

**Tri-Rivers Career Center Student Handbook**

**Appendix A**

**NURSING PROGRAMS STUDENT HANDBOOK**



This copy of the Adult Education Student Consumer Handbook is current as of the  
Board Approval Date listed on the cover of the Handbook / Catalog.

<b>INTRODUCTION</b>	<b>3</b>
<b>APPROVAL</b>	<b>3</b>
<b>STATE BOARD PERFORMANCE</b>	<b>4</b>
<b>PRACTICAL NURSING PROGRAM</b>	<b>4</b>
<b>LPN to RN DIPLOMA PROGRAM</b>	<b>5</b>
<b>ADVISORY COMMITTEE</b>	<b>8</b>
<b>APPLICATION AND ADMISSION PROCESS</b>	<b>9</b>
<b>ADVANCED STANDING ADMISSION AND READMISSION</b>	<b>13</b>
<b>ACCEPTANCE</b>	<b>14</b>
<b>FINANCIAL INFORMATION</b>	<b>14</b>
<b>LICENSURE</b>	<b>15</b>
<b>PRACTICAL NURSING PROGRAM SPECIFIC INFORMATION</b>	<b>16</b>
Practical Nursing Program Objectives	16
Practical Nursing Program Curriculum	17
Practical Nursing Program – Course Descriptions	18
<b>LPN to RN PROGRAM SPECIFIC INFORMATION</b>	<b>21</b>
<b>COMPLETION SUMMARY FOR NURSING PROGRAMS</b>	<b>26</b>
<b>PROGRESSION AND COMPLETION POLICY</b>	<b>27</b>
<b>ACADEMIC ADVISING</b>	<b>27</b>
<b>NURSING STUDENT RESPONSIBILITIES</b>	<b>29</b>
<b>CLASSROOM RULES</b>	<b>31</b>
<b>CLINICAL EXPERIENCE</b>	<b>33</b>
Student Conduct While Performing Nursing Care	35
<b>ATTENDANCE</b>	<b>38</b>
<b>EVALUATION</b>	<b>39</b>
<b>APPEAL PROCESS FOR CLINICAL FAILURE</b>	<b>46</b>
<b>RULES FOR SKILLS LAB</b>	<b>47</b>
<b>INCIDENT REPORTS</b>	<b>48</b>
<b>DRESS CODE</b>	<b>49</b>
<b>STUDENT PHYSICAL REQUIREMENTS &amp; CPR</b>	<b>51</b>
<b>STUDENT HEALTH, ILLNESS, INJURY</b>	<b>53</b>
<b>MINIMUM ACCEPTABLE MENTAL AND PHYSICAL COMPETENCIES</b>	<b>53</b>
<b>USE OF SOCIAL NETWORKING</b>	<b>54</b>
<b>ADMINISTRATIVE INFORMATION</b>	<b>55</b>
<b>RECORD RETENTION PLAN</b>	<b>56</b>
<b>GRADUATE RECORD</b>	<b>58</b>

## **The Nurse's Pledge**

I solemnly pledge myself before God and in the presence of this assembly, to faithfully practice my profession of nursing. I will do all in my power to make and maintain the highest standards and practices of my profession. I will hold in confidence all personal matters committed to my keeping in the practice of my calling. I will loyally assist the physician in his work and will devote myself to the welfare of my patients, my families and my community. I will endeavor to fulfill my rights and privileges as a good citizen and to take my share of responsibility in promoting the health and welfare of my community. I will constantly endeavor to increase my knowledge and skills in nursing and to use them wisely. I will zealously seek to nurse those who are ill wherever they may be and whenever they are in need. I will be active in assisting others in safeguarding and promoting the health and happiness of mankind.

## **INTRODUCTION**

This handbook has been compiled in an effort to assist and guide you in your adjustment and study throughout the coming school year. We offer two options for entry level employment, the Practical Nursing program and the LPN to RN Diploma program. Both programs are intensive and provide a solid framework for nursing. Both nursing programs initiate in August and end in June. If an applicant chooses a 20-month or 90-week option, there is a summer break from June to August between the two academic years.

## **APPROVAL**

The Ohio Board of Nursing approves both pre-licensure nursing educational programs. Upon satisfactory completion of a nursing program, the student receives a diploma and is eligible to sit for the National Council of State Boards of Nursing (NCSBN) NCLEX examination (NCLEX-PN or NCLEX-RN). A license to practice nursing (Licensed Practical Nurse or Registered Nurse) will be issued by the State of Ohio when a graduate receives a satisfactory score on the NCLEX examination. The individual who is licensed in Ohio is entitled to licensure by endorsement in other states, which accept the graduate's credentials.

## STATE BOARD PERFORMANCE

Our graduates do very well on the NCLEX Examination as indicated by our average pass rates:

Academic Year	Practical Nursing Program	LPN to RN Diploma Program
2017-2018	97.0%	100%
2018-2019	90.7%	92.8%
2019-2020	88.2%	100%
2021-2022	96.9%	93.1%
2022-2023	100%	100%
2023-2024	100%	100%

For more information, please refer to the following websites:

- Ohio Board of Nursing - <http://www.nursing.ohio.gov/>
- National Council of State Boards of Nursing - <https://www.ncsbn.org/>

## PRACTICAL NURSING PROGRAM

Official Name of Program: Tri-Rivers Center for Adult Education in Nursing

Length: We offer two schedules to accommodate students and their schedules - 10-month Day and 20-month Evening

Total # of hours: 1387

Preparation: Entry Level Employment

- Credit Awarded: Diploma
- The Tri-Rivers Practical Nursing Program is an intensive entry level nursing program. The curriculum includes courses in Anatomy & Physiology, Introduction to Nursing, Fundamentals of Nursing, Nursing Care of Adults and Children, Mental Health Nursing, Human Growth & Development, Pharmacology, The Family in Reproduction and Birth, and Ethics, Issues and Trends in Nursing. Nutrition is integrated throughout the program.

- The focus of study is the correlation of knowledge gained in the classroom to application of the nursing process in administering nursing care to a variety of patients. Classroom instruction takes place at Tri-Rivers Center for Adult Education and clinical instruction at Marion General Hospital, Inc. and area nursing centers in Marion, Morrow, and Delaware counties. Each student works under the supervision of an instructor and has experience in caring for the following types of patients: medical, surgical, pediatric, geriatric, maternity, and newborn infants.

### **LPN to RN DIPLOMA PROGRAM**

Official Name of the Program: Tri-Rivers School of Nursing Diploma Program

Length: We offer two schedules to accommodate students and their schedules, both are Day programs – 45 weeks and 90 weeks

Total # of hours: 1308

Preparation: Entry Level Employment

Credit Awarded: Diploma

The Tri-Rivers LPN to RN Transitions program is an intensive hybrid program that builds on the student's practical nursing education and work experience, enhancing and bridging the gap from the practical nurse to the new role of registered nurse. The curriculum includes the following courses: LPN to RN Transitions, Clinical Nursing I, Clinical Nursing II, Clinical Nursing III, Mental Health Nursing, Community Health Nursing, and Professional Transitions.

The "hybrid program" requires students to participate in both the classroom and on-line (online learning <25% of total program hours). Classroom instruction takes place at Tri-Rivers Career Center Adult Education Extension and on-line learning is asynchronous allowing students to participate according to their schedules with specified due dates. Clinical experiences occur at a variety of agencies including Marion General Hospital, Inc. and other agencies in Marion, Morrow, and Delaware counties. Additionally, students have the opportunity for formal preceptorships during the final quarter.

