

Practical Nursing: Student Handbook

MEADVILLE MEDICAL CENTER INSTITUTE FOR HEALTHCARE
PROFESSIONALS

PROGRAM INFORMATION

The purpose of this handbook is to acquaint you with school policies that will be your responsibility throughout the total program. You will want to retain this handbook as a guide and a reference to be consulted when policy clarification become necessary. **The faculty reserves the right to amend or add policies at any time during the program. Students will be informed in writing about any changes and be required to sign an acknowledgement document.**

Table of Contents

NON-DISCRIMINATION POLICY.....	3
FACULTY:.....	4
CLASS SCHEDULE.....	5
ORGANIZATIONAL CHART.....	6
ADMISSION/SELECTION POLICY.....	7
CURRICULUM OVERVIEW-Trimester I.....	9
CURRICULUM OVERVIEW-Trimester II.....	21
CURRICULUM OVERVIEW-Trimester III.....	27
END OF PROGRAM STUDENT LEARNING OUTOCOMES.....	36
GRADING POLICY.....	37
GRADING SCALE.....	37
TEST MASTERY.....	40
SATISFACTORY ACADEMIC PROGRESS.....	41
CLINICAL GUIDELINES POLICY.....	43
CLINICAL EVALUATION POLICY.....	46
PRECEPTOR PROGRAM POLICY.....	49
ATTENDANCE POLICY.....	50
EXCUSED ABSENCE:.....	51
LEAVE OF ABSENCE POLICY.....	52
STUDENT SUPPORT SERVICES POLICY.....	53
STUDENT APPEARANCE AND CONDUCT.....	55
STUDENT EMPLOYMENT POLICY.....	57
SCHOOL CANCELLATION POLICY.....	58
STUDENT RIGHTS AND RESPONSIBILITIES.....	59
STUDENT COMPLAINT GUIDELINES.....	61
STUDENT HOUSING.....	62
STUDENT RECORD POLICY.....	63
STUDENT FINANCIAL AID GUIDE.....	64
INSTITUTIONAL REFUND POLICY.....	64
LAST DAY OF ATTENDANCE/WITHDRAWAL.....	65
ACCOUNTS RECEIVABLE.....	66

NON-DISCRIMINATION POLICY

To comply with Federal Laws and State Laws concerning equal rights and opportunities, the Meadville Medical Center Institute for Healthcare Professionals declares itself to be an Equal Rights and Opportunities Institute. It does not discriminate against individuals or groups because of race, color, ethnic origin, religion, age, sex, marital status, sexual preference, disadvantages, or non-relevant handicaps and disabilities. All services, facilities and activities are accessible to the handicapped. No persons shall on the basis of the foregoing be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program, activity or employment. This non-discrimination extends to students, employees, prospective employees and the community

Program access for the handicapped

A handicap would not negate accessibility to the Practical Nursing Program if the student could meet the expected competencies of a graduate Practical Nurse.

Communication, psychomotor, visual and auditory skills are extremely important for the practice of practical nursing as they relate to patient safety. Without these skills, the practical nurse could not adequately assess the need for nursing care nor provide the care. This could be possible with prostheses and/or supportive aides.

The functions of a practical nurse require physical activities in which the individual would have to perform. Functional level would need to be assessed for each individual. This may require a vocational assessment. Some specific areas are:

Speech - Must be able to communicate verbally

Hearing- Must be able to hear speech and sounds through

a stethoscope Vision - Must be able to observe visually

and read medication orders correctly

Mobility- Must be able to safely ambulate and to manipulate persons and equipment. Must be able to get to and from clinical laboratory settings independently.

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APPROVED BY: PENNSYLVANIA STATE BOARD OF NURSING

Practical Nursing: Student Handbook

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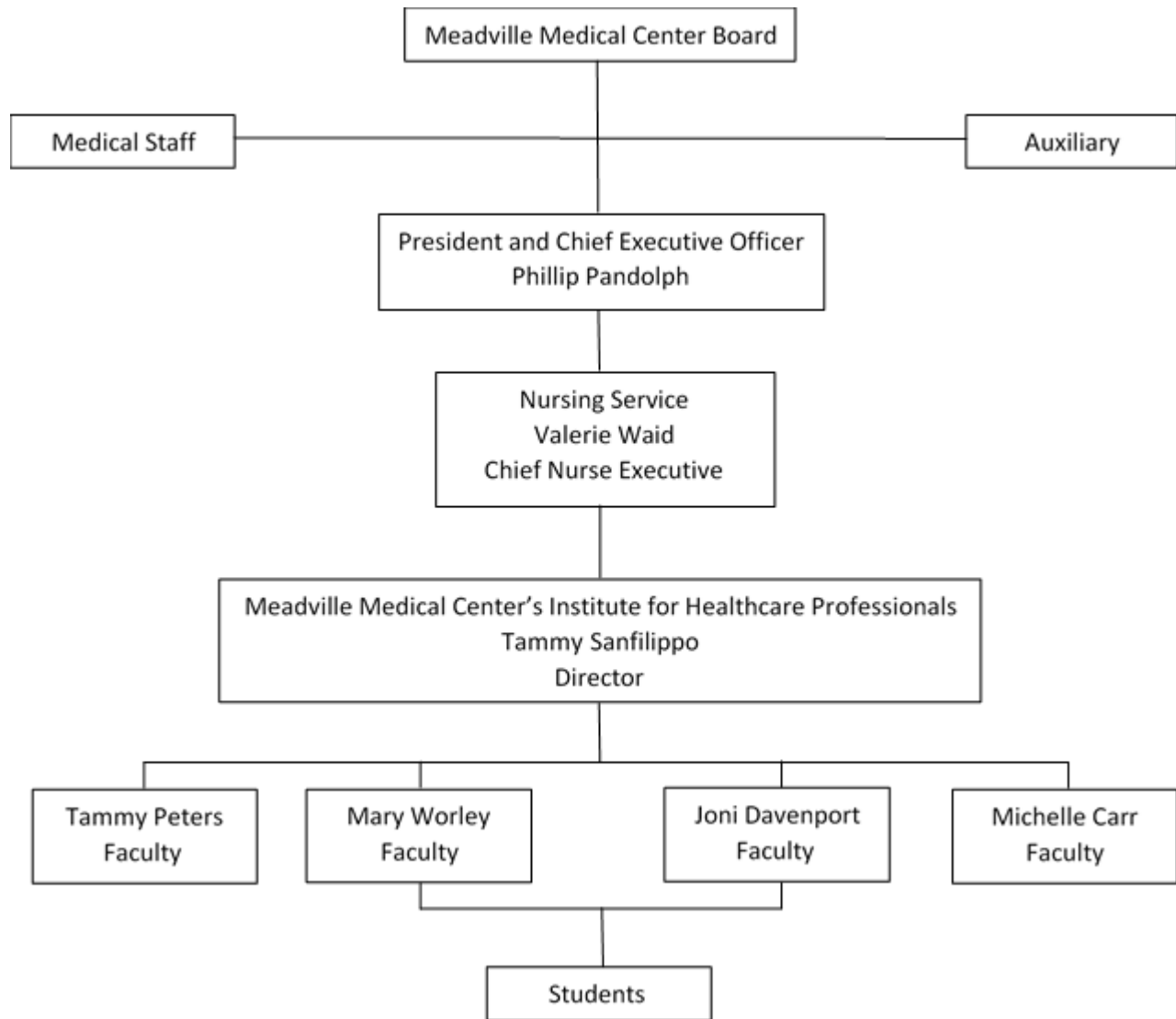
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CLASS SCHEDULE

Meadville Medical Center Institute for Healthcare Professionals Practical Nursing Program 2024-25								Class 7-3:30	Clinical 6:50-3:30
2024	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	CALENDAR SUBJECT TO CHANGE	
September		23	24	25	26	27		Online Assignment	
		30						1/2 day school	
October			1	2	3	4		Vacation	
		7	8	9	10	11		10/15 CPR at MMC & 1/2 day at school	
		14	15	16	17	18		10/23 Clinical Starts	
		21	22	23	24	25			
		28	29	30	31				
November							1		
		4	5	6	7	8			
		11	12	13	14	15			
		18	19	20	21	22		11/22-Sim Lab at school	
		25	26	27	28	29		11/28 & 11/29 Thanksgiving Vacation	
December		2	3	4	5	6			
		9	10	11	12	13			
		16	17	18	19	20			
		23	24	25	26	27			
		30	31						
2025				1	2	3			
January		6	7	8	9	10		1/20-MLK Jr. Day	
		13	14	15	16	17		1/27-Final Exam	
		20	21	22	23	24		1/29 -1/31 Trimester I Break	
		27	28	29	30	31			

ORGANIZATIONAL CHART



ADMISSION/SELECTION POLICY

Policy:

The selection of candidates for the nursing program follows the non-discriminatory policy of the school. Established criteria and prerequisites must be met by all selected candidates. Admission into the program is tentative until all criterions are met.

1. Educational prerequisites
 - a) Graduation from an accredited secondary school (transcript required and must be submitted in a signed and sealed envelope, electronic transmissions must have a method for verification of electronic transcript), or
 - b) High school equivalency diploma (G.E.D. scores and diploma number required)
 - c) Home school graduates must present a diploma from the Department of Education
 - d) ***“Checking the validity of a high school diploma: If the school or the Department has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education, then the department will evaluate the validity of the student’s high school completion. In order to satisfy the requirements of the regulation on this issue (34 CFR 668.16(p)), the school may:***
 1. *Check with the high school to confirm the validity of the student’s diploma; and*
 2. *Confirm with the relevant department or agency in the state in which the secondary school is located that the secondary school is recognized as a provider of secondary school education.”*
2. Pre-Entrance Test

All applicants must take the pre-entrance test for enrollment consideration. This test is given at the Meadville Medical Center Institute for Healthcare Professionals Practical Nursing suite. Applicants will be scheduled for a test date. The fee for this testing will be paid by the student. Currently, the testing fee is \$70.00 and is due at time of testing.
3. Health

Good physical and mental health are prerequisites due to the physical and emotional demands of nursing. A comprehensive physical examination, including required immunizations, must be completed by a physician or certified nurse practitioner prior to admission into the program.

*Immunizations requirements: Documentation of the following vaccinations or titers showing immunity: Rubella, Rubeola, Mumps, Varicella, Tetanus (within 10 years), Hepatitis B, 2 step Tuberculine Test, Covid-19, Influenza (recommended)
4. A Criminal Record History and Child Abuse History Clearance are a requirement of the program.
 - a) Applicants should be aware that health care facilities must carefully monitor the security clearances of their employees. Persons with convictions of certain crimes may not be eligible to work in these health care facilities and are therefore not suitable candidates for enrollment in the MMC Institute for Healthcare Professionals Practical Nursing program.
 - b) An FBI criminal background fingerprint check is required for students. This clearance is done through the Department of Human Services. In addition, students who have lived in PA less than two years are an out-of-state resident and must complete FBI criminal history background check (fingerprint) through the Department

of Aging.

c) An Ohio civilian record check (BCI) is required for all Ohio residents.

d) The State Board of Nursing may refuse, suspend, or revoke any license in any case where the Board shall find that the applicant:

-Has been convicted or has pleaded guilty or entered a plea of nolo contendere or has been found guilty by a judge or jury of a felony or a crime of moral turpitude in the courts of this Commonwealth, the United States, or any other state, territory or country, or has received probation with verdict, disposition in lieu of trial or an Accelerated Rehabilitative Disposition in the disposition of felony charges, or has been dishonorably discharged from the military forces of the United States or of any other country;

-Has committed fraud or deceit in securing his or her admission to the practice of practical nursing or to practical nursing school;

-Is addicted to alcohol or is addicted to hallucinogenic or narcotic drugs or other drugs which tend to impair judgement or coordination, so long as such dependence shall continue, or if he or she has become mentally incompetent. (Professional Nursing Law & Practical Nurse Law Act 69: Section 5, Section 16).

5. A student, who has not been a resident of Pennsylvania for one full year prior to attending the program, will be assigned out-of-state tuition costs.
6. **ADVANCED PLACEMENT:** Persons who meet regular requirements for admission and who have had relevant post-secondary education, should contact the director of the program to determine if he/she may qualify for advanced placement. A fundamentals of nursing test will be proctored by the MMC Institute for Healthcare Professionals to assist in determining eligibility for advanced placement.

<u>CURRICULUM OVERVIEW-Trimester I</u>	
NURSING SKILLS COURSE	
Current Objectives -by module topic	
Vital Signs	
1.	Answer questions about measuring body temperature.
2.	Obtain and record temperatures with 100% accuracy.
3.	Obtain and record temperature using an electronic and tympanic thermometer.
4.	Answer questions about measuring pulses.
5.	Obtain and record a radial pulse to within two beats per minute.
6.	Obtain and record an apical pulse to within two beats per minute.
7.	Obtain and record an apical/radial pulse to within two beats per minute.
8.	Answer questions about measuring respirations.
9.	Obtain and record respirations to within one breath per minute.
10.	Answer questions about measuring blood pressure.
11.	Obtain and record blood pressure to within two mm of mercury reading.
12.	Use an Electronic Vital Sign Machine.
13.	Distinguish between normal and abnormal vital signs.
14.	Illustrate and label a normal electrocardiogram wave form.
15.	Determine abnormalities in selected electrocardiogram tracings.
16.	Answer questions about monitoring the heart rhythm.
17.	Explain the procedure for applying and maintaining a telemetry monitor.
18.	Explain the procedure for performing a 12-lead EKG.
19.	Differentiate between indications of shock, crisis hypertension, septicemia, and narrowing pulse pressure using scenarios.
20.	Identify immediate interventions for shock, crisis hypertension, septicemia, and narrowing pulse pressure.
Skills for Asepsis	
1.	Answer questions about microorganism types and growth.
2.	Identify links in the chain of infection.
3.	Illustrate links and breaks in the chain of infection.
4.	Explain the most effective measure against microorganism spread.
5.	Determine protective equipment needed for selected situations.
6.	Compare medical and surgical asepsis.
7.	Answer questions about principles of sterile technique.
8.	Perform a two-minute hand wash.
9.	Don and remove protective equipment.
10.	Create and add items to a sterile field.
11.	Don sterile gloves.
Skills for Managing the Patient's Environment	
1.	Answer questions about basic equipment found in the patient unit.
2.	Use features to place beds in selected positions.
3.	Determine ways the nurse can control environments.
4.	Identify factors that affect relaxation and sleep.

