in cases where attempts at informal resolution are unsuccessful, the Title IX Coordinator/Human Resources Department/Office of Professional Staff Affairs may conduct a formal investigation. To initiate a formal investigation, a complainant must file a written complaint within one year of the events giving rise to the complaint.

Investigations of reports of discrimination shall incorporate the following standards:

1. The Title IX Coordinator is the designated unit to conduct formal investigations of allegations of discrimination raised by students and/or applicants to educational programs, and to coordinate responses to complaints of the same. The Human Resources Department is the designated unit to conduct formal investigations of allegations of discrimination raised by employees, and to coordinate responses to complaints of the same. The Office of Professional Staff Affairs is the designated unit to conduct formal investigations of allegations of discrimination raised by or involving members of the professional staff, and to coordinate responses to complaints of the same.
2. The individuals accused of violating the policy prohibiting sex discrimination shall be informed of the substance of the allegations. If the individual accused cannot be located, attempts at notification shall be documented.
3. The individual(s) conducting the investigation shall be familiar with the applicable policies and shall have training and/or experience in conducting investigations. The investigation generally may include, as the facts of each case indicate necessary interviews with the parties, interviews with other witnesses, and a review of relevant documents. Disclosure of facts to witnesses shall be limited to what is reasonably necessary to conduct a fair and thorough investigation. Participants in an investigation shall be advised that maintaining confidentiality is typically

essential to protect the integrity of the investigation and will be advised to refrain from discussing the pending investigation if the investigator determines that the situation requires such measures.

4. At any time during the investigation, the investigator may recommend that interim protections or remedies be put into place.
5. The investigation shall be completed as promptly as possible, ideally within 60 business days of the date that the written complaint was received. In the event that the investigation cannot be completed within this time frame, the complainant shall be notified in writing.
6. Generally, an investigation will result in determination of whether the allegations of discrimination were substantiated (more likely than not that the allegation is true), unsubstantiated (not possible to determine whether the allegation is true or untrue/insufficient evidence), or unfounded (more likely than not that the allegation is untrue). A finding that the allegations were unfounded does not indicate that the complaint was improper or knowingly false.
7. No person shall make an allegation that he or she knows to be untrue or provide false information during the course of an investigation. Making a false complaint or giving false information is a violation of the Code of Conduct and Cleveland Clinic Policies, and may be a basis for discipline, including termination or expulsion.
8. The complainant and the respondent shall be informed in writing of the completion of the investigation and the outcome of the investigation.
9. Regardless of the method of resolution and the outcome, complainant is at all times free to pursue a complaint with the Equal Employment Opportunity Commission, the United States Department of Education (Office of Civil Rights), the United States Department of Labor, or by consulting an attorney at his/her own expense.

Confidentiality of Reports of Discrimination

Cleveland Clinic attempts to balance the needs of the parties for privacy with its responsibility to provide a safe educational and work environment. Confidentiality is an aspiration, but is not always possible or appropriate. An individual's requests for confidentiality will be considered in determining an appropriate response; however, such requests will be considered in the dual context of the Cleveland Clinic's obligation to provide a working and learning environment that is free from discrimination and the rights of the accused to be informed of the allegations and their source. Some level of disclosure may be necessary to ensure a full, fair, and complete investigation.

Title IX of the Education Amendments of 1972 (as amended by the 1988 Civil Rights Restoration Act)

34 CFR, Part 106

Oversight and Responsibility

The Center for Health Sciences and Education is responsible for the oversight of this policy as well as disseminating the policy to interested parties. The Title IX Coordinator is responsible for implementing the policy, with assistance from the Human Resources Department.

It is the responsibility of each hospital, institute, department and discipline to implement the policy and to draft and operationalize related procedures to the policy if applicable.

Other Background Information

Issuing Office

Center for Health Sciences and Education

Reviewed by Human Resources

Student Handbook Attestation

The WOC student handbook contains important information with regard to Cleveland Clinic policies and procedures pertaining to employees and students enrolled in all internal Cleveland Clinic education programs and affiliate-based programs.

I attest that I have received a copy of the WOC Nursing student handbook, and it is my responsibility to review it in its entirety and ask any questions for further guidance and clarification on areas that I do not understand.

I will comply, at all times, with the policies and procedures as stated in this student handbook. I understand that failure to comply can result in disciplinary action, including denial of clinical access, depending on the frequency and/or severity of the failure to comply, or immediate dismissal from the WOC Nursing program.

Student Signature

Date

NOTE: You will be required to complete this Student Handbook Attestation by signing electronically within the program's online learning classroom, Edvance 360, as an initial assignment during the Professional Practice Concepts course.