**HISTORY** – We are very proud of the history of our nursing programs at Tri-Rivers. The origin of the Marion General Hospital School of Practical Nursing parallels the increase of formalized schools in the 50's. Cities across the nation were feeling the urgency of a shortage of trained nursing personnel. Recognizing its responsibility to the citizens of the City and County of Marion, the Marion General Hospital Administration and Board of Governors established the school of Practical Nursing. The first faculty consisted of a director, a nursing arts instructor, a clinical instructor and a home economics instructor. Seven students enrolled in the first class, January 1957. Classes of approximately 20 students were later admitted in September each year. In 1974, due to the growing need for nurses, the class enlarged to 33. Three hundred and sixty-five persons had graduated from Marion General Hospital School of Practical Nursing by June 1977. The program was transferred to Tri-Rivers Center for Adult Education on July 1, 1977, and remains essentially unchanged, except for the controlling agency. At that time the name of the school became Tri-Rivers Marion General Hospital School of Practical Nursing. In August 1986, the school name was changed to Tri-Rivers School of Practical Nursing. The LPN to RN Diploma program was added in August 2008.

## **NURSING PHILOSOPHY and FRAMEWORK**

The faculty of the Tri-Rivers Nursing Programs believes in a concomitant relationship between vocational education and professional education. The faculty accepts the philosophy of vocation and professional education programs at Tri-Rivers. The vocational education curriculum is designed to provide technical knowledge and work skills necessary for employment. Vocational education philosophy is to establish attitudes, work habits, and appreciation for a productive life. The curriculum prepares students to become economically, socially, and emotionally competent in assuming their roles.

The faculty believes the focus of professional nursing is the person. The person has dignity and worth by virtue of being human, has intellect, and the ability to reason and make choices. The person is unique, a growing organism with the potential for change adaptation, and development in an ever-changing environment. The person has

individual perception, expectations, and reactions, is a growing organism with the potential for self-actualization.

The faculty views the person as a social being interacting within society. Society provides the environment for the implementation of nursing. Society expects high moral, ethical and spiritual values; expects fairness and honesty to be implemented in the practice of nursing. Society is a reflection of the changes and adaptations of the person and his/her interaction with family, groups and community.

The faculty believes health encompasses the entire being (physical, emotional, spiritual, social and cultural). Health is a continually changing balance of the person attempting to meet basic human needs on a wellness to illness continuum. Health is the fundamental right of every person and access to adequate health services should be available to all, regardless of race, creed, color or financial status. Most people require assistance with health care at some point in their life cycle.

The faculty believes nursing is a caring profession. Nursing is an interpersonal process through which the nurse assists the person to meet health needs. This process progresses with a set of actions used to assess, plan, implement, and evaluate nursing care for persons of all ages. Nursing is an interpersonal process through which the nurse assists the person and family to cope with the experience of illness.

Nursing is client-centered and focuses on identifying and meeting the person's needs in the following areas: 1) daily living needs common to all people; 2) assistance in the establishment, maintenance, and improvement of personal health; 3) assistance based on personal needs arising from health deviations; 4) assistance with the medical care plan and specific medical orders of the physician.

The faculty, as nursing educators, believes we have a responsibility to be sensitive and responsive to the needs of society, and that the preparation of tomorrow's nurse must be a mutual concern of all who provide or receive health care.

The faculty believes learning is a change in behavior exhibited when an individual has acquired new knowledge, attitude, insights, or skills. The teaching-learning process is

dynamic, with teacher-learner interaction for the specific purpose of meeting the educational needs of the learner. In a nurturing environment learning progresses from simple to complex and builds on the student's previous knowledge. The learner must accept responsibility for his/her own learning, with the teacher as facilitator. Learning experiences focus on nursing care, and effort is made to arrange experiences in logical sequences that demonstrate continuity of care. The opportunity for learning is available to qualified students with no distinction made because of sex, age, race, creed or marital status.

The adult learning process involves active participation of the student with continuing challenges to increase knowledge.

The learner is made aware that the practice of nursing requires one to continue to participate in learning as a life-long process.

### **ADVISORY COMMITTEE**

The Program Advisory Committee is composed of representatives who are interested in nursing education and have appropriate qualifications external to the institution who can provide a meaningful review of the school's programs and supporting resources and materials. The committee will review established curricula of the program, instructional-related program materials, equipment and facilities, and student achievement outcomes as means to provide the school with an external review of its programs. The committee is advisory only in nature, but may make recommendations to the manager, director, superintendent, or Board of Education. Specific purposes include:

1. Maintenance of the current high standards and excellence in the educational programming,
2. Insurance of continued excellence in nursing care by program graduates,
3. Provision of clinical input from nurses in the clinical settings, and
4. Discussion of curriculum decisions, which affect both the school and clinical facilities.



**POLICY STATEMENT** – Tri-Rivers Career Center – Adult Education nursing programs adhere to the Ohio Board of Nursing program policies requirements. The following procedures for notifying students of changes in program policies:

1. Each student admitted to the nursing program will be assigned a free, permanent, official career email address. Changes in the nursing program policies and other official correspondence will be transmitted via the student's official email account. Instructors may also utilize this address to communicate with students. Students are responsible for regularly reading email sent to this address.
2. The program administrator will present policy changes to each nursing class explaining the rationale for the changes. The students will be given the opportunity to ask questions during this presentation.
3. An addendum to the student handbook of the program policy change(s) will be in place.
4. Each student will be required to sign an acknowledgement of receipt of policy change(s).

## **APPLICATION AND ADMISSION PROCESS**

### **NURSING PROGRAMS (Practical Nursing and LPN to RN Diploma Programs)**

Application Procedures – Admission to our nursing programs is dependent on an application review as well as an admission interview. Only complete applications will be reviewed. March 1st is the application deadline, but the school may accept applications until May 1st if there is seat availability.

1. Completion of application form (If an applicant fails to truthfully answer questions on the application form and the information is discovered at a later date, the student may be dismissed from the program.)
2. Submission of \$95 application fee.
3. Submission of a dated, typed 1-2 page letter requesting admission provided to the Nursing Admissions Committee addressing:

- a. How admission to the nursing program supports the applicant's professional goals,
  - b. How the applicant plans to be successful, and
  - c. What strengths the applicant embodies to succeed in the nursing program.
- 4. Submission of official transcripts from high school showing proof of graduation or successful completion of General Educational Development (GED).
- 5. Submission of official transcripts from post-secondary institutions (colleges/universities), as applicable. If pre-requisite course work has not been completed by the application deadline, the applicant may submit course registration information for pre-requisite course(s), then forward official transcripts once the course is completed.
- 6. Successful completion of WorkKeys® testing.
  - a. For the Practical Nursing Program – score of 4 or greater for each test
  - b. For the LPN to RN Program – score of 5 or greater for each test

#### **Procedure for WorkKeys® Retest :**

Health Care and Public Safety programs

If the minimum level is still not achieved for the WorkKeys® test(s), you may re-test again. To qualify for a first-time re-test you must:

- a. Make sure that you have borrowed a WorkKeys® study guide from the WorkKeys® proctor.
- b. This study guide must be returned to the WorkKeys® proctor on the day of the re-test. Failure to return the study guide will result in the applicant being ineligible for the re-test.
- c. Pay the \$35.00 retest fee (per each category re-tested) and schedule a retest date. If the minimum level is not achieved for the WorkKeys® test(s) after a second attempt, then the test(s) must be retaken. To qualify for a third-time retest the following steps must be completed to retest:
- d. You must show proof to the WorkKeys® proctor that you attended a skill enhancement or a remedial class designed to help you improve your skills in the subject that was not passed (Applied Math, Workplace Documents, Graphic Literacy).