5. Rate effectiveness of relaxation and sleep promotion techniques.
6. Identify actions to take when preparing a unit for a patient.
7. Identify guidelines for bed making.
8. Make an occupied bed.
9. Make an unoccupied bed.

Personal Care Skills

1. Answer questions about providing daily personal care.
2. Inspect the skin for continuity and abnormalities.
3. Bathe a patient in bed.
4. Assist patient with a tub, whirlpool, or shower bath.
5. Provide perineal care.
6. Administer a back rub.
7. Assist with oral hygiene.
8. Assist with hair care.
9. Shave a Patient.
10. Provide nail care.
11. Identify guidelines for changing the gown of a patient with various forms in access.

Skills for Moving Patients

1. Answer questions about the use of safety devices.
2. Determine the least restrictive environment for patients in selected situations.
3. Apply safety devices.
4. Describe selected body positions and the purposes for each.
5. Position patients in supine, lateral, Fowler's, and Sin's positions.
6. Explain the effects of immobility on different body systems.
7. Identify nursing measures used to prevent the effects of immobility.
8. Apply anti-embolism stockings.
9. Identify causes of skin breakdown and ways to prevent them.
10. Use a turning sheet.
11. Answer questions about assisting with patient mobility.
12. Assist a patient to dangle.
13. Transfer a patient to a chair or wheelchair.
14. Transfer a patient to a carrier.
15. Transfer a patient using a mechanical lift.
16. Assist a patient to ambulate using assistive devices.

Wound Care Skills

1. Answer questions about types and treatment of wounds and ulcers.
2. Apply a clean dressing to a wound.
3. Apply a sterile dressing to a wound.
4. Apply a wet-to-dry dressing.
5. Answer questions about complications of wound healing.
6. Identify factors that affect wound healing.
7. Remove sutures and staples.
8. Illustrate types of drains and drainage.
9. Empty a closed wound drainage system.
10. Review a set of guidelines for wound care.
11. Explain procedure for applying an eye dressing

Respiratory Care Skills

1. Identify methods used to promote lung expansion.
2. Assist with deep breathing and coughing exercises.
3. Perform percussion and postural drainage.
4. Assist with incentive spirometry.
5. Perform nasal/oropharyngeal suctioning.
6. Indicate purposes and types of respiratory specimens.
7. Explain the procedure for obtaining a throat culture.
8. Explain how to obtain a sputum specimen.
9. Answer questions about oxygen delivery and safety.
10. Operate oxygen valves on wall units and cylinders.
11. Identify oxygen administration methods.
12. Demonstrate appropriate skills to perform swabbing for COVID, MRSA, Flu, etc.

Safety Skills

1. Research information about fire extinguishers in your building.
2. Explain safe practices for the classroom and laboratory.
3. Answer questions about proper body mechanics for bending, lifting, and moving.
4. Illustrate proper body mechanics for lifting and moving heavy objects.
5. Identify aspects of hazardous communication.
6. Locate information about a hazardous material using a Material Safety Data Sheet (MSDS).
7. Interpret safety signs, symbols, and labels.
8. Inventory your classroom/lab for potential hazardous material exposure and identify an MSDS for each.
9. Identify potential hazardous exposures in the health care setting.
10. Answer questions about methods of protection from hazardous exposure.
11. Obtain cardiopulmonary resuscitation (CPR) certification.
12. Identify appropriate action to take during an emergency in a clinical facility
13. Discuss ways to promote patient safety
14. Identify guidelines for responding to an accident in the clinical setting.
15. Complete an incident report

Urinary Care Skills

1. Answer questions about intake and output sources and measurements.
2. Calculate intake and output.
3. Assist with urinary elimination using a bedpan or fracture pan.
4. Assist with bedside commode and urinal.
5. Empty a urinary drainage bag.
6. Differentiate between types of urine specimens and how they are obtained.
7. Obtain urine specimens.
8. Identify the causes and symptoms of fluid volume deficit and overload.
9. Interpret normal and abnormal characteristics of urine using selected situations.
10. Strain urine for stones.
11. Answer questions about assessment of voiding patterns.
12. Answer questions about the types of urinary incontinence.
13. Present researched information about the types and care of urinary catheters.

<ol style="list-style-type: none">14. Perform urinary catheterization of a female.15. Perform urinary catheterization of a male.16. Discontinue a urinary catheter.17. Explain procedure to change a suprapubic catheter.18. Identify types and purposes of bladder irrigations.19. Perform and open an intermittent bladder irrigation/instillation.20. Manage a continuous bladder irrigation.21. Describe the purposes and care of ostomies.
<p>Skills for Applying Heat and Cold</p> <ol style="list-style-type: none">1. Answer questions about indications and safety of heat therapies.2. Apply a warm compress.3. Apply an aquathermia pad.4. Administer a sitz bath.5. Answer questions about indications and safety of cold therapies.6. Apply an ice pack/cold compress.7. Research the use of a temperature control blanket.8. Identify special considerations in applying heat and cold using selected situations.9. Develop criteria for evaluating effectiveness of heat and cold therapies.
<p>Decision Making Skills</p> <ol style="list-style-type: none">1. Answer questions about the steps of decision making.2. Answer questions about the phases of the nursing process.3. Use Maslow's hierarchy of human needs to prioritize patient problems.4. Distinguish between medical and nursing diagnoses.5. Discuss the purposes and uses of nursing care plans.6. Research sources to use when developing a nursing care plan.7. Develop a plan of care based on a case study.8. Construct a concept map of decision making in nursing care
<p>Skills for Admitting, Transferring and Discharging Patients</p> <ol style="list-style-type: none">1. Identify common patient reactions to hospitalization.2. Develop guidelines for responding to patient reactions to hospitalization.3. Answer questions about admission procedures.4. Answer questions about transfer procedures.5. Transfer a patient.6. Answer questions about patient admission.7. Answer questions about patient discharge.
<p>Documentation Skills</p> <ol style="list-style-type: none">1. Answer questions about types of charting.2. Identify rules for charting.3. Translate patient data and activities into charting phraseology.4. Identify information to chart using selected situations.5. Explore patient charts to find selected information.6. Document information on appropriate chart forms.7. Use computer programs to practice charting information
<p>Skills for Geriatric Care</p>

1. Answer questions about age-related changes in body systems.
2. Identify cognitive changes due to aging.
3. Answer questions about nursing care of geriatric patients.
4. Perform an assessment of a geriatric patient.
5. Devise a safety checklist for caregivers of geriatric patients to use.
6. Discuss psychosocial issues for older adults.
7. Interview an older adult about his or her life

Digestive Care

1. Answer questions about therapeutic diets.
2. Feed patients with special needs.
3. Perform a nutritional assessment.
4. Answer questions about tube feedings and formulas.
5. Illustrate types of nasogastric/gastric tubes and their purposes.
6. Feed a patient via a feeding tube.
7. Insert/change a nasogastric tube.
8. Develop guidelines for the care of a patient with a nasogastric/gastric tube.
9. Determine indications for gastrointestinal decompression.
10. Irrigate a nasogastric tube.
11. Discuss the assessment of vomit.
12. Answer questions about the causes and treatment of constipation and flatulence.
13. Remove a fecal impaction.
14. Differentiate between types and uses of enemas.
15. Administer cleansing and oil retention enemas.
16. Answer questions about the causes and treatment of diarrhea and fecal incontinence.
17. Obtain a stool specimen.
18. Check stool for occult blood.
19. Compare the location and care of colostomies and ileostomies.
20. Administer a colostomy irrigation.
21. Identify normal and abnormal characteristics of feces using selected situations.

Assessment

1. Answer questions about types and purposes of assessments.
2. Measure weight and height/length.
3. Perform focused assessments (neurovascular check, neurological check, and finger stick blood sugar).
4. Illustrate the difference between subjective and objective information.
5. Explain the techniques of assessment.
6. Answer questions about assessment of the skin, head, and neck.
7. Identify guidelines for assessment of the chest.
8. Answer questions about assessment of the abdomen.
9. Identify guidelines for assessment of the genitourinary system.
10. Answer questions about assessment of the extremities.
11. Include therapeutic equipment in an assessment.
12. Perform a head-to-toe assessment.
13. Determine type of assessment to perform using scenarios.
14. Assist with a physician's visit.

15. Develop a plan for when and how to assess patients during an eight-hour shift.
Pre-and Post-Op Care Skills <ol style="list-style-type: none">1. Answer questions about pre-operative preparation of a patient.2. Plan meals to meet pre-operative dietary needs using selected situations.3. Answer questions about pre-operative tests.4. Prepare and present a teaching plan for one area of pre-operative teaching.5. Answer questions about ways to help patients overcome pre-operative fears.6. Prepare a patient for surgery.7. List required information to obtain about a patient returning to the unit after surgery.8. Differentiate between a post-operative focused assessment and other assessments.9. Perform a post-operative focused assessment.10. Locate sources of information on common surgical complications and the nursing care for each.11. Answer questions about surgical complications and their nursing care using selected situations.
Skills for the Care of a Dying Patient <ol style="list-style-type: none">1. Answer questions about the meaning of death to different age groups.2. Present researched information about different cultural responses to death.3. Identify steps of the grieving process.4. Apply steps of grieving to a loss in your life.5. Answer questions about meeting the physical and psychological needs of dying patients and their families using scenarios.6. Use a self-inventory to determine your feelings about caring for dying patients.7. Answer questions about the signs and symptoms of impending death.8. Provide post-mortem care.9. Use movies, television shows, or scenarios to discuss legal and ethical issues related to death.
Skills for Managing Pain <ol style="list-style-type: none">1. Answer questions about types of pain.2. Research and present information about cultural influences on beliefs about the responses to pain.3. Use a questionnaire to evaluate and compare perceptions about pain.4. Answer questions about non-pharmacological pain management techniques.5. Identify indications, examples, and side effects of categories of pain medications.6. Answer questions about ways to assess pain and pain relief.7. Assess a patient in pain.8. Choose appropriate pain interventions using case studies.
Skills for Oncology Care <ol style="list-style-type: none">1. Answer questions about the diagnosis of types of tumors.2. Present researched information about medical or alternative treatments for cancer.

3. Answer questions about the nursing care for side effects of medical treatment.
4. Determine oncology safety guidelines for nurses and patients using selected situations.
5. Answer questions about providing emotional support for oncology patients and their families.
6. Perform an assessment of a patient with cancer.

Phlebotomy Skills

1. Answer questions about the differences between arteries, veins, and capillaries.
2. Illustrate commonly used veins for phlebotomy.
3. Identify guidelines for selecting and using phlebotomy equipment.
4. Choose commonly used collection tubes and the tests that go with each.
5. Answer questions about complications of phlebotomy.
6. Use a vacutainer to obtain a venous blood specimen.
7. Use a needle and syringe to obtain a venous blood specimen.
8. Answer questions about special precautions to use when collecting blood culture specimens.
9. Obtain a blood culture.
10. Identify other methods used for obtaining blood specimens.
11. Discuss the use of the finger stick method to obtain a blood specimen in a glucose testing strip

NURSING CONCEPTS COURSE

Current Objectives

Concepts of Learning

1. Explore methods of adult learning
2. Identify learner's responsibilities
3. Identify facilitator's responsibilities
4. Compare the learner's and facilitator's responsibilities in adult learning.
5. Identify different learning styles.
6. Identify your sensory preference.
7. Adjust your learning style to meet your learning needs.
8. Describe multiple intelligences.
9. Complete a self-inventory to determine your personal learning style.
10. Implement your personal study strategy.
11. Select at least one technique you will use for improving your auditory, visual, and tactile learning styles.
12. Use your multiple intelligences to problem solve.
13. Identify strategies for learning new information.
14. Utilize resources to learn new information.
15. Discuss tools used to master information.
16. Identify changes you will experience as a student.
17. Describe how change affects behaviors of yourself and others.
18. Design a personal time management strategy.
19. Identify personal behaviors you will exhibit in your new role as student.

Concepts of Health and Wellness

1. Discuss current trends in health promotion
2. Identify levels within Maslow's Hierarchy of Needs.
3. Prioritize client needs according to the Hierarchy of Needs
4. Contrast wellness with illness
5. Illustrate the wellness-illness continuum.
6. Identify the ten health indicators of Healthy People 2010.
7. Identify factors that influence human wellness.
8. Evaluate scenarios for environmental influences on health and wellness.
9. Analyze factors that influence human health and wellness from a culture that is not your own.
10. Identify possible family structures and support system factors that influence health and wellness.
11. Explore family dynamics in select scenarios
12. Evaluate situations that alter personal family structures and support systems.
13. Identify abuse and neglect factors
14. Assess client history for signs and symptoms of abuse or neglect.
15. Identify spiritual factors that influence human wellness.
16. Examine select scenarios for client risk factors and lifestyle choices.
17. Discuss the impact of health factors on health care delivery.
18. Define self-awareness and self-care.
19. Explain how self-awareness affects wellness.
20. Explore areas of positive self-care
21. Perform an inventory of self-care needs.
22. Identify three or four primary areas at risk for disease or illness.
23. Evaluate personal lifestyle for modifiable and non-modifiable risk factors.
24. Assess real or potential personal stressors for possible negative impact.
25. Identify appropriate stress management techniques.
26. Participate in disease prevention activities.
27. Evaluate disease prevention actions for any necessary modification.
28. Identify appropriate health seeking activities, based on area of risk
29. Select appropriate screening and health promotion activities.
30. Analyze how LPNs/LVNs can assist clients in health promotion
31. Identify resources available to clients for health promotion.
32. Create activities that teach clients attitudes and behaviors that promote health and wellness.
33. Develop a personal plan for change that promote positive self-care and minimizes risk factors.
34. Describe alternative health care practices
35. Analyze availability and cost of alternative and non-traditional health care.

Concepts of Human Development

1. Identify the basic principles of development.
2. Describe factors affecting human development.
3. Distinguish among physical differences in infants, children and adolescents.
4. Describe phases of physical development in adults.
5. Analyze expected physical changes in older adult clients related to the aging process.
6. Outline the changes in physical development.
7. Identify factors affecting physical development.