- e. Skill enhancement training is available at no cost through the ASPIRE program at Marion Technical College [740-386-4123 or [aspire@mtc.edu](mailto:aspire@mtc.edu)]. As part of their program, you are required to attend a free orientation session; and we recommend that you take a copy of your test results with you to the orientation.
- f. Submit completion of the training to the WorkKeys proctor; and upon approval, you will be allowed to retest. You will then pay the \$15.00 retest fee per test and schedule the retest date.

7. Proof of citizenship or legal residency that establishes your identity and residency with one of the following documents from List A or one of the following documents from List B and List C:

List A   List B   List C

1. U.S. Passport or U.S. Passport Card
  - a. Permanent Registration Card or Alien Registration Receipt Card (Form I-551)
  - b. Foreign passport that contains a temporary I-551 stamp or temporary I-551 printed notation on a machine-readable immigrant visa 1.  
Driver's license or state issued ID card that contains a photograph with information such as name, date of birth, gender, height, eye color, and address.
2. ID card issued by federal, state or local government agencies or entities, provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address
3. Voter's registration card
4. U.S. Military card or draft record
5. Social Security card
6. Certification of Birth Abroad issued by the Department of State (Form FS-545)
7. Certification of Report of Birth issued by the Department of State (Form DS-1350)
8. Original or certified copy of birth certificate
9. Native American tribal document
10. U.S. Citizen ID card (Form I-197)

Admission Requirements – The following program-specific requirements must be completed on admission, at student expense, prior to classes starting:

1. Pay admission fee
2. Physical Examination with lab studies, titers, and vaccinations (see provided form)
3. Drug Testing\* (10-panel) – A positive drug screen or any attempt to provide a fraudulent specimen will result in the inability to progress in the nursing program. All such cases will be evaluated on an individual basis.
4. CPR – Acceptable class titles are the American Heart Association “Basic Life Support” or American Red Cross “BLS/CPR for Healthcare”.
5. BCI/FBI Background check\*

\*Requirement for licensure: Drug testing and background checks will be completed on all pre-licensure students to participate in clinical and for licensure application. This should be completed the first week of July prior to the first quarter of enrollment. The results of the drug testing are sent directly to Tri-Rivers School of Nursing. A positive drug screen or any attempt to provide a fraudulent specimen may result in the inability to successfully progress in the nursing program. Subsequent drug screening may be requested by nursing faculty and failure to comply with such requests may result in the inability to successfully progress in the nursing program. All cases will be evaluated on an individual basis.

6. Program-Specific Prerequisites must be completed by August 1st prior to admission (course grade must be C or better):
  - a. Practical Nursing
    1. Submission of proof of State Tested Nurse Aide, or proof of successful completion of Nurse Aide class within 3 years, or employer statement of proof of 12 months of full time employment as a nurse aide within the last 3 years.
    2. Learning Strategies for Health Care Professionals class
    3. Math for Meds class (completed within the past 20 months)
    4. Medical Terminology class (completed within the past 20 months)
  - b. LPN to RN Program (Tri-Rivers Practical Nursing graduates applying for the LPN to RN Program will be credited with Human Growth and

Development, Com Tech, Anatomy and Physiology I, Anatomy and Physiology II, and Maternity Nursing.)

1. Hold current, valid licensure to practice as a Licensed Practical/Vocational Nurse in at least one U.S. state or territory and the ability to obtain endorsement by the Ohio Board of Nursing.
2. Hold a current certificate to perform limited intravenous therapy.
3. Successful completion of ATI PN Comp Predictor (the applicant's individual score must be at or above the current mean national score).
4. Math for Meds class – credit by exam accepted (students must achieve 90% or better to receive credit)
5. Anatomy and Physiology I
6. Anatomy and Physiology II
7. Human Growth and Development
8. General Psychology
9. Sociology
10. English Composition I
11. English Composition II
12. Basic Chemistry (can be high school credit)
13. Microbiology

### **ADVANCED STANDING ADMISSION AND READMISSION**

Depending on availability of an opening in a nursing program, applicants may be considered for advanced standing and must follow the admission procedures outlined above. Due dates will be adjusted based on the requested quarter of admission. Applicants who may be considered for advanced standing admission may be transferring from other nursing programs or may be requesting readmission to a respective nursing program. Tri-Rivers requires that students must be enrolled in course work on a full-time basis for a minimum of two quarters prior to graduation. The Admissions Committee and the Nursing Education Manager will determine credit granted to an advanced standing applicant (satisfactory completion with a grade of C or

better is required). Each applicant will be reviewed individually to determine admission status.

## **ACCEPTANCE**

Acceptance to our nursing programs is competitive. Upon review of the application and admission interview by the Admissions Committee, the accepted student will receive an admission letter. The admission letter will contain information regarding mandatory orientation and the required admission fee (\$500) to reserve a seat in the respective nursing program.

During the time the student is at Tri-Rivers, the faculty and staff will make various learning opportunities available to you. You will be expected to take an active part in your learning and make the best possible use of each opportunity. When you confirm your acceptance to the nursing program, you have established your commitment to an intense educational experience. Nursing school entails challenging, but satisfying work and an opportunity to learn and grow both personally and professionally.

The members of the school faculty, the superintendent, and the Tri-Rivers Board of Education extend a warm welcome to you and are looking forward to a positive and successful academic journey. We challenge you to make the most of the time you spend with us for your continued growth.

## **FINANCIAL INFORMATION**

Tuition is due BEFORE the first day of the quarter. Please refer to the Program Dates at the beginning of the catalog.

Financial Aid Information – If the student fails to attain 76 percent in each class and 95 percent attendance after probation, he/she will not receive any additional financial aid.

Appeal Procedure – Please refer to the Adult Education Grievance Procedure in the student handbook. Financial Aid recipients who fail to meet these standards will be notified by the Financial Aid office of the discontinuation of aid. Appeals can be made to

the Director of Adult Education within 10 working days after receipt of the discontinuance notice. The program administrator will respond in writing to denied appeals or award the recipient financial aid in the amount and the type deemed appropriate.

## **LICENSURE**

The purpose of this policy is to inform prospective nursing students that on completion of the nursing program, it is the responsibility of the student to apply for licensure as a Licensed Practical Nurse or Registered Nurse. Each applicant will be required to answer questions on the application related to certain past behaviors, previous licensure action, substance abuse and/or legal history. It is critical that all questions on the application for licensure be answered honestly, since misinterpretation may constitute fraud or deception. If the applicant for a licensure examination answers “yes” to any of the Students needing more information are encouraged to review Chapter 4723 of the Ohio Revised Code (accessible from the Ohio Board of Nursing website) or consult with the program administrator.