8. Contrast personal physical development against expected physical developmental stages.
9. Explain the stages of psychosocial development according to Erikson.
10. Identify factors that influence psychosocial development.
11. Describe positive and negative outcomes of each stage of psychosocial development.
12. Determine if client responses to age-related changes on select scenarios have a negative or positive impact on client care.
13. Contrast personal psychosocial development against expected psychosocial developmental stages.
14. Explain the stages of cognitive development according to Piaget.
15. Identify factors affecting cognitive development.
16. Contrast personal cognitive development against expected cognitive developmental stages.
17. Explain the stages of moral development according to Kohlberg.
18. Identify factors affecting moral development.
19. Examine the impact moral development has on human behaviors.
20. Contrast personal moral development against expected moral developmental stages.
21. Recognize the influence of human sexuality on human development.
22. Evaluate an individual for age-appropriate development.

Concepts of Nursing Professionalism

1. Define four elements of a profession.
2. Explain how nursing became a profession.
3. Describe the role of the LPN within the healthcare team.
4. Demonstrate professional behaviors.
5. Formulate responses displaying professional behaviors to hypothetical situations.
6. Research state regulations regarding unprofessional conduct.
7. Demonstrate characteristics critical to employability.
8. Identify cultural differences that influence client perceptions and responses to care.
9. Formulate responses to various cultural practices that impact client communication and functioning.
10. Evaluate client cultural influences when contributing to and providing client care plans.
11. Identify the nursing theorist of your program.
12. Explain the process of nursing licensure.
13. Explain the value of professional organizations and affiliations.
14. List professional organizations and affiliations available to the LPN/LVN and to practical nursing students.
15. Find community service opportunities for groups and individuals.

Concepts of Communication

1. Describe types of effective verbal communication techniques.
2. Explain types of nonverbal communication.
3. Promote active listening techniques.
4. Compare verbal, nonverbal, and listening techniques.
5. Promote effective information -gathering techniques with clients.
6. Identify types of communication used in health care.

7. Apply healthcare communication guidelines.
8. Identify types of communication styles.
9. Evaluate scenarios for various communication styles.
10. Provide examples of setting appropriate boundaries with passive and aggressive communicators.
11. Describe barriers to communication.
12. Identify resources to assist in overcoming communication barriers.
13. Identify components of a crisis.
14. Implement crisis intervention techniques.

Concepts of Medical Language

1. Answer questions about the meanings of medical prefixes.
2. Create resource file of medical prefixes.
3. Answer questions about the meaning of medical root words.
4. Create a resource file of medical root words.
5. Answer questions about the meanings of medical suffixes.
6. Create a resource file of medical suffixes.
7. Explain the use of combining forms in medical terminology.
8. Define medical terms.
9. Build medical terms using prefixes, root words, and suffixes.
10. Translate medical terms into common words.
11. Translate commonly used medical abbreviations into words.
12. Create a resource file for medical abbreviations.

Concepts of Nursing Ethics and Law

1. Provide examples of the five principles of nursing ethics.
2. Identify steps for making ethical decisions.
3. Provide examples of ethical nursing behaviors.
4. Identify method for dealing with ethical issues in various health care settings.
5. Apply ethical behavior guidelines to scenarios.
6. Present researched information about ethical issues in health care today.
7. Identify the various ways in which nursing practice is regulated.
8. Review the Nurse Practice act.
9. Analyze the Licensed Practical Nurse legal scope of practice.
10. List limitations of the student's scope of practice.
11. Identify consequences of violations of the Nurse Practice Act.
12. Explore how standards of care influence nursing care.
13. Identify professional boundaries.
14. Identify components of the three typed of "Bill of Rights."
15. Contrast the client's rights in each bill of rights relates to acute, residential and dying client care.
16. List actions practical nurses take to protect client rights.
17. Evaluate selected situations for any violation of client rights.
18. Identify legal aspects of the client's record.
19. Indicate how implementation of HIPAA regulations protects client confidentiality.
20. Define informed consent.
21. Provide examples of who may legally sign informed consent.
22. Describe the practical nurse's role in obtaining informed consent.
23. Explain the purpose of advance directives.
24. Define living will.

25. Explain the purpose of a durable power of attorney.
26. Describe the purpose of a health care proxy.
27. Explain the purpose of a "Do Not Resuscitate" (DNR) order.
28. Describe the role of the LPN/LVN related to self-determination.
29. Provide examples of malpractice, negligence, and abandonment.
30. Describe duty.
31. Identify factors that may lead to breach of duty.
32. Explain harm.
33. Provide examples of proximal cause.
34. Establish a connection between harm and proximal cause.
35. List strategies to avoid common health care torts.

Concepts of Healthcare Systems

1. Compare types of health care systems.
2. Differentiate among methods for health care payment.
3. Discuss the role of government in health care at national, state, and local levels.
4. Describe Medicare and Medicaid funding.
5. Discuss the impact of the uninsured on the healthcare system.
6. Identify the effects of managed care on health care delivery.
7. Describe the impact of managed care on nursing care delivery.
8. Review client care trends.

Nutrition

1. Discuss the fundamental principles of nutrition as it relates to a healthy lifestyle.
2. Describe the functions of fats, carbohydrates, protein and water.
3. Describe the functions of each of the micronutrients (vitamins and minerals).
4. Identify nutritional requirements for a healthy diet across the lifespan utilizing the " My Plate" plan
5. Identify sources of each of the macronutrients.
6. Identify sources of each of the micronutrients.
7. Differentiate between lipids, cholesterol and triglycerides.
8. Discuss the relationship between dietary choices and specific diseases.
9. Define malnutrition.
10. Discuss diseases that result from deficiencies or excesses of micronutrients.
11. Examine the relationship between current nutritional practices and the obesity epidemic.
12. Evaluate selected foods for nutritional content.
13. Create a menu for an adult that meets the FDA requirements for calories, fats, protein and micronutrients.
14. Develop a nutritional tip sheet to assist clients in developing new dietary habits for selected diseases.
15. Evaluate personal dietary intake for compliance with the requirements in the new food pyramid.
16. Develop a plan for a "new nutritional you".

Teamwork

1. Explain the concept of teamwork.
2. Identify the purpose of teamwork.
3. Identify members within a team.

4. Identify behaviors of an effective team.
5. Describe positive and negative team dynamics.
6. Identify methods for building positive team relationships.
7. Describe rules for teamwork.
8. Evaluate your abilities to function in a team.
9. List roles and responsibilities of an effective team member.
10. Contrast the benefits and limitations of an effective team with those of an ineffective team.
11. Evaluate participation in a health care team.
12. Define conflict.
13. Analyze underlying factors that may lead to conflict.
14. Identify the influence differing personality types have on conflict.
15. Identify communication styles used during conflict.
16. Examine methods of team conflict resolution.
17. List the six stages of team conflict resolution.
18. Explore personal reactions during team conflict.
19. Select effective techniques for handling team conflict.
20. Compare and contrast various strategies for team conflict resolution.
21. Describe an effective leader.
22. Analyze the attributes and attitudes of an effective leader.
23. Demonstrate principles of delegation.

CURRICULUM OVERVIEW-Trimester II

Nursing Focus I

Introduction to Focus:

1. Illustrate anatomical divisions of the body.
2. Compare and contrast levels of anatomical organization.
3. Answer questions about cell division.
4. Present researched information about movement across cell membranes.
5. Differentiate between types of tissues and membranes.
6. Classify organs and tissues according to body systems.
7. Identify chemical symbols for common elements.
8. Discuss the nurse's responsibility in diagnostic testing.
9. Create a file of diagnostic procedures, preparation, and nursing care.
10. Identify common surgical procedures.
11. Answer questions about nurse-patient communication.
12. Discuss the importance of patient teaching in preparation for diagnostic tests.
13. Develop a plan for providing emotional support to patients undergoing diagnostic testing.
- 14.

Skin Focus:

1. Illustrate the layers of the skin including the appendages of each layer.
2. Describe the functions of the appendages of the skin.
3. Explain four functions of the skin;
4. Answer questions about characteristics of the skin.
5. Illustrate the differences in destruction and emergency care of burns.
6. Answer questions about nursing care of patients with burns.
7. Compare types and treatment of skin cancers.
8. Differentiate between facts and fibs regarding skin cancer.
9. Describe the appearance and care of infectious skin disorders.
10. Identify the type of infectious organism causing each disorder.
11. Present a teaching project about prevention and care of infectious skin disorders.
12. Describe the appearance and care of selected non-infectious skin disorders.
13. Identify effects/side effects of medications used to treat skin disorders.
14. Answer questions about diagnostic and surgical procedures used for skin disorders.
15. Discuss ways to provide emotional support for a patient with a severe skin disorder.

Musculoskeletal Focus:

1. Discuss the structure and function of the skeletal system.
2. Locate and name the major bones of the body.
3. Explain how the skeleton functions to sustain and protect the body.
4. Discuss the structure and function of the muscular system.
5. Locate and name the major muscles of the body.
6. Explain how each type of muscle functions to sustain and protect the body.
7. Measure your strength and flexibility.
8. Answer questions about diseases and disorders that affect bone structure.
9. Present researched information about specialized nursing care of patients with fractures.

10. Answer questions about diseases and disorders that damage joints.
11. Discuss diseases that affect muscle function
12. Present instruction appropriate for patients/families about a selected joint disorder.
13. Answer questions about the care of a patient with a limb amputation.
14. Research medications used to treat musculoskeletal disorders.
15. Illustrate food choices for patients with gout and osteoporosis.
16. Answer questions about diagnostic testing and surgical procedures for musculoskeletal disorders.
17. Interview a patient undergoing rehabilitation for a musculoskeletal disorder.
18. Identify ways to provide emotional support to the person who has had an amputation.
19. Discuss emotional support needed by the person with a chronic musculoskeletal disorder.

Respiratory Focus:

1. Discuss the structure and function of the respiratory system.
2. Locate and name the structures of the respiratory system.
3. Answer questions about the mechanics of breathing.
4. Compare internal and external respiration.
5. Demonstrate the effects of smoking on the lungs using a lab kit.
6. Discuss disorders of the upper and lower airways.
7. Discuss diseases and disorders that affect airflow in the bronchi and lungs.
8. Illustrate the changes that occur in the lungs as a result of COPD.
9. Discuss diseases and disorders that affect lung perfusion and expansion.
10. Discuss infections of the lower airways and lungs.
11. Determine the proper care of a patient with chest tubes.
12. Present researched information about the nursing care of patients with respiratory diseases.
13. Develop a teaching project about active tuberculosis for patients and their families.
14. Determine effects, side effects, and nursing actions for the classifications of medications used to treat respiratory diseases and disorders.
15. Discuss nutritional considerations for patients with respiratory problems.
16. Answer questions about diagnostic and surgical procedures used with respiratory disorders.
17. Use a concept map to connect selected respiratory disorders, medications, diagnostic tests, treatment, and nursing care.
18. Locate community resources available for people with chronic respiratory disorders.

Endocrine Focus:

1. Discuss the functions of the endocrine system.
2. Locate and name the endocrine glands.
3. Discuss ways the body regulates hormone production.
4. Explain how the pancreas keeps blood glucose levels within normal limits.
5. Discuss disorders of the thyroid and parathyroid glands.
6. Discuss disorders of the pituitary gland.
7. Discuss disorders of the adrenal glands.
8. Discuss endocrine disorders of the pancreas.
9. Compare Type 1 and Type 2 diabetes mellitus.
10. Present researched information about the nursing care of patients with endocrine disorders.
11. Present a teaching project for one aspect of self-care for a person with diabetes.

12. Discuss the classifications and effects of medications used to treat endocrine disorders.
13. Create a file of surgical and diagnostic procedures done for conditions of the endocrine glands.
14. Use case studies to discuss the nursing care, medications, and procedures of selected endocrine disorders.
15. Interview a person with diabetes about the impact of the disease on his or her life.
16. Determine ways nurses can provide emotional support to patients with diabetes.

Cardiac Focus:

1. Discuss the structure and function of the heart.
2. Describe the cardiac conduction cycle.
3. Locate and name the structures of the heart.
4. Illustrate the path of blood through the heart, lungs, and great vessels.
5. Discuss diseases and disorders that damage the heart.
6. Present researched information about nursing care of patients with heart damage.
7. Discuss diseases and disorders that affect heart conduction.
8. Illustrate selected conduction disorders.
9. Discuss heart disorders that affect lung function.
10. Compare myocardial infarction and congestive heart failure.
11. Present researched information about the care of patients with congestive heart failure.
12. Discuss categories of medications used to treat cardiac disorders.
13. Explain diagnostic tests and surgical procedures for cardiac disorders.
14. Use a concept map to connect selected cardiac disorders with medications, nursing care, diagnostic tests, and surgical procedures.

Urinary Focus:

1. Discuss the structure and function of the urinary system.
2. Discuss the structure and function of a nephron.
3. Locate and name structures of the urinary system.
4. Discuss the effects of selected hormones on the kidney.
5. Demonstrate the principles of osmosis and diffusion using laboratory experiments.
6. Discuss conditions that affect the kidney and ureters.
7. Illustrate the effects of kidney and ureteral obstructions.
8. Present researched information about caring for a patient with chronic renal failure.
9. Determine appropriate nursing care for patients with kidney disorders.
10. Discuss conditions that affect the bladder and urethra.
11. Develop a teaching project on the causes, prevention, and treatment of urinary tract infections.
12. Discuss conditions which affect the prostate gland.
13. Determine appropriate nursing care for the patient who has had prostate surgery.
14. Discuss the classifications and effects of medications used to treat urinary conditions.
15. Plan meals for persons with selected urinary conditions.
16. Create a chart of selected urinary diagnostic tests, purposes, and care required.
17. Discuss surgeries used to treat urinary disorders

Vascular Focus:

1. Discuss structure and function of blood vessels.
2. Label the major blood vessels of the body.
3. Describe the path of blood through systemic circulation.

4. Determine the amount of cholesterol in simulated blood using the lab kit.
5. Discuss diseases and disorders that affect the arteries.
6. Discuss diseases and disorders that affect the veins.
7. Illustrate selected vascular disorders.
8. Answer questions about caring for patients with hypertension.
9. Develop a teaching plan about nutritional considerations for patients with selected cardiovascular disorders.
10. Discuss categories of medications used to treat vascular disorders.
11. Explain diagnostic tests and surgical procedures for vascular disorders.
12. Interview a person who has a cardiovascular disorder about the impact it has had on his or her life.

Hematology Focus:

1. Discuss the structure and function of blood components.
2. Illustrate the process of blood clot formation.
3. Explain the production of blood cells.
4. Solve a crime using simulated blood typing.
5. Discuss diseases and disorders associated with erythrocytes.
6. Discuss diseases and disorders associated with leukocytes.
7. Discuss clotting disorders.
8. Present researched information about the nursing care of patients with selected blood disorders.
9. Create a file of common blood tests.
10. Describe a bone marrow aspiration procedure.
11. Discuss medications prescribed for blood disorders.
12. Determine ways to provide emotional support to patients with blood disorders.

Mental Focus:

1. Discuss the need for nurses to understand mental illness and its treatment.
2. Use a self-inventory to determine your feelings about mental illness and its stigma.
3. Discuss major categories of mental illnesses.
4. Compare delirium and dementia.
5. Discuss types of thought process disorders.
6. Describe types of mood disorders.
7. Discuss types of anxiety disorders.
8. Classify types of personality disorders.
9. Discuss eating disorders and their effects.
10. Identify sexual disorders.
11. Discuss mental health issues that affect children.
12. Present a teaching project on a selected mental illness.
13. Discuss patterns and factors relating to substance abuse.
14. Answer questions about alcohol dependency and its treatment.
15. Present researched information about selected drugs, abuse issues, and treatment.
16. Compare codependence and addiction.
17. Use scenarios to determine actions to take when a fellow nurse is impaired.
18. Discuss classifications of medications used to treat mental illness.
19. Discuss how diagnoses are made in mental health.
20. Describe treatment methods used in mental health.
21. Compile a list of community resources available for those with mental illnesses.
22. Discuss legal and ethical issues related to mental health.

Pharmacology Skills Course I

Dosage Calculation Skills:

1. Perform conversions within the metric system.
2. Determine equivalents among systems of measurement.
3. Calculate medication dosages.

Researching Medication:

1. Gather information about medications.
2. Describe the general classification of medications including:
 - a. Recommended dosages
 - b. Expected action
 - c. Side effects
 - d. Patient Response
 - e. Implications
 - f. Contraindications
 - g. Basic teaching
3. Discuss legal, ethical, and safety concerns regarding medications

Administering and Documenting Oral and topical Medication:

1. Describe medication distribution systems.
2. Discuss preparations required before administering oral or topical medications.
3. Administer medications via the following routes:
 - a. Oral
 - b. Mucosal
 - c. Sublingual
 - d. Buccal
 - e. Inhalant/Nebulizer
 - f. Topical
 - g. Nasogastric or gastric tube
 - h. Ophthalmic
 - i. Otic
4. Apply the seven rights of medication administration.
5. Document effects to medications or parenteral therapy.
6. Recognize or question prescriptions that may increase risk of accident or error.
7. Discuss guidelines and precautions for administering medications in special circumstances.
8. Reinforce teaching on possible adverse effects of medications.
9. Evaluate the effectiveness of medication administration.
10. Follow procedures to counteract adverse effects of medications
11. Identify symptoms or evidence of adverse effects of medications.
12. Identify and document response to actions taken to counteract adverse effects of medications.
13. Identify procedures to clarify illegible prescription, and then obtain correction.
14. Determine responses to prescription and over the counter medications and home remedies.
15. Determine interactions among prescriptions, over the counter and home remedies medications.

Administering and Documenting Injections:

1. Select appropriate needle and syringe for various patients' needs.
2. Prepare medications from:
 - a. Vials
 - b. Ampules
3. Combine two medications in one syringe for injection.
4. Discuss injection routes.
5. Locate appropriate injection sites.
6. Identify deviation from routine procedures to meet patient needs.
7. Apply the seven rights for parenteral administration.
8. Administer injections following appropriate guidelines via the following routes:
 - a. Intradermal
 - b. Subcutaneous
 - c. Intramuscular
9. Monitor for actual and potential effect of medications.
10. Identify and document response to action taken to counteract adverse effects to parenteral medications.
11. Identify symptoms or evidence of adverse effect of parenteral medications related to allergic reaction.
12. Document effects of parenteral therapy.
13. Reinforce patient teaching on possible adverse effects of medication.
14. Notify primary health care provider about actual or potential adverse effects of patient's medications or parenteral therapy.

Intro to Vascular:

1. Illustrate similarities and differences in arteries and veins.
2. Answer questions about vein disorders that contraindicate their use for IV therapy.
3. Explain the structure and function of the integumentary system.
4. Apply knowledge of vein selection to selected situations.

Fluid and Electrolyte Assessment Skills:

1. Describe the purposes of IV therapy.
2. Describe intracellular and extracellular fluid compartments.
3. Describe signs of adequate hydration.
4. Identify symptoms of fluid and electrolyte imbalances.
5. Discuss the causes and symptoms of fluid volume deficit and overload.
6. Describe the types of IV solutions
 - Isotonic
 - Hypertonic
 - Hypotonic

CURRICULUM OVERVIEW-Trimester III

Nursing Focus II

Reproductive Focus:

1. Locate and name the structures of the male reproductive system.
2. Locate and name the structures of the female reproductive system.
3. Discuss the functions of structures in the male reproductive system.
4. Discuss the functions of structures in the female reproductive system.
5. Discuss the menstrual cycle and fertility.
6. Discuss conditions that affect the male reproductive organs.
7. Present researched information about specialized nursing care for male patients with disorders of the reproductive organs.
8. Answer questions about conditions that affect the breast.
9. Discuss disorders that affect the uterus, ovaries, and vagina.
10. Discuss menstrual disorders.
11. Present researched information about the specialized nursing care of female patients with selected reproductive disorders.
12. Discuss the causes and treatment of infertility.
13. Compare methods of birth control.
14. Differentiate between selected sexually transmitted diseases.
15. Develop a public education tool about sexually transmitted disease or method of birth control.
16. Discuss classifications and effects of medications used to treat reproductive conditions.
17. Create a file of diagnostic and surgical procedures done for reproductive disorders.
18. Create a concept map or other illustration to connect the nursing care, medications, and procedures of selected reproductive disorders.
19. Use case studies to determine ways to provide emotional support to the patient who has a reproductive disorder.
20. Accurately assess individuals who have transitioned or are in the process of transitioning. Be sensitive to the special needs of this patient.

Pregnancy Focus:

1. Discuss times and events of embryonic/fetal development.
2. Identify presumptive, probable, and positive signs of pregnancy.
3. Discuss body changes that occur during a normal pregnancy.
4. Develop a public education tool that promotes the health of the mother and baby during the prenatal period.
5. Discuss information obtained during an obstetrical assessment.
6. Identify characteristics of a high-risk pregnancy.
7. Discuss the symptoms and nursing care of selected pregnancy-induced illnesses.
8. Formulate a plan of care for a patient with pregnancy-induced illness.
9. Discuss reasons that pregnancies are not carried to term.
10. Present researched information about the nursing care of patients whose pregnancies are not carried to term.

11. Compare placenta previa and abruptio placentae.
12. Create a booklet about the normal discomforts of pregnancy and how to minimize them. (class discussion)
13. Discuss signs and symptoms during pregnancy that should be reported to the primary care practitioner.
14. Answer questions about diagnostic tests performed during pregnancy.
15. Interview a pregnant woman about the fears and emotions experience during pregnancy (discussion).
16. Research cultural beliefs that influence women during
17. Compare types of childbirth education programs.

Labor and Delivery Focus:

1. Discuss pelvic shapes and measurements.
2. Discuss dilation and effacement of the cervix.
3. Explain the mechanism and timing of uterine contractions.
4. Describe the mechanisms of labor.
5. Compare internal and external fetal monitors.
6. Discuss fetal monitor patterns.
7. Apply an external fetal monitor.
8. Discuss indications of the onset of labor.
9. Answer questions about the progression of labor.
10. Identify types of pharmacological pain management used during labor.
11. Present researched information about nursing care for the woman in labor.
12. Discuss possible complications of labor and delivery.
13. Discuss care during and after the delivery.
14. Create a patient education tool about the progression of labor and the breathing patterns for each.
15. Discuss ways that nurses can provide emotional support to the patient during labor and delivery

Post-Partum Focus:

1. Identify changes in the mother's body occurring during the postpartum period.
2. Discuss components included in postpartum checks.
3. Discuss assessments to make when the mother is breastfeeding.
4. Discuss parent-infant bonding.
5. Compare postpartum blues, postpartum depression, and postpartum psychosis.
6. Discuss nursing care of patients with postpartum complications.
7. Create a teaching tool addressing the care of the normal newborn.
8. Present a teaching project on breastfeeding techniques.
9. Answer questions about instructing postpartum patients on perinea! care.
10. Compile a list of community resources available for support for new parents.
11. Determine ways nurses can provide emotional support to new parents.

Infant Focus:

1. Discuss the normal physical development of an infant.
2. Discuss the cognitive development of an infant.
3. Describe the psychosocial development of an infant.
4. Illustrate the growth and development of an infant.

Child Focus:

<ol style="list-style-type: none">1. Discuss the physical development of children at various ages.2. Illustrate the physical development of children at various ages.3. Discuss the cognitive development of children at various ages.4. Discuss the psychosocial development of children at various ages. <p>Adolescent Focus:</p> <ol style="list-style-type: none">1. Discuss the physical development of adolescents at various ages.2. Answer questions about the cognitive development of adolescents.3. Discuss the psychosocial development of adolescents.
<p>Child Focus:</p> <ol style="list-style-type: none">1. Discuss communicable childhood diseases.2. Present researched information about caring for children who are hospitalized.3. Discuss ways to promote safety for the hospitalized child.4. Present a teaching project on health lifestyles for children.5. Create a resource book of ideas for nutritionally sound snacks that appeal to children.6. Discuss selected emotional disorders affecting children. <p>Adolescent Focus:</p> <ol style="list-style-type: none">1. Discuss selected physical and emotional disorders that affect adolescents using scenarios.2. Present a teaching project on healthy lifestyles for adolescents.3. Compiles a list of community resources available for emotional support for adolescents.4. Discuss ways the nurse can provide emotional support to adolescents using scenarios
<p>Infant Focus:</p> <ol style="list-style-type: none">1. Determine areas to include in a newborn assessment.2. Illustrate the characteristics of a normal newborn.3. Identify "red flags" that should be reported if found during newborn or infant assessment.4. Discuss the care of the newborn immediately after delivery.5. Present researched information about the procedure and care of circumcision.6. Determine guidelines for handling and bathing a newborn.7. Discuss bottle feeding a newborn.8. Discuss the nursing care of newborns with complications.9. Apply information about caring for newborns and infants in the hospital using scenarios.10. Compare the contents of breast milk and different types of formulas.
<p>Infant Focus:</p> <ol style="list-style-type: none">1. Determine areas to include in a newborn assessment.2. Illustrate the characteristics of a normal newborn.3. Identify "red flags" that should be reported if found during newborn or infant assessment.4. Discuss the normal physical development of an infant.5. Discuss the cognitive development of an infant.6. Describe the psychosocial development of an infant.7. Illustrate the growth and development of an infant.

8. Discuss the care of the newborn immediately after delivery.
9. Present researched information about the procedure and care of circumcision.
10. Determine guidelines for handling and bathing a newborn.
11. Discuss bottle feeding a newborn.
12. Discuss the nursing care of newborns with complications.
13. Apply information about caring for newborns and infants in the hospital using scenarios.
14. Compare the contents of breast milk and different types of formulas.
15. Create a chart showing a timeline for introducing foods to an infant.

Child Focus:

1. Discuss the physical development of children at various ages.
2. Illustrate the physical development of children at various ages.
3. Discuss the cognitive development of children at various ages.
4. Discuss the psychosocial development of children at various ages.
5. Discuss selected physical disorders affecting children.
6. Discuss communicable childhood diseases.
7. Present researched information about caring for children who are hospitalized.
8. Discuss ways to promote safety for the hospitalized child.
9. Present a teaching project on health lifestyles for children.
10. Create a resource book of ideas for nutritionally sound snacks that appeal to children.
11. Discuss ways to teach children about procedures and surgery.
12. Create an illustration to connect aspects of growth and development in children.
13. Discuss selected emotional disorders affecting children.

Adolescent Focus:

1. Discuss the physical development of adolescents at various ages.
2. Answer questions about the cognitive development of adolescents.
3. Discuss the psychosocial development of adolescents.
4. Discuss ways to enlist the cooperation of hospitalized adolescents.
5. Discuss selected physical and emotional disorders that affect adolescents using scenarios.
6. Present researched information about caring for hospitalized adolescents.
7. Present a teaching project on healthy lifestyles for adolescents.
8. Compiles a list of community resources available for emotional support for adolescents.
9. Discuss ways the nurse can provide emotional support to adolescents using scenarios

Sensory Focus:

1. Identify the structures of the eye.
2. Discuss the sense of vision.
3. Identify the structures of the ear.
4. Discuss the functions of hearing and balance.
5. Discuss how the body senses smell and taste.
6. Use a laboratory experiment to test your sense organs.
7. Discuss conditions that affect vision.

8. Illustrate the effects of selected conditions on the field of vision.
9. Present researched information about the post-op care of patients who have had eye surgery.
10. Discuss other conditions of the eyes.
11. Perform eye irrigation.
12. Discuss conditions that affect hearing and balance.
13. Perform an ear irrigation.
14. Present researched information about medications used in the treatment of sensory conditions.
15. Discuss diagnostic tests for treatment of sensory conditions.
16. Adapt nursing care routines to the vision/hearing-impaired patient using selected scenarios.

Immune Focus:

1. Discuss the function of the lymph system in the body.
2. Locate and name structures of the immune system.
3. Answer questions about types of lymph cells and their functions.
4. Discuss the immune response of the body.
5. Compare types of immunity.
6. Perform an experiment illustrating how AIDS is transmitted using the lab kit.
7. Discuss conditions that affect lymph circulations.
8. Discuss Hodgkin's and non-Hodgkin's lymphoma.
9. Discuss conditions that result from deficient immune system function.
10. Compare HIV infection and AIDS.
11. Design a pamphlet that addresses the concerns of health care workers caring for patients with AIDS.
12. Describe nursing care needed for patients who have had organ transplants.
13. Discuss hypersensitivity reactions.
14. Present researched information about the emergency care of a person experiencing anaphylactic shock.
15. Discuss the way allergy shots and immunizations build immunity in the body.
16. Create a chart showing the most current immunization schedule.
17. Present researched information about classifications and effects of medications used to treat immune disorders.
18. Discuss diagnostic procedures for immune disorders.
19. Determine ways nurses can provide emotional support to patients with immune disorders.
20. Compile a directory of community resources available to persons with HIV and AIDS.