Application for licensure by examination should be submitted to the Ohio Board of Nursing in the form prescribed by the rules of the board as noted in Chapter 4723.09 (License application) of the Ohio Revised Code (<http://codes.ohio.gov/orc/4723.09v2>, effective 4/6/2017). Details regarding ineligibility for licensure are noted in Chapter 4723.092 of the Ohio Revised Code and include the following violations, in which, an individual has been convicted of, pleaded guilty to, or had a judicial finding of guilt:

- Aggravated murder
- Murder
- Voluntary manslaughterFelonious assault
- Kidnapping
- Rape
- Sexual battery
- Gross sexual imposition
- Aggravated arson
- Aggravated robbery
- Aggravated burglary

## **PRACTICAL NURSING PROGRAM SPECIFIC INFORMATION**

Practical Nursing Purpose Statement – The purpose of Tri-Rivers School of Practical Nursing is to provide the foundation in academic knowledge and clinical skills needed to become a practical nurse, while assisting students to assume responsibility for individual learning. There is emphasis in the program that each student is to function in a mature, responsible manner accepting personal responsibility and accountability for his/her actions. Upon completion of the program, graduates will use the nursing process to provide care in a competent, safe, and caring manner to clients in a variety of settings.

### **Practical Nursing Program Objectives**

The objectives of the Tri-Rivers Career Center's Adult Education Practical Nursing program is as follows:

1. To develop competencies in the following areas in order that individuals may be prepared for gainful employment in entry-level (or higher) jobs.
  - a. Apply scientific principles to provide safe, direct care for clients in various health care settings within the scope of practice.
  - b. Utilize the nursing process to plan and provide nursing care that is appropriate in assisting clients to meet human needs necessary for optional levels of health.
  - c. Utilize communication skills to promote therapeutic relationships.
  - d. Serve as a client advocate, collaborating, communicating, and working collegially with other members of the healthcare team.
  - e. Function in a mature, consistent manner that reflects an understanding of ethical conduct, personal responsibility, and accountability for behaviors and actions.
  - f. Employ an understanding that learning is a life-long process and that maintaining currency of practice is a career-long process.
  - g. Prepare the student to be eligible to take the licensing examination for practical nursing



2. To provide opportunities for the development of personal competencies needed by individuals through participation in leadership and community activities.
3. To promote awareness that political involvement can influence health care.

## **Practical Nursing Program Curriculum**

### **Pre-Requisites:**

1. Learning Strategies for Health Care Professionals Class+
2. Math for Meds Class\*
3. Nurse Aide Class
4. CPR (Adult / Child / Infant) –American Heart or Red Cross BLS
5. Medical Terminology Class\*

\*Credit by exam accepted – must achieve 80% better to receive credit)

+ Courses that cannot be waived. Curriculum Overview – The curriculum is divided into four quarters. The day program is ten months in length, and the student's day is usually 7:30 – 8:30am to 3:30 – 4:00 pm. Time for lunch, clinical, skills practice and classes are provided within this time. The evening program is twenty months in length, and the students schedule is usually 4pm-8pm. Students will be provided class and clinical schedules each quarter.

## **CURRICULUM PLAN**

<b>Quarter I: 321 hours</b> <ul style="list-style-type: none"> <li>• Anatomy and Physiology I</li> <li>• Introduction to Nursing</li> <li>• Pharmacology I</li> <li>• Fundamentals of Nursing I</li> </ul>	<b>Quarter II: 352 hours</b> <ul style="list-style-type: none"> <li>• Anatomy and Physiology II</li> <li>• Growth and Development</li> <li>• Pharmacology II</li> <li>• Fundamentals of Nursing II</li> </ul>
<b>Quarter III: 356 hours</b> <ul style="list-style-type: none"> <li>• Nursing Care of the Child and Adult I</li> <li>• Pharmacology III</li> <li>• Mental Health Nursing</li> <li>• The Family in Reproduction and Birth</li> </ul>	<b>Quarter IV: 358 hours</b> <ul style="list-style-type: none"> <li>• Nursing Care of the Child and Adult II</li> <li>• IV Therapy</li> <li>• Pharmacology IV</li> <li>• Ethics, Issues and Trends</li> </ul>

**Total Program Hours for Practical Nursing = 1387**

**Program Options:**

- Day Program = 10 months in length / Four (4) quarters / 10 weeks per quarter
- Evening Program = 20 months in length / Four (4) quarters / 20 weeks per quarter / summer break between 2nd and 3rd quarters

**Practical Nursing Program – Course Descriptions****Anatomy and Physiology I**

A study of the structure and function of the human body, which forms a basis for understanding the ways in which the body maintains health, affects disease processes and principles of nursing care of adults and children.

**Anatomy and Physiology II**

A study of the structure and function of the human body which forms a basis for understanding the ways in which the body maintains health, effects of disease processes and principles of nursing care of adults and children.

**Introduction to Nursing**

This course provides an introduction to Nursing and Health Care delivery in our society. The course is designed to assist the student to develop an awareness of the roles, functions, and opportunities in practical nursing. Nursing is presented as an essential component of the health care system with special emphasis placed on the client as a consumer of healthcare, utilization of the nursing process to contribute to meeting the psychosocial, cultural, spiritual and end-of-life care needs of individuals and groups. Communication with patients, families, health team members, and other significant individuals is also a skill that is introduced in the course. Reporting and documentation are presented as essential elements for quality health care.

## **Fundamentals of Nursing I**

An introduction to the practice of nursing to meet the basic physiological and safety needs of the patient. Students are helped to develop basic skills in utilizing the nursing process in their practice. Nursing procedures are demonstrated and the scientific rationale underlying the procedure steps is explained. Laboratory time for supervised practice of these skills is provided. Students are assigned to either an acute care or long-term care facility to care for ambulatory, sub-acute or chronically ill patients for clinical experiences. Clinical experiences prepare the students to safely deliver nursing care across the life span and to function within the defined scope of practice for a licensed practical nurse.

## **Fundamentals of Nursing II**

Clinical activities are planned to provide continued utilization of the nursing process to meet patients' basic needs. Nursing procedures are demonstrated and the scientific rationale underlying the steps is explained. Laboratory time for supervised practice of these skills is provided. Students are assigned to either an acute care or long-term care facility to care for ambulatory, sub-acute or chronically ill patients.

## **Growth and Development**

The growth and development of man is traced throughout the life span, from birth through the elderly adult. Emphasis is on the developmental tasks in normal growth and development for each age group. The content includes: physical, psychological, and social aspects of development.

## **Ethics, Issues and Trends**

This course examines major historical events in nursing. The potential legal liability associated with the practice is investigated. Major ethical issues are discussed in order to help the practical nursing student make the transition to the role of an accountable practical nurse.

## **Mental Health Nursing**

The study of mental health concepts is integrated with general nursing theory and practice. Mental retardation, crisis intervention, chemical dependency, and forms of mental illness are included. Emphasis is placed on assessment and the nurse's ability to recognize maladaptive responses and the nurse's role in caring for these clients in all healthcare settings.

## **Nursing Care of the Child and Adult I**

Classroom and clinical activities provide for the utilization of the nursing process in the care of patients of all ages. The study of common medical-surgical conditions, their incidence, etiology, diagnosis, treatment and nursing implication forms a base for practical nursing care.

## **Nursing Care of the Child and Adult II**

Classroom and clinical assignments provide for the utilization of the nursing surgical conditions, their etiology, symptom, diagnosis, treatment and nursing implications) form a basis for practical nursing care.

## **IV therapy**

This course will focus on the practical nurse's roles and responsibilities related to initiation, administration, and monitoring of intravenous (IV) therapy. The course includes the demonstrations of skills and techniques required to perform venipuncture in the skills lab. Students will be given the opportunity to apply the knowledge learned by assigning clients receiving IV therapy during clinical rotation. Review of guidelines for initiating, monitoring, and documenting IV therapy and patient response, as well as interventions to prevent complications will be discussed in this course.