Neurology Focus:

1. Discuss the structure and function of a neuron.
2. Locate and name the parts of the brain.
3. Compare functions among the divisions of the nervous system.
4. Discuss functions of the brain and meninges.
5. Describe the function of each of the cranial nerves.
6. Present researched information on brain dominance.
7. Discuss the structure and function of the divisions of the autonomic nervous system.
8. Demonstrate the nerve transmissions involved in a reflex.
9. Discuss conditions that affect the brain.

10. Discuss congenital abnormalities of the central nervous system.
11. Illustrate the effects of increasing intracranial pressure.
12. Analyze scenarios for appropriate nursing care for a person having a seizure.
13. Plan care for a patient with a cerebrovascular accident.
14. Discuss conditions that affect the spinal cord.
15. Identify specific nursing care needs for the patient with a herniated disk.
16. Discuss infectious diseases that affect the brain and spinal cord.
17. Identify degenerative diseases of the central nervous system.
18. Present researched information about nursing care of patients with selected degenerative diseases of the nervous system.
19. Discuss conditions that affect cranial and peripheral nerves.
20. Discuss classifications and effects of medications used to treat neurological conditions.
21. Answer questions about diagnostic and surgical procedures used to treat patients with neurologic conditions.
22. Create a concept map or other illustration to connect selected neurological conditions with diagnostic procedures, nursing care, and medications.
23. Discuss emotional support needed by patients with neurologic disorders, their families, and their caregivers.

Digestive Focus:

1. Discuss the structure and function of the digestive system.
2. Locate and name structures of the digestive system.
3. Compare chemical and mechanical digestion.
4. Discuss the structure and function of the biliary system.
5. Compare the effectiveness of various over-the-counter treatments for-excess stomach acid.
6. Discuss conditions that affect the upper gastrointestinal system.
7. Illustrate the effects of selected disorders on the upper gastrointestinal system.
8. Present researched information about nursing care for those with selected upper gastrointestinal disorders.
9. Discuss conditions that affect the intestines.
10. Determine nursing actions to take using case studies of patients with intestinal disorders.
11. Discuss conditions of the digestive system that affect children.
12. Discuss conditions of the biliary system.
13. Present researched information about the care of patients with biliary disease.
14. Discuss community teaching about hepatitis.
15. Discuss the classifications of medications used to treat digestive conditions.
16. Discuss nutritional considerations for people with digestive disorders.
17. Present researched information about diagnostic and surgical procedures used to treat gastrointestinal conditions.
18. Use an illustration to connect selected digestive conditions with diagnostic procedures, nursing care, and medications.
19. Brainstorm ways the nurse can provide emotional support for a person with a digestive condition.

Nursing Extensions	
Management Skills	<ol style="list-style-type: none">1. Discuss ways to lead team members.2. Use situations to assess a workload and make fair work assignments.3. Discuss guidelines for taking verbal and telephone orders.4. Discuss steps involved in transcribing physicians' orders.5. Verify transcribed orders.6. Compile a list of critical issues in evaluating the work performance of others.7. Use scenarios and situations to write an evaluation of work performance.8. Discuss delegation of nursing tasks; including which tasks can be safely delegated.9. Use scenarios and situations to determine delegation of nursing tasks.10. Compile a list of critical issues to address when making rounds.11. Answer questions about giving and taking end of shift report.12. Apply knowledge of conflict resolution and team building to issues affecting leadership.
Career Success	<ol style="list-style-type: none">1. Answer questions about information and styles for resumes and cover letters2. Prepare a resume with a cover letter3. Compile a portfolio to present when applying for a job.4. Complete a job application.5. Discuss preparation needed before taking the NCLEX.6. Present researched information about interviewing skills7. Analyze positives and negatives of two job offers.8. Present researched information about ways to prevent "burn-out" as a nurse.9. Rate your own qualities as an employee.10. Discuss professional conduct needed to get and keep a job.11. Compile a list of ways to be a lifelong learner.12. Discuss appropriate ways to leave employment.13. Write a letter of resignation.
Practice Settings	<ol style="list-style-type: none">1. Discuss specialized areas of knowledge needed when working in the physician's office setting2. Research information about the skills and duties of the LPN working in a physician's office3. Discuss specialized areas of knowledge needed when working in home health4. Research information about the skills and duties of the LPN working in home health5. Discuss specialized areas of knowledge needed when working in a long-term care setting6. Research information about the skills and duties of the LPN working in long-term care7. Discuss specialized areas of knowledge needed when working in a hospice setting8. Research information about the skills and duties of the LPN working in hospice care

<ol style="list-style-type: none">9. Discuss specialized areas of knowledge needed when working in a transitional care or rehabilitation setting10. Research information about the skills and duties of the LPN working in transitional care or rehabilitation11. Discuss specialized areas of knowledge needed when working in a hospital setting12. Research information about the skills and duties of the LPN working in a hospital13. Discuss specialized areas of knowledge needed when working in a mental health setting14. Research information about the skills and duties of the LPN working in a mental health facility
Pharmacology Skills II
Initiating IV Therapy <ol style="list-style-type: none">1. Discuss legal responsibilities specific to IV therapy.2. Describe disorders that contraindicate IV therapy.3. Apply knowledge of vein selection to selected situations.4. Collaborate to meet educational and emotional needs of the patient/family receiving IV therapy.5. Prepare IV fluids for administration.6. Calculate IV infusion rates.7. Select appropriate sizes and types of IV needles to use for selected situations.8. Perform a peripheral venipuncture utilizing standard precautions guidelines.9. Operate a pump or roller clamp to establish drip rate.10. Document initiation of IV therapy
Maintaining IV Therapy <ol style="list-style-type: none">1. Recognize signs and symptoms of IV therapy complications2. Maintain IV flow rate3. Change IV tubing and solution4. Change IV site dressing5. Convert IV to saline lock6. Document intake of IV therapy7. Discontinue IV therapy8. Reinforce teaching regarding IV therapy9. Document ongoing nursing care of IV therapy
IV Medication Administration and Specialized IV Care <ol style="list-style-type: none">1. Apply the six rights of medication administration.2. Discuss special considerations associated with administering medication via IV.3. Explain common IV medication incompatibilities4. Administer IV piggyback medications5. Discuss patient-controlled analgesia (PCA) administered via pump.6. Describe nursing implications for the following:<ul style="list-style-type: none">Administration of IV push medicationsBurretrol

Specialized Catheters

TPN

7. Discuss the role of the practical nurse in central line therapy as defined by the Nurse Practice Act.
8. Identify anatomical structures and blood vessels utilized in central line therapy.
9. Discuss the advantages and disadvantages of use of central venous access devices.
10. Differentiate between types of central lines.
11. Discuss indications for central line therapy.
12. Describe assessment parameters for monitoring a central line infusion
13. Describe best practices for central line care.
14. Discuss infusions of fluids and meds via a central line.
15. Access a central line in a clinical skills lab setting.
16. Change each central line dressing utilizing aseptic technique in a clinical skills lab setting.
17. Discuss complications of central line therapy.
18. Describe the components of intravenous blood and blood products.
19. Identify procedures necessary for obtaining blood and blood products.
20. Monitor the patient receiving blood and blood products.
21. Document patient's adverse effects to IV therapy

END OF PROGRAM STUDENT LEARNING OUTCOMES

The Meadville Medical Center Institute for Healthcare Professionals Practical Nursing Program evaluates four core program concepts in determining student achievement of end-of-program student learning outcomes. These core concepts include utilization of the nursing process, effective therapeutic communication, functioning as a healthcare team member within ethical and legal framework of practical nursing, and responsibility for self-development and vocational growth. By, or near, the end of the program, the student will be able to:

Nursing Process:

1. Assess healthcare needs based upon an understanding of the human individual; physically, emotionally, spiritually, and socio-culturally.
2. Participate in planning safe nursing care to prevent illness, promote/maintain health, and provide comfort.
3. Implement safe nursing care based on scientific principles and according to acceptable standards of practice.
4. Participate in the evaluation of nursing care using appropriate critical thinking and judgment.

Therapeutic Communicator:

Utilize effective communication skills in interacting with patients, families, and healthcare personnel.

Team member:

Collaborate with the healthcare team in the delivery of nursing care.

Ethical/Legal

Provide safe, effective, and well organized nursing care to individuals of all ages and cultures within legal, ethical, and professional boundaries in accordance with the Pennsylvania Nurse Practice Act.

Personal/Professional Development:

Demonstrate personal and vocational accountability by identifying strategies for effective leadership and participating in new learning experiences and planning for career development.

GRADING POLICY

POLICY:

The student must achieve a passing grade in academic subjects and clinical competency in order to progress to the next trimester and ultimately graduate from the practical nursing program.

<u>GRADING SCALE</u>	<u>CLINICAL EVALUATION SCORES</u>	<u>GPA</u>
A 94.0 - 100% Excellent	Satisfactory = S	94-100 4.0
B 87.0 - 93.9% Good	Needs Improvement = NI	87-93.9 3.0
C 81.0 - 86.9% Satisfactory	Unsatisfactory = U	81-86.9 2.0
D 75.0 - 80.9% Needs Improvement (Probationary status)	Each score has a point equivalency that is used to determine the clinical grade.	75-80.9 1.0
F 74.9% Unsatisfactory		

Overview of Calculation of Final Grades at Trimester End:

Trimester I: Nursing Skills: Tests 85% Final

Exam 15% Nursing Concepts: Tests 85%

Final Exam 15%

Trimester II: Nursing Focus I: Tests 85%, Final

Exam 15% Pharmacology I: Tests 85%,

Final Exam 15%

Trimester III: Nursing Focus II: Tests 70%, Medical Case Study 15%, Final Exam

15% Pharmacology II: Tests 75%, Final Exam 15%, Med Pass

10%

- Academic Warning:** The student must have a minimum grade average of 81.0%(C) and a clinical score of 81% to pass to the next trimester and/or graduate. If the theory grade is between 75% to an 80.9% at the mid-point of the trimester the student will be on academic warning. Final Trimester grades below 81% in theory or clinical will result in termination from the program.
- Academic Progress:** It is a requirement of funding agencies (WIA, CDC, DPW, TAA) that a student demonstrate academic progress throughout the enrollment in order to maintain their eligibility for funding. It is the responsibility of the program to submit progress reports every eight (8) weeks, and/or as requested. Evidence of academic failure may result in termination of the funding and cancellation of loans.
- Remediation:** Students with scores less than 81% are required to participate in remediation outside of class hours. This includes skills competencies. If student fails to meet skills competency during scheduled class time, then student must schedule a make-up time after class hours.

4. **Clinical Competence:** Please refer to the Clinical Evaluation Policy for specifics regarding the evaluation of clinical competence.
5. **Self-Evaluation:** Students are expected to evaluate their own strengths and weaknesses regarding their educational progress and seek assistance when needed. The self-evaluation form is to be completed by the student and is submitted for review by the instructors upon request and at the conclusion of certain clinical rotations such as: 1. Long Term Care 2. End of each Trimester I.
6. **Readmission:** A student that has been terminated due to academic or clinical failure may request readmission by submitting this request in writing to the director. The faculty and director will reach a decision regarding the student's return to the program. If the request is approved, the student may re-enter the program at the start of trimester II provided that he/she **satisfactorily** completed Trimester I. The student will be on academic probation for that trimester.
7. **Grading Periods:** Grades are reviewed at week 5, 9, and 13 in Trimester I and 11, and week 4, 8, and 12 in Trimester III. Those students with less than satisfactory grades are encouraged to discuss methods of improving their grades with the instructor in order to avoid academic warning status or failure.
8. **Re-test:** Students, who have below and 81%, may request to repeat a total of three (3) exams per trimester per course. All re-tests must be taken on a scheduled re-test date. The grade will be the score from the re-test. **The final exam of the trimester may not be repeated.**
9. **Make-up tests:** The student will be expected to complete a make-up test on the first day of a return from an absence. Tests will be completed at the end of the class or clinical day from 3:30-4:30pm
10. **Cheating:** Any student found to be cheating or attempting to cheat during the course of their enrollment will receive a grade of **zero** for the first offense. The second offense will result in termination from the program.
11. **Evaluations:** Students receive written and verbal evaluation throughout the program.
 - a) Clinical evaluations are provided to the student each clinical week.
 - b) Academic progress can be tracked by the review of 5, 9, 13 week grades in Trimester I and II and 4, 8, and 12 week grades in Trimester III.
 - c) Trimester evaluations are written and presented to the student in a personal conference at the conclusion of each trimester.
 - d) Students provide valuable feed-back to the program by completing course evaluations and instructional clarity evaluations at the conclusion of the trimester.
 - e) Self-Evaluation forms demonstrate critical thinking abilities and assist the student in evaluating their progress toward professional growth.
12. **Papers/Reports:** All formal papers are due on the date requested by the

instructor. Papers not turned in by **7:00 a.m.** on the requested date will receive a 10% reduction for each scheduled school day until the paper is received by the instructor. Exceptions will be considered for **excused absences** as defined in the Attendance Policy.

- a) **Care Plans** - The original care plan/concept map is due the same day that the student is caring for the patient. Revised care plans, after instructor input, is due by 7am the next day. Evaluations are due the last day the student is assigned to the patient. **Failure to submit a care plan on time will result in a lower clinical score.**
 - b) **Case Study-** Students are required to complete a case study during the program. The Medical case study is completed in Trimester III in conjunction with the medical unit rotation. The medical case is assigned by faculty. Case studies are due as per guidelines provided by the instructor.
 - c) **Observational Reports** - Observational reports are assigned in lieu of care plans when completing an observational experience, such as the physician's office, VNA, hospice and LSCU. The report is due by 7 am the Monday following this observational experience. Reflection papers are 1-2 page papers due on the Monday following the observation experience in ICU, MH, and ED.
13. **Self- directed learning:** Students are expected to complete self-directed learning assignments posted on the student information management system. **Computer and internet access are required** for this and are available in the computer lab Monday through Friday 7:00 am through 3:30pm.
 14. **Students are required to access the student information management system and e-mail daily for updates. New assignments may be posted as well as other faculty and administration communications.**
 15. **Academic advisement-** Students are assigned to a faculty member for academic advisement. It is the responsibility of the student to seek out help as needed. Counseling sessions are by appointment after class or clinical time. An appointment with your advisor is made through the program secretary.

TEST MASTERY

POLICY:

The nursing program provides opportunity for students to improve their grade by re-testing and attending tutoring sessions.

1. **RE-TEST** - Students who have below an 81% at week 5, 9, and 13 of grading period in Trimester I and II and week 4, 8, and 12 in Trimester III, may opt to repeat an exam to raise their cumulative average for the trimester.
 - a) Students may repeat a total of three exams per course, per trimester.
 - b) Re-exams of the original test must be within 1 week following the posted grades.
 - c) The final grade for the exam will be the new score.
 - d) **There are no re-exams for the final trimester exams.**

2. **TUTORING** - Students who are experiencing difficulty may request a tutoring session. In addition, the instructor may recommend a tutoring session to a student with a below satisfactory grade.

3. **REVIEW of TESTS** - Students are given an opportunity, at a designated time and under supervision, to briefly review a recently taken test in order to assess their outcome.
 - a) The test and answer sheets are returned to the student for review, if a paper test. Students may review computerized tests electronically in the presence of a staff member.

 - b) Instructors are available for advisement regarding problem areas by appointment.

 - c) If >75% of class miss the same question, the question will be removed from the test, lowering the over-all point value of the test.

SATISFACTORY ACADEMIC PROGRESS

POLICY: In order for a student to receive Federal Financial Aid, satisfactory academic progress must be maintained consistent with the program's requirement for graduation. Each student receiving financial aid will be monitored to ensure that they are meeting satisfactory progress standards.

PURPOSE: To ensure that a student is making sufficient progress through the course of study in order to meet Federal Financial Aid Standards. This policy applies to the nursing program which is the only Title IV eligible program in the school.

Procedure:

1. All students are subject to the academic standards of the nursing program. Each student's progress is monitored and evaluated at defined increment periods (Trimester I, II, and III) and at the end of each pay period (November, March and June). Satisfactory progress is defined as an 81% average in each theory course and a "satisfactory" rating in clinical performance.
2. All students in the nursing program are full-time students and must successfully complete the required clock-hours of academic work for each academic year in order to be eligible to continue receiving Title IV aid.
3. In order to graduate, the student will complete 1500 hours of classroom and clinical instruction in a 13-month period. These hours are divided equally between Trimesters. In order to progress from one trimester to the next, the student must achieve an 81% in all courses. Trimester grades below an 81% result in termination from the program.
4. Student grades are calculated and reviewed during each trimester to determine ongoing satisfactory theory and clinical progress. Academic counseling and recommendations for remediation are offered to students with a score below 81% in any course. Failure to improve their academic average to 81% by the end of the trimester renders the student ineligible for financial aid for the next trimester due to academic failure. Final course grades below 81% or unsatisfactory clinical performance constitute academic failure. All financial aid the student is to receive will be terminated.
5. Academic Warning: Students failing to meet academic requirements at the midpoint of the trimester (9weeks) will be put on academic warning. Any student placed on academic warning at mid-term will continue to receive financial aid until the end of the trimester. If the student is not passing at this point, he/she will be terminated based on the Termination policy. Financial aid will cease and appropriate refunds will be made. If the student has progressed to an 81% in all courses, the student will be considered to be making satisfactory progress.

Practical Nursing: Student Handbook

6. Transfer clock hours from other institutions' nursing programs will be counted as completed hours.
7. Incomplete grades are not allowed.
8. Repeat of courses to improve a student's grade and overall GPA is not allowed.
9. Leave of Absence: A student returning from a leave of absence or other official interruption of training shall return to school in the same satisfactory progress status as prior to their leave.
10. Appeals: An Academic Warning is determined by scores below 81% for any course and is not subject to appeal. Appeals for reconsideration of financial aid eligibility are considered only for students returning to the program after failure to meet SAP, which resulted in academic termination or withdrawal from the program. The returning student must submit a written appeal. The appeal must include reason(s) for academic failure and what has changed that will allow the student to meet SAP. Mitigating circumstances that will be considered and evaluated include previous student or family health concerns, changes in life circumstances, and employment issues or other financial issues. Appeal petitions may be submitted to the Financial Aid Officer at least four weeks before anticipated return to the program. The student will be notified in writing of the appeals determination and the financial aid eligibility status.

CLINICAL GUIDELINES POLICY

POLICY:

The practical nursing program provides the student with a broad base of clinical experiences. This effort is supported by community health care agencies and their staff. While participating in the clinical assignments, the student is expected to adhere to the policies and procedures of each facility.

1. **Schedules-** Schedules are developed by the director with input from the faculty. The schedule will be posted on the bulletin board in the PN department. The schedule is not distributed due to the potential for multiple revisions after posting. **Please do not remove or copy this schedule.** If you copy the schedule, and revisions are made to it, you may be referring to an outdated schedule. The director will keep you updated on changes to the schedule.
 - a. **Long Term Care-** During the early weeks of trimester I, the student is assigned to an area nursing home. Basic nursing skills are applied to the geriatric patient under the direct supervision of the nursing faculty. This may include the hospital based transitional care unit, which provides care to sub-acute patients who require skilled nursing and rehabilitation.
 - b. **Acute Care-** During mid-trimester I, the student is assigned to medical-surgical floors at the local acute care hospital.
 - c. **Specialty Areas-** During trimester II and III, the student is provided an opportunity to experience specialty areas at the hospital and in the community. The physicians' offices and clinic gives the student an overview of family medicine in a non-acute setting. The specialty units in the hospital with unique experiences include: maternity, nursery, pediatrics, operating room, Rehab, ER, mental health, behavioral health, and ambulatory care. The student is expected to document their learning experiences in these units by writing a report as assigned. In the second trimester, the student experiences practical nursing in the community. This includes health education presentations to the active aging center in the local community, and observation at a health clinic. Community experiences extend into the third trimester with observation of home health and hospice. The last trimester involves the student assuming a leadership role in the long term care setting.
2. **Supervision-** Students are to function under the supervision of the faculty. During trimester I, supervision is direct. During trimester II & III, the faculty gradually allows the student to develop independence with nursing care. However, during the entire program, the student is **not** to perform invasive or new procedures without the direct oversight of the faculty. Students do not provide direct care or complete procedures during observational experiences.
3. **Confidentiality**
 - a. Federal legislation mandates the confidentiality of ALL patient

information. This legislation applies to all of MMC Institute for Healthcare Professionals' affiliating institutions and agencies.

- b. The Health Information Portability and Accountability Act (HIPAA) provides for protection and respect for all patient information. Any patient data taken from the chart cannot have any identifying patient information. Students may access information only on patients assigned to them and only that information necessary to complete clinical paperwork or patient care. Failure to comply with HIPAA can result in student disciplinary action, including dismissal from the program.

4. **Clinical Expectations:**

- a. **Care Plans-** The student is given an assignment on the first clinical day, the student is to retrieve data from the hospital chart and conduct a patient interview in order to develop a care plan for the assigned patient. A data collection tool has been developed to assist the student in obtaining the needed data. **The care plan is due to the faculty at the end of the first clinical day or as directed by faculty.**
- b. **Dress Code-** Students will wear MMC Institute for Healthcare Professionals monogrammed scrubs.
- c. **Personal calls are NOT to be received by students while working at clinical sites. Students are not to have cell phones on the nursing units. Absolutely no photographs or videos of patients or staff are allowed.**
- d. **Absence-** The student must contact the director by 6:30 am to notify the agency of his/her absence. The director will contact your instructor. Please refer to the Attendance Policy for additional information regarding absenteeism.
- e. **Illness on duty-** If the student becomes ill while on duty, he/she must contact the instructor. If the student leaves the clinical area before patient care is completed, the absence will be counted as a full day. Any absence in excess of 15 minutes, either tardiness or leaving early, will be considered ½ day absent. If leaving the clinical area due to illness, the student must contact the director.
- f. **Breaks-** One (10-15) minute break will be assigned to the student in the morning of a clinical day. The appropriate place to take a break is the lounge, snack shop, or cafeteria. **Do not visit friends on other nursing units.** The break is separate from the lunch break and cannot be used to extend the lunch break. A student **may not** leave the facility while on break or at lunch time. Students must report off to their co-assigned LPN prior to leaving the floor for lunch or break.
- g. **Shift report-** Students are expected to arrive on the assigned nursing unit at 6:50 am to attend the morning shift report from the night nurse. A student may begin am care of their patient immediately after report. The instructor can be assigned to more

than one nursing unit. The instructor can be contacted by cell phone at any time that the student needs assistance.

- h. **Clinical conference-** The instructors present clinical conferences each week as needed. These conferences are planned around clinical experiences and may include guest speakers that represent the various areas to which the students are assigned. It is expected that the student arrives on time, sign the attendance sheet, and participate in the clinical conference as appropriate.
 - i. **Parking-** Each facility has a designated parking place for students. It is important to adhere to the parking requests of each facility. This will be reviewed with the students during orientation to the facility. Any consequence of parking in an unapproved parking place will be the student's liability and not the school's liability.
5. **Communication-** Strong interpersonal skills are necessary in order to be successful as a member of the health care team. It is important to exercise those skills while we are in the clinical setting of the affiliating agencies. The student should access the instructor for guidance if experiencing a conflict with another health care worker, patient, or family member. The instructor will act as a student advocate while facilitating the resolution of a conflict. The director will be contacted by the instructor as appropriate. Courtesy and consideration for all patients, families, and staff is expected of the nursing students. It is also the right of the student to expect to be treated with courtesy and respect. It is especially important to adhere to strict patient confidentiality and abstain from discussing patients in halls, elevators, or the cafeteria.
 6. **Professional boundaries-** The student is requested not to visit the patient during non-clinical time. Such behavior may constitute care provided outside the ethical/legal framework of a student practical nurse due to lack of supervision. In addition, gift giving and/or receiving between the student and patient is discouraged. The student is in a learning environment and is not expected to be compensated for care provided to the patient. The student receives necessary educational experiences in return for services provided to the patient and facility.

CLINICAL EVALUATION POLICY

POLICY:

Evaluation of the student's clinical performance is ongoing throughout the program. It is expected that the student will progress based on the knowledge achieved in each trimester. The grading scale for clinical competence is the same as theory grades. An 81.0% (Satisfactory score) is required at the conclusion of each trimester in order to progress to the next trimester or to pass the program.

FORMATIVE CLINICAL EVALUATION:

1. The formative clinical evaluation worksheet is based on the program objectives and is completed by the clinical instructor using the formative clinical evaluation criteria.
2. The evaluation **will** identify the student's strengths and weaknesses and serve as a basis to promote improvement.
3. Clinical progress throughout the program is evidenced by the student's ability to:
 - a) utilize learning opportunities
 - b) acquire and apply essential information
 - c) identify personal strengths and weaknesses
 - d) seek appropriate assistance when indicated
 - e) demonstrate increasingly complex clinical competencies
 - f) utilize the Nursing Process
 - g) demonstrate effective communication
 - h) function as a member of the health care team
 - i) function within the legal/ethical parameters of a practical nurse
 - j) demonstrate personal and vocational growth thru learning opportunities
4. Consequences of failure to meet clinical expectations:
 - a) Students will receive an unsatisfactory for the applicable criteria on their weekly evaluation for occurrences including, but not limited to the following
 - care plan is incomplete or poorly developed
 - the student cannot identify key information about the meds prior to med pass
 - absence/tardy
 - b) Students will receive an unsatisfactory for applicable criteria on the weekly evaluation and be sent back to the school for first-time occurrences of non-compliance with the dress code including, but not limited to the following:
 - student is not adhering to the dress code policy, such as wearing inappropriate body piercings, unclean or disheveled appearance, presence of artificial nails

A subsequent offense will result in the student being sent home

from clinical, which, will count as a day's absence and the student will receive a zero for the week.

- c) Safety Issues may have consequences resulting in a score of zero up to and including termination from the program. Consequence is dependent on the safety infraction and will be determined on a case-by-case basis.
- d) Students will be sent home from clinical, which will count as a day's absence, and receive a zero on the weekly evaluation for occurrences including, but not limited to, the following:
 - Use of tobacco and tobacco products, including vaping, on hospital/facility property
 - Leaving the facility property during the scheduled clinical hours
 - Unaccounted for time, period of time for which student's presence is not verifiable
 - Aggressive behavior toward patients, instructor, clinical staff, other students
 - other inappropriate behaviors as determined by the instructor

A subsequent offense will result in termination from the program.

In cases of termination, such termination is "subject to the right to review using the Student Complaint Process in the Student Rights and Responsibility Policy."

5. The formative clinical evaluation worksheet is reviewed with the student. The score of: **satisfactory, unsatisfactory, or needs improvement** is supported by anecdotal notes kept by the instructor regarding the student's clinical performance. The evaluation is to be reviewed with the student and signed by both the instructor and student. As needed, faculty/student conferences are conducted to discuss areas for improvement.

The student handbook contains the **detailed** formative evaluation criteria tool that is utilized by the instructor to assess clinical competence. The instructor compares the student's performance each clinical day to the expected performance based on the clinical objectives. The student must have an 81.0% clinical grade each trimester in order to complete the program.

6. Grading Scale is as follows:

Satisfactory: student meets each criterion for each objective.

Needs Improvement: student has partially met the criteria for each objective but requires additional time to achieve satisfactory performance in areas of concern.

Unsatisfactory: student has not met the objectives needed to pass to the next trimester or to complete the program.

A majority (greater than 75% of items evaluated) as satisfactory will result in 2 points being awarded for clinical hours for the week.

In each trimester, it is expected that the student will function in the

clinical area with supervision of the instructor. Based on the critical criteria identified on the formative evaluation tool, the instructor will determine whether or not the student is functioning at the level expected. The student will become increasingly self-directed until the last clinical rotation prior to graduation, which should result in minimal direct supervision. All invasive procedures require direct supervision of the instructor until graduation.