## **The Family in Reproduction and Birth**

A study in aspects of normal pregnancy from conception through puerperium. Major complications are briefly investigated. Choices concerning contraception and infertility are explored. Nursing care of the neonate and common anomalies are discussed. Supervised clinical experience utilizing the nursing process in the care of maternal and newborn clients is provided. Observational experiences include Lamaze class and aspects of community care available for prenatal, postpartum and newborn clients.

## **Pharmacology I**

This quarter of pharmacology introduces the student to the study of drugs, their sources, classes, purposes, uses, and actions. Introduction on application of principles of critical thinking when administering drugs is also included. Topics included are drug laws, standards, and how these are controlled in the United States. Instruction of medication administration will cover safe technique for oral and topical medications using the principles of asepsis, and correct documentation, specific drug classes covered this quarter are vitamins and minerals, and drugs used in the ophthalmic conditions.

## **Pharmacology II**

This course covers instruction, practice and satisfactory return demonstration of the administration of parenteral medications. Other specific topics include drug therapy in dermatologic, digestive system, and neoplastic conditions, and the prevention and treatment of infection. Instruction continues on the application of the nursing process in drug therapy.

## **Pharmacology III**

This course focuses on drugs used in maternity nursing and the effects of drugs on the fetus and the neonate. Other topics included are drugs used in hormone therapy, fluid and electrolyte imbalances and drugs that affect the respiratory, cardiovascular, and renal systems. Instruction continues on the application of the nursing process in drug therapy.

## **Pharmacology IV**

The focus of this course is drug therapy used in pain management, behavior modification, and the controversy of drugs as chemical restraints. Also covered is drug therapy in diabetic clients. Instruction continues on the application of the nursing process in drug therapy.

## **LPN to RN PROGRAM SPECIFIC INFORMATION**

LPN to RN Purpose Statement – The purpose of the LPN to RN Program is to:

- Avoid unnecessary gaps and validate prior learning
- Provide quality learning that is accessible, convenient, student-centered and cost- effective program
- Increase educational opportunities and facilitate educational mobility for LPNs

- Provide alternative nursing program for qualified licensed practical nurse applicants\
- Allow the LPN to complete a program in professional nursing and thus not be delayed admission to nursing for 2-3 years
- Motivate LPNs to continue to pursue their career in nursing rather than selecting an alternative career option

### **LPN to RN Program Objectives**

The objectives of Tri-Rivers Career Center's Adult Education LPN to RN Nursing program is as follows:

1. Incorporate knowledge from the biological, physical, behavior and nursing sciences, and general studies in providing comprehensive nursing care in a variety of healthcare settings.
2. Utilize a holistic approach to assist individuals of all ages and varying cultural backgrounds to meet their basic needs and attain/maintain homeostasis.
3. Provide a safe environment which will facilitate the individual's ability to adapt/cope with internal and external stressors.
4. Provide nursing care that reflects the dignity and worth of all clients within the legal, ethical, and social obligations of nursing practice.
5. Assist individuals with common health problems to attain/maintain a position of optimum wellness on the wellness-illness continuum.
6. Utilize therapeutic communications, nursing skills, and client/family teaching to manage health care for individuals within the legal and ethical framework of the nursing profession.
7. Utilize the nursing process of assessment, nursing diagnosis, planning, implementation, and evaluation to administer nursing care.
8. Appraise the impact of both the internal and external environment on client health.
9. Assume responsibility for your own personal and professional development.
10. Demonstrate professional accountability and responsibility.

## **LPN to RN Program Curriculum**

Pre-Requisite Support Courses – In addition to completion of your practical nursing education and submission of an official transcript from your practical nursing education program, the following courses must be completed no later than August 1st prior to the first quarter of enrollment in the LPN to RN Program with a grade of C or better as documented by a(n) official transcript(s):

1. Successful completion of the ATI PN Comprehensive Predictor (applicant's individual score must be at or above the current national mean score).
2. If the minimum level is not achieved for the PN Comprehensive test, then the test must be retaken. Only three (3) attempts are permitted.
3. If, on the third attempt, the applicant has not achieved the required score, that individual will no longer be eligible for enrollment into the LPN to RN program.
4. Math for Meds class – credit by exam accepted (students must achieve 90% or better to receive credit)
5. Anatomy and Physiology I
6. Anatomy and Physiology II
7. Human Growth and Development
8. General Psychology
9. Sociology
10. English Composition I
11. English Composition II
12. Basic Chemistry (can be high school credit)
13. Microbiology

Curriculum Overview – The curriculum is divided into four quarters and is ten months in length. The program is presented in a “hybrid” format meaning that in addition to classroom activities and learning, there is online learning. There are also scheduled preceptorships with qualified preceptors from contracted clinical agencies. The student's day, although days and times can vary, is usually 8:00am – 4:00pm for classroom instruction and

7:00am --7:00pm on clinical days. Students will be provided class and clinical schedules each quarter.

## **CURRICULUM PLAN**

### **Quarter I (270 hours)**

- LPN to RN Transition

### **Quarter II (334 hours)**

- Clinical Nursing I
- Mental Health Nursing

### **Quarter III (324 hours)**

- Clinical Nursing II
- Community Health Nursing

### **Quarter IV (380 hours)**

- Clinical Nursing III
- Professional Transitions

**Total Program Hours for LPN to RN = 1308**

### **Program Options:**

- 45-week Program = 12 months in length / Four (4) quarters / 13-15 weeks per quarter
- 90-week Program = 20 months in length / Four (4) quarters / 22-24 weeks per quarter

## **LPN to RN Program – Course Descriptions**

### **LPN to RN Transition**

This course is designed for Licensed Practical Nurses. The course will assist and prepare students to transition in the role from LPN to the RN role. The previous learning of the LPNs will be refined and updated in today's nursing practice. The content will include a successful transition to the student role and to the registered nurse role. A review of basic skills and their clinical applications will also be included. The classes and clinical activities will provide information that students need to bridge the gap between LPN and RN practice, presenting the knowledge and skills needed for the role transition.



## **Mental Health Nursing**

The study of mental health concepts is integrated with general nursing theory and practice. Mental retardation, crisis intervention, chemical dependency, and forms of mental illness are included. Emphasis is placed on assessment and the nurse's ability to recognize maladaptive responses and the nurse's role in caring for these clients in all healthcare settings.

## **Community Health Nursing**

This course focuses on the integration of previously learned nursing principles and skills in addition to the introduction of new nursing theory. Emphasis is on employing the nursing process utilizing modeling and role-modeling and the appropriate level of prevention in the community focusing on individuals, families, groups and communities.

## **Professional Transitions**

This course focuses on the integration of previously learned nursing principles and skills in addition to the introduction of new professional topics. Philosophical concepts of leadership, decision making, delegation, and communication theory are emphasized. This course examines major historical events in nursing. The potential legal liability associated with the practice is investigated. Major ethical issues are discussed in order to help the professional nursing student make the transition to the role of a registered nurse.

## **Clinical Nursing I**

This course builds on the knowledge and skills of nursing students. The students will care for patients with acute and chronic health alterations. Classroom and clinical activities provide for the utilization of the nursing process in the care of patients across the lifespan. Content is arranged in physiologic, self-concept, role function and interdependent modes. Areas of emphasis will include the profession of nursing, nursing process, psychosocial and physical assessments. The study of common medical-surgical conditions, their incidence, etiology, diagnoses, treatment and nursing implications forms the basis of nursing care.

## **Clinical Nursing II**

This course builds on the knowledge and skills learned from the previous nursing course. The student will care for patients' simple acute and chronic health alterations. Content is arranged in physiologic, self-concept, role function and interdependent modes. Classroom and clinical activities provide for the utilization of the nursing process in the care of patients of all ages. The study of common medical-surgical conditions, their incidence, etiology, diagnosis, treatment and nursing implication forms the bases for nursing care. Pharmacology will be integrated throughout the course.

## **Clinical Nursing III**

This course builds on the knowledge and skills learned from the previous nursing course. The student will care for patients' simple acute and chronic health alterations. Content is arranged in physiologic, self-concept, role function and interdependent modes. Classroom and clinical activities provide for the utilization of the nursing process in the care of patients of all ages. The study of common medical-surgical conditions, their incidence, etiology, diagnosis, treatment and nursing implication forms the bases for nursing care. Pharmacology will be integrated throughout the course.

### **ATI – ASSESSMENT TECHNOLOGIES INSTITUTE**

The Department of Nursing utilizes a student centered assessment and tutorial program through a resource called ATI. Online learning assessments are integrated throughout the PN and LPN to RN curriculum and enable each student to identify their learning needs and develop a plan of action to remove deficiencies. The goal of the integrated ATI program is to prepare students to pass the PN – NCLEX / RN – NCLEX after graduation.

### **COMPLETION SUMMARY FOR NURSING PROGRAMS**

Students must meet the following criteria to be eligible for graduation:

1. Attendance – The student must have absence hours totaling no more than 5% of the total program hours.
2. Grades – A minimum score of 76% for each course must be maintained in each quarter.
3. Satisfactory Practical Skills Evaluation – All practical skills as outlined in the curriculum must be completed according to the criteria established by the school.
4. Satisfactory Clinical Performance
5. All fees must be paid
6. ID Badge must be returned
7. Group exit interview with the program administrator – At this time, the students may discuss any concerns and/or suggestions regarding the program, employment and educational plans.
8. Exit interview as required by Financial Aid Administrator
9. Student must complete an ATI Comprehensive Exam

### **Academic Credential Awarded:**

- Practical Nursing Program – Diploma
- LPN to RN Diploma Program – Diploma

## **PROGRESSION AND COMPLETION POLICY**

The following are procedures for changing policies regarding student progression and requirements for completion of the program as required in Chapter 4723-5-12(B) of the Ohio Administrative Code:

1. The program shall not implement changes to policies for student progression, or requirements for completion of the program, regarding students enrolled in the program at the time the changes are adopted.
2. Changes to policies related to student progression, or requirements for completion of the program, can be presented during faculty meetings.
3. Changes made to the policies related to student progression, or requirements for completion of the program will be adopted and applied to all students enrolling at the beginning of each nursing program. An adoption of policy changes will be published in all information packets including, but not limited to, course syllabi and the student handbook.
4. All changes will be updated in the student handbook and application information packet.
5. All changes related to student progression and requirements for completion of the program will be reviewed during the Orientation day.
6. The program shall not implement changes to policies for student progression, or requirements for completion of the program, regarding students enrolled in the program at the time the changes are adopted.

## **ACADEMIC ADVISING**

Individual – The faculty and nursing education manager are available for academic advising. Any problem affecting the student's performance may be identified and discussed. However, the student with social, emotional and/or psychological problems of an ongoing nature will be referred to community resources. Assistance may also be obtained through the designated school counselor.

Student / Faculty Sharing – If indicated, the total faculty will meet the class for an informal sharing of goals, issues and/or concerns. All students are encouraged to attend and share with fellow students and faculty.

Initial & Exit Interviews – An interview with the program administrator/instructor will be held early in the program to discuss progress and identify potential concerns. During the final week of the program, students will be scheduled for an exit interview with the program administrator or designee. At this time, the student may discuss any concerns and/or suggestions regarding the program, employment and/or educational plans.

**STUDENT INPUT REGARDING PROGRAM PROCESSES AND DECISION-MAKING  
– Student input is valued in the nursing programs.**

Student Council – Each cohort will nominate and elect members of the student council at the beginning of the second quarter of each program. The student council will consist of a president, vice president, treasurer, recording secretary, class reporter, and student representative. The purpose of the student council is to act as a liaison between the class and the faculty and to facilitate the social and problem-solving functions of the class. Functions of the student council may include:

1. Serving as a liaison for communication between faculty and the student body.
2. Facilitating identification of problems and suggesting constructive alternatives/solutions.
3. Organizing various activities/committees (ex: Fundraising, Graduation, Social, Handbook).
4. Assisting faculty in promoting vocational growth.

Student Council funds may be expended for any purpose that further enhances the students' educational experience while at Tri-Rivers. The faculty are available to advise the student council on leadership and problem-solving skills. The president will meet with the nursing education manager as necessary to provide information regarding pertinent plans/issues. Within one week of any scheduled meeting, the student council will present the meeting agenda for approval to the program administrator. A copy of the meeting minutes will be posted for class review and filed with the coordinator.

Student Representatives – Student representatives are elected for each cohort and provide a liaison role to faculty. The role of the student representative is to gather information from students about current issues or concerns and may attend selected faculty meetings to present the information and/or receive clarification. Representatives may also be asked to attend student conferences as an advocate or participate in student appeals hearings when appropriate.

## **NURSING STUDENT RESPONSIBILITIES**

Accountability – Students are responsible for their own actions and acting professionally at all times. Students are responsible to the instructors of the school, and are encouraged to approach them regarding any problem.

Class periods are scheduled for 50 minutes, and start promptly at the stated hour. Students are expected to report to class on time.

When working in the clinical area, the student is entrusted with the care of the patients. Thus, it is expected that students come to the clinical area prepared for their clinical assignments and complete these daily assignments. Students and faculty must follow guidelines established by the health care facility and the physician's orders. Students must report in uniform to the assigned clinical area at least ten minutes before the time is scheduled. When students are assigned for clinical experience, they are to complete their assignment and report off duty at least ten minutes before post conference or as instructed.

Student Information – Students are required to keep their phone number, address, and emergency notification information up to date with the nursing office.

Confidentiality – Due to the nature of the learning and professional environment, confidentiality is required.

1. I understand that I have a professional responsibility to protect the client's rights to privacy.

2. I agree that I will not disclose any confidential information to any unauthorized person, make printed copies of any reports, documents, or on-line data that comes into my possession.
3. I must carefully protect information of a confidential nature.
4. I will not access confidential information without authorization from my clinical instructor/preceptor.
5. I recognize that unauthorized disclosure of confidential information is totally prohibited.
6. I recognize that the disclosure of or sharing of passwords, access codes, key cards assigned to me is prohibited, and that I am accountable for them and for any improper access to information gained with these privileges.
7. If I have reason to believe that the confidentiality of my access privilege has been broken, I shall immediately notify my clinical instructor/charge nurse on my assigned nursing unit.
8. I understand that if I violate any of the above statements, I will be requested to attend a hearing at Tri-Rivers Career Center.
9. I will be provided an opportunity to refute evidence of my breach of confidentiality.
10. Based on the evidence submitted at my hearing, a committee at Tri-Rivers Career Center may dismiss me from the Adult Education Program.