7. In Trimester II & III, Observational experiences are assigned without the direct supervision of an instructor. The expectations of these experiences are developed with the appropriate representatives of the clinical sites in a written agreement. Students are oriented to the site and performance expectations are reviewed, verbally and in writing. Failure of the student to meet the performance expectations will result in a lower clinical score for the trimester.

SUMMATIVE CLINICAL EVALUATION:

The **summative clinical evaluation**, a summary of the student's clinical competence, is reviewed at the trimester evaluation conference and is based on the formative clinical evaluations.

CLINICAL PERFORMANCE EXPECTATIONS FOR STUDENTS AND FACULTY:

1. The practical nursing student is expected to learn problem-solving skills when implementing the plan of care and to seek consultation when clinical problems fall outside current knowledge or scope of practice.
2. The clinical instructor is expected to **model** rational problem-solving skills (critical thinking/sound clinical judgment) and to design learning experiences that require students to apply these skills. These experiences are demonstrated in case studies, clinical experiences and reflective post-clinical conferences.

TOOLS FOR CLINICAL EVALUATION:

- a) Formative clinical evaluation worksheet
- b) Student's self-evaluation worksheet
- c) Trimester summative evaluation form

PRECEPTOR PROGRAM POLICY

Purpose: The purpose of the three-week experience is to accomplish program objectives by enhancing student skills in utilization of the nursing process, critical thinking and nursing judgment. This experience will also build leadership skills and prepare the student for the transition to the practical nursing role.

Goals: To provide a one-on-one, preceptor-to-student clinical experience in which the student will gain experience in the areas of prioritization and delegation of patient care, problem solving, and adjusting work flow to manage change.

Student Process:

1. The student will be assigned to an affiliated site for a preceptorship experience.
2. The student will develop learning objectives and sign the learning agreement.
3. The student will sign the preceptor contract.
4. The student will be aware that this rotation may include evening shifts and weekends.
5. The student will submit the preceptor's schedule.

Preceptors:

1. A Registered Nurse or Licensed Practical Nurse under the supervision of an RN, shall act as a preceptor to enhance faculty-directed clinical learning experiences by guiding selected clinical activities. The preceptor works closely with the student in a one-on-one relationship, providing orientation, training, demonstration of skills, and supervision. In addition, the preceptor serves as a clinical guide, facilitator and role model for the student.
2. The preceptor participates in the evaluation of the student's performance, although the MEADVILLE MEDICAL CENTER INSTITUTE FOR HEALTHCARE PROFESSIONALS director determines the final grade of pass/fail.
3. The preceptor will collaborate with the MEADVILLE MEDICAL CENTER INSTITUTE FOR HEALTHCARE PROFESSIONALS director on a regular basis to ensure learning activities reflect the clinical objectives.

Faculty:

1. MEADVILLE MEDICAL CENTER INSTITUTE FOR HEALTHCARE PROFESSIONALS director is responsible for planning and evaluating the

student learning experiences under the preceptorship. Planning will involve collaborating with preceptors to guide the attainment of learning objectives. The student learning experiences will be evaluated orally and in writing (student journal) at the conclusion of the preceptor rotation. The director will evaluate the student based on the student's progress in meeting the contract objectives. The student may obtain a grade of either pass or fail.

2. Faculty will provide input into the selection of preceptors.
3. The MEADVILLE MEDICAL CENTER INSTITUTE FOR HEALTHCARE PROFESSIONALS director will collaborate with the preceptor on a regular basis to facilitate the learning process.
4. MEADVILLE MEDICAL CENTER INSTITUTE FOR HEALTHCARE PROFESSIONALS director will evaluate student performance and assign the final grade of pass/fail following consultation with the preceptor.
5. The director will be readily available to the preceptor and/or student via telephone when students are engaged in clinical activities with a preceptor.

ATTENDANCE POLICY

POLICY:

In order to meet requirement set forth by the State Board of Nursing, the practical nursing program must offer 1500 clock hours. Attendance is recorded and is part of the student's permanent record. A student **may miss 3 days per trimester, but 2 of the days must be made up at a designated time. More than 3 days absence in a trimester will result in termination from the program.**

PROCEDURE FOR REPORTING ABSENCE:

1. If a student has a compelling reason (personal or family illness) to be absent from class or clinical days, it is required that the student:

Text the Director of the PN program, (814)490-4190, by 6:30 am and provide name, reason for absence, anticipated return date and clinical facility that was scheduled for the day (if applicable). Students who are absent three consecutive days must have written permission from his/her physician to return.

2. Tardiness or early departure from class or clinical assignment, in excess of 15 minutes, will be counted as ½ day absence.
3. The morning hours of a clinical assignment are critical to patient care. Any student absent for the first half of the clinical day will be considered absent a full day. Any absence greater than 4 hours (11:00 am) will be considered a full day.
4. If a student must leave a clinical area due to illness, he/she must notify the instructor as well as contact the director to report the absence.

5. **The absenteeism record is maintained by the Director or their designee. The record kept by the Director will be the determinant of absent days, regardless of other documentation.**

UNEXCUSED ABSENCE:

In order to maximize your education and meet the program objectives, attendance at classroom instruction and clinical experience is essential. Therefore, the following guidelines and make-up opportunities are provided:

- a) If a class day absence results in a missed test the test will be made-up the next day.
- b) Absence, up to two a trimester, will be made-up at a time determined by the director. In order to qualify for an opportunity to make up absences, the call-off procedure must be followed, i.e.; no call. no show does not qualify for make-up.

A fee of \$75.00 per student per day may be charged to defray the additional program expense of "make- up" days. The check is payable to Meadville Medical Center's Institute for Healthcare Professionals PN Program and is due **prior to an instructor being scheduled for the clinical day.

EXCUSED ABSENCE:

There are only two reasons in which the student may have an **excused** (not counted) absence. The reasons are: death of a family member and a legal summons:

- a. Death of a family member:

The student will be offered up to 3 days (maximum of 24 hours) per occurrence for the death of the student's parent, brother, sister, spouse, child, father-in-law, mother-in-law, sister-in-law, brother-in-law, grandparent, step parent, step sibling or step child.

The scheduled days missed must be during a seven-day period beginning from the day of death, unless extenuating circumstances exist.

The Director may request an obituary or other supporting documentation from the student in conjunction with the request for bereavement days.

- b. Legal summons:

Must be initiated by an individual other than the student. Written documentation from the court must be submitted to the Director

Medical Leave Policy:

A **Medical Leave of Absence** request must include a written recommendation from a physician. A return from a medical leave of absence must also be accompanied by a physician's recommendation to return. Any student experiencing a temporary disability may be required to take a medical leave of absence if the disability results in absenteeism beyond the guidelines in the Attendance policy (3 days). If the medical condition requires more than 2 weeks leave, the student will be required to withdraw.

The Director may allow exceptions to the three-day maximum days of absence for medical reasons.

ATTAINMENT OF LEARNING OBJECTIVES:

Additional learning opportunities are available for students who do not meet required objectives due to absenteeism. These learning opportunities include: assigned reading materials, completion of modules and obtaining information from classmates. Please refer to Test Mastery Policy for additional information related to learning opportunities.

Learning opportunities will be specific to the curriculum content being studied, and will take into consideration the student's individual learning needs.

LEAVE OF ABSENCE POLICY

POLICY:

The Practical Nursing Program will grant a leave of absence to a qualifying student.

1. A Leave of Absence from the program is an exception rather than the rule. A LOA may be granted for medical or personal reasons. A Leave of Absence form is available from the Director.
2. A **Medical Leave of Absence** request must include a written recommendation from a physician. A return from a medical leave of absence must also be accompanied by a physician's recommendation to return. Any student experiencing a temporary disability may be required to take a medical leave of absence if the disability results in absenteeism beyond the guidelines in the Attendance policy (3 days). **If** the medical condition requires more than 2 weeks leave, the student will be required to withdraw.
3. A **Personal Leave of Absence** request will be reviewed by the faculty and Director. The student's academic progress will be considered. If approved, a personal Leave of Absence is limited to two weeks. If a student requires longer than 2 weeks, he/she will

Practical Nursing: Student Handbook

be required to withdraw and re-apply for the next year.

4. Re-admission after a withdrawal may occur at the beginning of the Trimester following the Trimester that he/she completed successfully, based on space availability and faculty approval.
5. A student on LOA is considered enrolled, however, the student is expected to be totally separated from the school during a leave of absence and cannot be attending school part-time.
6. The leave of absence will not result in any additional charges to the student, if the student has paid in full for the academic period. The student is advised that failure to return from a LOA may result in depletion of some or all of the student's grace period for loan repayment.
7. Only one LOA will be granted to a student in a 12-month period. Upon return, **the student is expected to make-up the course work missed during the LOA.**
8. Reasons for subsequent LOA include: jury duty, military reasons, or reasons covered under the FMLA of 1993. Documentation is required for the student's file.

STUDENT SUPPORT SERVICES POLICY

POLICY:

Students have access to support services that include, but are not limited to: health, counseling, academic advisement and assistance, career placement, and financial aid. The services are administered by qualified individuals and are available on a daily basis by appointment.

1. Health Services -All accepted students are required to have, prior to attendance, a physical exam. The general exam, conducted by the student's physician, includes: TB test, Hepatitis B vaccine, documentation of immunization, titer as needed, and the influenza vaccine and tetanus booster are recommended. Medical assistance or health insurance is recommended upon entrance to the program. The program will bear no financial responsibility for a student's health expenses.
 - a) If a student becomes ill while in class or clinical, the instructor/Director will make the determination to send the student home or call the student's emergency contact. The student is advised to follow-up with their family physician.
 - b) If the situation is emergent, first aid will be initiated and the student **will** be transported to the nearest health care facility by ambulance, if needed. Costs for services are the responsibility of the student. Documentation of any injury is required and must be submitted on the facility's approved form. A copy is provided

Practical Nursing: Student Handbook

- to the Director for inclusion into the student's file.
- c) If the student is injured while on duty, (i.e.; needle sticks) the facility policy will be followed. Counseling for exposure will be provided by the facility's occupational health department. The public health department will be involved as needed.
 - d) All health records will be maintained in a locked file with the student's academic/ financial aid record for a period of five years.
- 2. Counseling Services** -A student is encouraged to consult with the instructor/ Director if he/she believes that a personal problem is affecting their academic or clinical performance. The instructor/Director offer guidance as appropriate.
- a) Referrals will be made to community consultants **if** necessary such as psychiatrists, psychologists, or religious advisors, based on the student's preference.
 - b) The student is coached in conflict management and if possible, conflicts within the student body are resolved internally. Interpersonal skills and communication is an integral part of the learning process for the student and positive approach to communication is encouraged.
- 3. Academic Advisement** - The student has an assigned academic advisor who will meet with them by request or an identified need.
- a) If the student demonstrates signs of academic risk, (i.e.; grade average below 81%) at a four week grading period, the student will schedule a counseling session to review strategies for improvement.
 - b) A student may also initiate a counseling session if they are encountering difficulty with a subject matter or clinical skill.
- 4. Career Placement** - The student is encouraged to reflect on an area of nursing that is of particular interest to them. During counseling sessions and evaluation sessions, career placement is explored. The Director assists the student with career placement in the following manner:
1. Announcements are made to the class regarding job opportunities with employers during Trimester III.
 2. Resumes are developed with individual students to ready them for job interviews.
 3. A job fair is held at the school during the last month of trimester III. All area health facilities, career link, army recruiters and physician office staff are invited to provide student with information regarding their facility.
 4. Job opportunities are placed on the program's Facebook page throughout the year.

STUDENT APPEARANCE AND CONDUCT

POLICY:

Students are expected to conduct themselves in an adult professional manner at all times. Clinical attire is specific to the prescribed uniform. Classroom attire is expected to conform to generally accepted, properly fitted clothing.

STANDARDS OF CONDUCT:

1. Students must exhibit respectful behavior to other students, patients, family, staff of facilities, instructors and director. Any violation of drug & alcohol, tobacco, weapons, or terroristic threats/acts policies will be grounds for disciplinary action, up to and including, dismissal.
2. Patient confidentiality is an essential ethical standard that must be maintained.
3. No Cell Phones are allowed in the classroom.
4. Understanding and upholding all school policies is expected of all students.

Any violation **will** be grounds for disciplinary action up to and including dismissal.

PERSONAL APPEARANCE IN THE CLINICAL SETTING:

The school uniform is defined for the student prior to starting the program. Proper fitting uniforms (scrubs), shoes, name badges, and lab coat (optional) are identified for purchase and are the only acceptable standard of dress for the clinical area. The uniform and shoes must be clean. All scrubs will have the school's logo embroidered on them.

GENERAL GROOMING FOR ALL Students:

1. **NAILS:** Natural nails must be neat, clean and trimmed. Clear or appropriate polish if desired. (Nails should be no more than 1/4" beyond fingertip if working in patient care area). Healthcare providers/staff who provide direct patient care, or have direct contact with patient medication, supplies, equipment, and food may not wear artificial nails or extenders.
2. **HAIR:** Employees will ensure that hair length and style contribute to a professional appearance by being clean, neat, and well-groomed. Hair must be worn in a way that prevents contamination and does not present a safety hazard or interfere with patient care. Facial hair will be conservative, neatly trimmed, and clean.
3. **HYGIENE:** Every employee is expected to practice daily hygiene and good grooming habits.
4. **JEWELRY:** Used moderately and in good taste; appropriate with dress. Jewelry must not interfere with patient care. Staff involved in direct patient care should wear minimal jewelry: no dangle earrings; but may wear a necklace, watch; wedding ring; or a ring without high settings. Staff involved in direct patient care should avoid any type jewelry that interferes with patient care or may present a safety issue.