Background Checks and Drug Screens – Background checks and drug screens are a requirement of clinical facilities, in which, Tri-Rivers Career Center - Adult Education has a contract for nursing student clinical experience. If a student declines, or if the background or drug screen is unsatisfactory to the facility, the

students will not be permitted to participate in the clinical portion of the program. Current students are advised that they will be withdrawn from the program if clinical requirements are not able to be met for any reason. The student is financially responsible for background checks and drug screens.

## **CLASSROOM RULES**

1. All drinks must be in a spill proof container.
2. All cell phones must be turned off, no texting allowed.
3. Students must arrive on time for class and sign in. No student will be admitted into class after the door is shut. Students arriving late must wait until break time to enter. Students must sign in at the time they enter the classroom, not the time they arrive at school.
4. If the student needs to leave class during lecture, he/she must wait until break to re-enter.
5. Be respectful of others, no talking during lecture.

**Housekeeping** – Each member of the class is expected to help keep our school neat and clean. Please check the skills laboratory rules posted each year by the skills lab. Instructors / Faculty / Students must leave their classroom neat and orderly for the next class.

**Housing** – No facilities are provided for the housing of students. This is seen as the student's responsibility. However, the program administrator will make every effort to assist students in locating housing or put incoming students with similar needs in touch with each other.

**Liability Insurance** – Students are recommended to carry professional liability insurance as a nursing student.

**Smoking/Vaping** – Students are **NOT** permitted to smoke/vape while in uniform. Students will not be allowed to smoke/vape on Tri-Rivers Career Center property. The Board of Education has mandated that the student/staff population may not sit in their automobiles on the school property and smoke/vape.

**Pregnancy** – Pregnancy may pose special problems for female students. While the student's continuation in the program during pregnancy is not discouraged, it is necessary that the faculty be informed of the pregnancy as soon as possible. When a student becomes pregnant, she must notify the program administrator or designee and must submit a signed statement from her primary care provider verifying that the student may safely participate in the program with no restrictions. Students must also

submit a written verification from her primary care provider following delivery that she may safely participate in the program with no restrictions.

**Use of Medications** – In order to protect yourself, should you become ill during class or clinical time or in the event that you should be requested to have a drug screening, please provide a list of any legally prescribed medication that you are presently allowed to take. Tri-Rivers Career Center – Adult Education will permit the legal use of medication of drugs prescribed by a licensed practitioner provided that such usage does not adversely affect the student's performance or endanger the health and safety of the student or others. All students must fill out a medication form and must be submitted with the required physical form. Each student is required to update his or her medication form as needed. Tri-Rivers Career Center reserves the right to define "adversely affects" and at its discretion, place on probation any student that it deems may be adversely affected by the use of legally prescribed medication or drugs.

**Damages & Losses** – There may be a time when students may need to borrow equipment. Once permission is granted, students using equipment belonging to the school must assume responsibility for its proper care and return. When damage or loss of equipment is due to the student's carelessness or neglect, the student must assume the cost of repair or replacement of the equipment. Students must sign for equipment/audiovisual materials on the date they remove these items from the building and then sign on the date items are returned.

**Food & Beverages** – On clinical days, lunch arrangements are per the instructor. On class days, students may bring covered drinks to class. Ample time is generally available to eat in local restaurants, or students may eat in the student lounge, if lunch is brought in from home or local carryout restaurant. No food is to be eaten outside of the designated eating areas.

**Student Employment** – In the interest of safety, a student may not work 11pm – 7am shift before clinical experience. As long as the student is meeting the objectives of the program, no other limits are placed on employment. If it becomes evident that the student cannot meet the objectives, it will be suggested that employment be curtailed.



## **Visitors**

Classroom – Students may secure permission from the program administrator or instructors to bring an occasional visitor to class.

### **Clinical**

1. Students are urged to make patients' visitors feel welcome.
2. Students are not permitted to have personal visitors while on duty.
3. Students are not to share their clinical rotation schedules with anyone outside the school population. This is important for security reasons.

## **CLINICAL EXPERIENCE**

Clinical provides an opportunity where the student is expected to utilize all resources to enhance the learning experience. The following rules will be in place:

1. Students will be expected to function according to the respective healthcare partners' policies relating to parking, use of cafeteria, nursing measures, uniform requirements, and routines established for the nursing unit.
2. During the clinical laboratory class, or at any other times, students may not practice invasive procedures on other students.
3. During some experiences, such as physical assessment, students may be expected to act as models. If a student has any objection to providing this experience, they should notify the instructor immediately so that an alternate experience can be provided.
4. Individual instructors, prior to each clinical rotation, give specific instructions regarding preparation for scheduled clinical lab and simulation lab sessions. Unless otherwise noted, students are expected to prepare for client assignments on their own time interviewing the client and planning for care the day prior to the scheduled clinical experience. While doing clinical "prep," students are not to do any type of "hands on" care or assessment with clients.
5. The clinical laboratory experience may begin with a pre-conference. During the pre-conference, general instructions may be given, and the student is assisted to plan or meet individual client needs. Student preparation for client care is also evaluated during the pre-conference.
6. Clinical sessions may conclude with a post-conference, during which time is usually spent sharing learning experiences. Such sharing is part of developing professional communication skills.
7. Instructors have the right and responsibility to ensure safe and satisfactory behaviors in the clinical setting. The instructor may impose any restriction upon the student deemed necessary in relation to the occurrence. This includes removal from the clinical setting immediately.

- a. The instructor will then document behaviors/occurrence objectively. All specific data including date, time and place of occurrence is to be included.
  - b. When student clinical behaviors do not meet satisfactory standards, the instructor will initially inform the student verbally (verbal warning) and if necessary a written warning will follow.
    - i. The verbal discussion should occur as close to the time of the occurrence as possible.
    - ii. The instructor will discuss with the student acceptable behavior/performance and establish a plan for remediation.
    - iii. Written warning will generally follow a verbal warning as necessary for unsatisfactory clinical behavior. An action plan will be provided.
  - c. A counseling conference may be held. The student has the opportunity to respond to the instructor's warning and recommendation on the Official Reprimand form or Written Summary of verbal warning.
8. Clinical Faculty must be present during any invasive procedure, sterile procedure, or wound management procedure. Students are expected to perform safely in all areas of client care. Any performance, which endangers a client's wellbeing, may result in the student's removal from the clinical field.
9. Any student who, in the judgment of the faculty, does not demonstrate appropriate preparation for client assignment will be directed to the skills lab or computer lab at Tri-Rivers Career Center – Adult Education for additional preparation and/or sent home and behaviors to be evaluated. Students are encouraged to schedule appointments with their instructors as needed to discuss their progress in the program. All faculty create and post a schedule office hours during which time they are available to assist students.
10. At the discretion of the instructor, any student who does not perform nursing interventions safely, in accordance with instruction (for example, the administration of medication) may be considered unsafe and excluded from the clinical area. A student permanently excluded from the clinical site because of unsafe nursing behavior shall fail the course, or may withdraw, in accordance with policy.
11. Students are evaluated mid-way through each clinical rotation as well as at the conclusion of the clinical rotation. Final evaluations are written and signed by both the student and instructor. Signing this form indicates the evaluation has been read. Signing does not imply concurrence with the evaluation. Failure to keep an evaluation appointment at the end of each clinical rotation will result in the grade of "I" (incomplete) being assigned. It is the student's responsibility to be aware of the clinical objectives.