Practical Nursing: Student Handbook

5. MAKE-UP: Make-up should be professional and natural in appearance.
6. PERFUME/AFTER-SHAVE/ADDITIONALSCENTS: Perfume or after-shave should be lightly scented, or fragrance free if possible. The odor of tobacco should not be detectable on clothing or breath.
7. BODY ORNAMENTATION: BODY PIERCING AND TATTOOS/BRANDING: MMC Institute for Healthcare Professionals respects the individual's personal right to the adornment of one's own body, we reserve the right to determine what is acceptable for the dress code of MMC Institute for Healthcare Professionals. Tattoos may not be inflammatory, obscene, racist, sexist, or of similar content. If these tattoos are present, they must be covered during clock hours for MMC Institute for Healthcare Professionals.
8. CLOTHING: Must be clean and neat and in good condition. - Dresses- at least to the knee - Pants - Dress or business casual (dress/business casual Capri or Cropped pants are acceptable).
 - Undergarments should not be visible. - Denim material articles of clothing i.e.; dresses, shirts, skirts, dress slacks are acceptable. "Blue jeans" or overalls, (i.e., work pants with back patch pockets with rivets and/or other rivets) regardless of the color are unacceptable.
 - **Sweats are unacceptable. Non-business casual T shirts with or without logos of any kind, are not acceptable. Pants with writing across the back are unacceptable - Shorts are unacceptable - Sleeveless garments exposing body parts and undergarments are unacceptable. Sleeveless garments are not acceptable in areas of direct patient care. - Split skirts, culottes, gauchos at least to knee length are permitted - Clothing must fit appropriately.**

In addition to the requirements set forth in this section, students shall be subject to any appearance policies adopted by the clinical site and shall be required to adhere to the same.

Consequences of non-compliance with this policy are found in the Clinical Evaluation Policy.

PERSONAL APPEARANCE IN THE CLASSROOM SETTING:

1. Business Casual clothing is acceptable in the classroom setting. It is expected to be neat, clean and fit properly.
2. The instructor/director will reserve the right to address the student wearing any offensive clothing or exhibiting poor hygiene.

STUDENT EMPLOYMENT POLICY

POLICY:

It is suggested that student limit employment during the program to 20 hour/week or less.

1. Students who maintain employment during this full time program will be monitored for academic and clinical progress. If grades fall below acceptable standard, advisement will include that the student will further limit their work hours.
2. Eight hours of continuous rest during a 24-hour period is recommended to maintain health and mental alertness.
3. The student shall not in any way represent herself/himself as a practical nurse. No part of the student nurse uniform shall be worn for employment. As a student in this program, an individual is not permitted to function in this capacity without direct supervision of an instructor of this program.
4. The student shall not accept those responsibilities normally limited to a professional or practical nurse.

SCHOOL CANCELLATION POLICY

Policy:

Based on extreme weather conditions and direction from administrators, school may be delayed.

1. All school delays and closures are determined by the Director of Meadville Medical Center Institute for Healthcare Professionals.
2. Students and staff of Meadville Medical Center Institute for Healthcare Professionals are notified via the phone chain established in class.
3. All days missed due to weather conditions and any other reasons for school closure will be made up prior to graduation. The Director may opt to assign a case study to be completed on snow days in lieu of make-up days. The assignment is due at 7 A.M. on the following day.
4. Students need to have a back-up child care plan if the child's school has a delay due to snow accumulation in the winter.

STUDENT RIGHTS AND RESPONSIBILITIES

Policy:

Meadville Medical Center Institute for Healthcare Professionals has the authority and responsibility to establish reasonable rules and regulations for the conduct and department of students of the school. At the same time, students are afforded rights and responsibilities while they attend the Meadville Medical Center Institute for Healthcare Professionals Practical Nursing Program. The student's rights and responsibilities are determined to be consistent with the law.

Student Rights:

1. The non-discrimination policy applies to all practical nursing students.
2. No student will be deprived of equal treatment, equal access to the educational program, due process, a presumption of innocence, and free expression and association.
3. No student shall be required to submit to a survey, analysis, or evaluation that reveals information concerning:
 - a) political affiliation
 - b) mental and psychological problems potentially embarrassing to the student or his/her family
 - c) illegal, antisocial, self-incriminating and demeaning behavior (nursing students are required to have criminal record and child abuse reports on file).
 - d) critical appraisals of other individuals with whom respondents have close family relationships
 - e) legally recognized privileged and comparable relationships, such as those of lawyers, physicians, and ministers
 - f) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
 - g) without the prior written consent of the student. However, such survey, analysis or evaluation may be conducted on a wholly voluntary basis, provided that the student has been notified of their rights and of their right to inspect all materials related to the above.

Student Responsibilities:

1. The student is responsible to attend school regularly, put forth a conscientious effort in the classroom and clinical work, and to conform to school rules and regulations.
2. It is the responsibility of the student to not interfere with the education of his/her classmates.

Practical Nursing: Student Handbook

3. It is the responsibility of the student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.
4. The students need to be aware of all rules and regulations for student behavior and conduct themselves accordingly.
5. The student should be willing to volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.
6. The student is responsible to be aware of and comply with state and local laws.
7. The student must not use indecent or obscene language.

Termination from School:

The administration shall have the authority to initiate action, which may lead to the termination of the student if the student violates rules of conduct in the school and/or affiliating agencies. The student is entitled to an informal hearing between the student, Director, and Chief Nursing Executive of Meadville Medical Center. The Complaint Process policy will be followed and ultimately a formal hearing may be required if resolution isn't reached early in the process. A majority vote of the entire administration and faculty is required to expel a student related to violation of rules of conduct.

Termination due to academic and/or clinical failure is governed by the policies of the Practical Nursing Program, which are approved by the MMC Institute for Healthcare Professionals and implemented by the Director and faculty.

STUDENT COMPLAINT GUIDELINES

Policy:

It is the school's responsibility to provide adequate avenues of communication for the student to resolve a problem.

Students who are having difficulty in any aspect of the nursing program are asked to please follow the grievance chain in their attempt to resolve the problem:

- a) First, go to the instructor with whom you are having difficulty and discuss it with her/him. If your problem is with another student, discuss the concern directly with that student before involving the instructor. Most complaints can be resolved with meaningful dialogue.
- b) Second, go to the Director if you still feel that the problem is not being solved to your satisfaction. Submit your complaint in writing and the Director will arrange for a meeting within five (5) days to discuss the problem. If the problem is with the Director, the Chief Nurse Executive will serve as the Director's designee.
- c) Third, go to the Chief Nurse Executive **if** you still feel that the problem is not being solved to your satisfaction. A meeting will be scheduled within five (5) school days with the Chief Nurse Executive to review the concerns. A written response from the Chief Nurse Executive will be received by the student within five days of the meeting.
- d) Fourth, if you are still not satisfied, the Chairperson of the Steering Committee will become involved. The student may appeal the decision of the Chief Nurse Executive within five (5) days of her response by submitting a written complaint to the chairperson of the Steering Committee. If the complaint is presented within at least six (6) working days prior to their next scheduled meeting, the complaint shall be heard at that meeting. Otherwise, the complaint will be heard at the following regular meeting. The student and his/her advocate shall have the right to attend. The Steering Committee shall answer the complaint in writing within seven (7) working days following the hearing. The Chairperson's decision shall be final and binding upon all parties.

STUDENT HOUSING

Policy:

The school will provide the student with a safe environment in which to receive an education. There are no school operated housing facilities. The individual student is responsible to obtain and maintain adequate living facilities.

1. The school is subject to routine inspection for fire safety and environmental hazards. Periodic fire and tornado drills will be implemented.
2. Administrators are responsible for the security of the building and have a developed **Critical Incident Plan** to assist with emergencies until the police or other emergency personnel arrive. This **Plan** is reviewed annually and practice drills are implemented.
3. Each student has access to appropriate seating in a classroom with adequate lighting, heating, and ventilation.
4. A student lounge and restroom are provided with access to lockers for personal items.
5. An annual campus security report is posted on the bulletin board.
6. An area is provided to the student for eating lunch and snacks. A microwave, refrigerator, coffeepot, sink, and cupboards in which to store food and utensils are available. Students are assigned the tasks required to keep this area clean.
7. Each clinical facility has adequate space and/or opportunity to obtain meals.

STUDENT RECORD POLICY

Policy:

The Meadville Medical Center Institute for Healthcare Professionals, Practical Nursing Program follows the regulations put forth by the Family Educational Rights and Privacy Act of 1974 (FERPA) that mandates educational institutions notify students of their rights regarding student records.

1. The student/parent has the right to:
 - a) Inspect and review the student's education record,
 - b) Seek amendment of the records if the eligible student/parent believes there is inaccurate or misleading information,
 - c) Consent to disclosures of personally identifiable information in the student record except to the extent that the Act authorizes disclosures without consent; and
 - d) File with Meadville Medical Center a complaint concerning alleged failures by the educational agency to comply. The written procedure for accessing student records, seeking amendment of records, or filing a complaint is available in the office of the Director.

2. Student records will remain confidential. No person other than the individual student may review or release information from that record without the written, signed permission of the student, except for:
 - a) Those specifically entitled by law to review such material;
 - b) Director;
 - c) Persons within the institution having legitimate need in reviewing or copying the files.

3. The following information contained in the student records is considered directory information, and may, at the discretion of the school administration, be made available to any member of the public:
 - a) Student name;
 - b) Address;
 - c) Date of birth and place;
 - d) Dates of attendance;
 - e) Most recent and previous academic institutions attended;
 - f) Date of graduation, and
 - g) Current schedule of class locations.

If a student does not want this information to be released during his/her training, a request in writing must be submitted to the Director.

4. Final Transcripts: Transcripts will be developed for all students who attend a minimum of one trimester, despite successful completion.
 - a) If the student graduates, the transcript will go into the graduate file and be kept indefinitely.
 - b) If the student unsuccessfully completes a minimum of one (1) trimester, the student's transcript will be kept in the termination file.
 - c) For any student who does not complete a minimum of one (1) trimester, only the student's last four-week grade for the trimester will be recorded and kept in the termination file.

STUDENT FINANCIAL AID GUIDE

Enrolled students will be scheduled for a Financial Aid Interview prior to the beginning of the school year to review specific financial aid information. A financial need assessment will be conducted utilizing all of the information provided by the student. An individualized financial aid plan will be developed and maintained in the student's financial aid file. The Director will work with the student throughout the enrollment period to determine financial needs and responsibilities.

INSTITUTIONAL REFUND POLICY

Policy

It is the policy of Meadville Medical Center Institution for Healthcare Professionals Practical Nursing Program to apply a fair and equitable settlement for students who cancel or withdraw from enrollment. For students who withdraw or cancel the enrollment in writing on or before the first day of class, the school will retain a \$100.00 administrative fee and a \$15.00 liability fee of the acceptance for admission deposit. Cancellation date **will** be determined by postmark or *by* date notification is delivered in person. For students who enroll and begin classes, but withdraw prior to completion of classes, **the school will refund non-Title IV funds based on the payment period using the following schedule:**

School retains 25% if student withdraws within 1 to 4 weeks. School retains 50% if student withdraws within 5 to 8 weeks. School retains 75% if student withdraws within 9 to 12 weeks. School retains 100% if student withdraws within 13 to 16 weeks.

The last day of attendance will be used to determine the student refund utilizing both Title IV refund guidelines and the institutional refund guidelines (if applicable). The last day of attendance is determined by the date the student submits in writing to the school

his/her withdrawal. In the absence of a written withdrawal, the last day of attendance will be used or the date of termination by the school. In the case of a student not returning from a leave of absence, the date of termination will be the earlier of the date the leave ends or the date the student notifies the school that he/she will not be returning.

Refunds due the student will be disbursed within 45 days of last day of attendance as defined above.

This refund applies to tuition and fees. Other miscellaneous charges the student may have incurred will be calculated separately.

Specific guidelines for scholarship monies will be followed and may require that the student return 100% of the funding.

LAST DAY OF ATTENDANCE/WITHDRAWAL

POLICY:

A student, who withdraws, drops out, is dismissed OR fails to return to school as expected from a leave of absence is considered to have withdrawn. The last day of attendance will be documented in the student file in order to determine refunds to lenders, funding agencies, and/or student.

1. An official withdrawal from the program requires submission of a written notice of withdrawal, stating the withdrawal date, to the Director. The last day of attendance is the withdrawal date stated in the letter.
2. If the student fails to submit a written notice of withdrawal/termination, it will be considered an unofficial withdrawal and the last day of attendance will be documented as the day the student last attended class or clinical.
3. The last documented day of attendance will be used to determine the student refund utilizing both the Title IV Refund guidelines and the school refund guidelines.
4. If the student is funded via a local or state funding agency, the agency will be notified of the student's termination and a refund calculated per the above Refund policy.
5. The withdrawal date will be documented and maintained in the student's file. This date will be reported to the lender and will be used to determine the beginning of the student's grace period.
6. For a student, who does not return from a leave of absence, the date of determination is

Practical Nursing: Student Handbook

the earlier of; the date the leave ends, or the date the student notifies the school that he/she will not be returning.

7. Students who withdraw or are terminated from the program and wish to return at a later date, must submit his/her request in writing to the Director.
8. Students admitted for the first time to the practical nursing program are allowed a maximum of one readmission to the program.
9. Readmission to the program will be based on:
 - a) Faculty evaluation of the student's potential for success
 - b) Space available
 - c) The student's account from previous enrollment must be paid in full.The student will return at the beginning of the trimester following the last successful trimester that he/she completed. Students who were dismissed for failure will be on probation for the first trimester.

ACCOUNTS RECEIVABLE

Purpose:

To ensure the efficient and effective management of the collection of all MMC Institute for Healthcare Professionals receivable. Procedures will be established to develop a system of internal controls to allow for proper collection of these receivables. Receivables may arise from tuition, fees, books, or uniforms and equipment while enrolled in the Practical Nursing Program.

Procedure:

- 1) MMC institute for Healthcare Professionals will establish a tuition due date for each trimester. This due date will be clearly published/communicated to the students.
- 2) If the student has not paid in full by the established date, they will not be permitted to continue their education in the program. Any extenuating circumstances for payment must be personally discussed with the Director prior to the established due date.
- 3) Students may elect to apply for financial aid to assist with payment of tuition and fees. Students will be responsible for completing all necessary paperwork to determine financial need. A financial needs review will be completed with the Director for all students.
- 4) Students with outstanding balances will receive monthly statements. Payments are due within 30 days of receipt.
- 5) Unresolved delinquent accounts in excess of \$500.00 could be sent to collection if the account is greater than 90 days past due.
- 6) Any account that is delinquent greater than 90 days and in excess of \$500.00 will not have student records released until the delinquent balance has been settled.
- 7) A charge of \$30.00 will be assessed for each return check issued by a student to the Institute. Students with 2 or more returned checks will have restrictions placed on them from paying the Institute with checks in the future.