## **Student Conduct While Performing Nursing Care**

(As set forth in Chapter 4723-5-12 of OAC)

1. A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the patient, and the patient's response to that care.
2. A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.
3. A student shall not falsify any patient record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports, time records or reports, and other documents related to billing for nursing services.
4. A student shall implement measures to promote a safe environment for each patient.
5. A student shall delineate, establish, and maintain professional boundaries with each patient.
6. At all times when a student is providing direct nursing care to a patient the student shall:
7. Provide privacy during examination or treatment and in the care of personal or bodily needs; and treat each patient with courtesy, respect, and with full recognition of dignity and individuality.
8. A student shall practice within the appropriate scope of practice as set forth in division (B) of section 4723.01 and division (B)(20) of section 4723.28 of the Revised Code for a registered nurse, and division (F) of section 4723.01 and division (B)(21) of section 4723.28 of the Revised Code for a practical nurse;
9. A student shall use universal and standard precautions established by Chapter 4723-20 of the Administrative Code;
10. A student shall not:
  - a. Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient;
  - b. Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.
  - c. A student shall not misappropriate a patient's property or:
  - d. Engage in behavior to seek or obtain personal gain at the patient's expense;
  - e. Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense;
  - f. Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships or

- g. Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships.

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

11. A student shall not:

- a. Engage in sexual conduct with a patient;
- b. Engage in conduct in the course of practice that may reasonably be interpreted as sexual;
- c. Engage in any verbal behavior that is seductive or sexually demeaning to a patient;
- d. Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a patient.

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

12. A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:

- a. Sexual contact, as defined in section 2907.01 of the Revised Code;
- b. Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.

13. A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student, or self-administer or otherwise take into the body any drug that is a schedule I controlled substance.

14. A student shall not habitually or excessively use controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.

15. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of the use of drugs, alcohol, or other chemical substances.

16. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability.

17. A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance.

18. A student shall not misappropriate or attempt to misappropriate money or anything of value by intentional misrepresentation or material deception in the course of practice.
19. A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.
20. A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.
21. A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion.
22. A student shall not assist suicide as defined in section 3795.01 of the Revised Code.
23. A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its administrators, faculty, teaching assistants, preceptors, or to the board.
24. A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.
25. To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.
26. A student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student's assigned clinical responsibilities.

## ATTENDANCE

The student's presence in all classes, labs, and clinical is required. Your attendance to class, skills lab, clinical, and any other mandatory activities is vital for your success in this program and is your responsibility. Students are required to sign in and out of class; hours will be deducted / counted as absent if students fail to sign in and out.

To graduate, you must have excused absence hours totaling no more than 5% of the total program hours. Absence hours are cumulative and are not erased at the end of each quarter. The only hours that are scheduled as a clinical make-up day are at the end of each quarter. If total absence hours are more than the allowed 5% per quarter you will be required to attend clinical make-up. If the hours credited for clinical make-up do not result in reducing your excused absence hours to 5% or less, you may be dismissed from the program.

No absences/ tardies are excused – Please keep this in mind when scheduling appointments and other activities that may affect your attendance. We are aware that situations arise, in which you have no control. You are strongly urged to save those hours of the allowed 5% absence for times when you are ill, a family member is ill, have car trouble, or other unexpected personal emergencies happen.

The following rules shall be utilized:

1. On clinical days, notify as directed by the instructor. A reason for the clinical absence must be given when calling. Absence without notification may be cause for dismissal from the program
2. The student who has prior knowledge of absence from clinical practice must notify the instructor prior to the scheduled clinical.
3. Doctor appointments, dentist appointments, etc., should be scheduled for after school hours.
4. Absences will be dealt with on an individual basis, and the student may be subject to dismissal at the discretion of the nursing faculty.
5. A student will be required to bring in a physician excuse to attend class and clinical after any hospital, emergency or urgent care visits stating no restrictions.
6. The faculty and program administrator will review the record of any student absent more than 5% of the total quarter hours. Students absent more than 5% of the total hours (theory and/or clinical) or who have missed any clinical time will be required to attend an entire session of clinical make-up. A clinical make-up day will be scheduled at the end of each quarter. Clinical make-up may be scheduled on a Saturday or during vacation time at the discretion of the faculty. Any student who has missed more than one clinical day will need to meet with the program administrator

7. Clinical make-up above the scheduled one at the end of the quarter may be available at the discretion of the program administrator and availability of a clinical instructor. Payment for one additional clinical make-up (\$40 per hour) will be the responsibility of the student.\
8. Any student that expects to be absent from a class lecture may arrange to tape the class with permission from the class instructor.
9. Students receiving veterans' educational benefits will be terminated from these benefits when their absences exceed 5% in any quarter.

## **EVALUATION**

Evaluation Philosophy – Evaluation is a means of determining the performance of the student at a given point in time in relation to a predetermined standard. Evaluation is meant to be a tool to assist the student in development and growth toward specific objectives.

In order to promote self-understanding, every clinical evaluation by the faculty is accompanied by a student evaluation. All courses have specific objectives. These objectives are the outcome that you should achieve. The student will be tested and evaluated on the objectives of the course, specific units, and clinical objectives.

Evaluation of the Nursing Programs – Ongoing evaluation of the programs is essential for the continued growth and excellence of the programs. The faculty conducts regular evaluation of the programs. Student input is utilized in this evaluation. Students are asked to complete an evaluation of the courses (classroom / clinical). At the end of each observational experience and each clinical rotation, students are expected to write a brief evaluation of the experience. Students also evaluate the total program prior to graduation. This data is utilized in the planning of future courses and learning experiences.

Successful Progression – In course work, a student must maintain a 76% (C) or above in each class and a satisfactory rating in clinical to remain in the nursing program. Reports from clinical instructors will be reviewed weekly and if an unsatisfactory evaluation occurs, the student will be advised. Academic warning or probation may result. Repeated unsatisfactory evaluations while in the clinical area may result in dismissal from the program.

A student's academic progress will be reviewed by the faculty at mid-quarter and at the end of each quarter to discuss the progress of each student in academic courses and clinical experience. A written progress report is given to the student at the completion of each quarter. This includes the letter grades and percentages the student has achieved for the quarter in each course taken. At midterm or at the end of each quarter, students may be warned, put on probation or dismissed as a result of unsatisfactory progress. The student must be in attendance at least 95% of the scheduled time while enrolled in the program when financial assistance of any kind is used.

Each course syllabus defines the requirements for satisfactory course completion. Additionally, the following requirements are in place:

- Practical Nursing – Pharmacology I, II, III, IV contain clinical components that are integrated in Fundamentals of Nursing I, II and Nursing Care of the Child and Adult I, II. Therefore, a student must pass the Fundamentals of Nursing I, II and Nursing Care of the Child and Adult I, II to receive a passing grade in the corresponding Pharmacology course.

#### Quarter

I	Fundamentals of Nursing I	Pharmacology I
II	Fundamentals of Nursing II	Pharmacology II
III	Nursing Care of the Child and Adult I	Pharmacology III
IV	Nursing Care of the Child and Adult II	Pharmacology IV

- LPN to RN Program – Students must achieve a 76% or higher on the final examination of each course to progress.

Grading Scale – The following grading scale is utilized:

93 – 100% = A

85 – 92% = B

76 – 84% = C

Below 76% = F

Probation – Probation is defined as a “trial period”. A student may be placed on academic and/or clinical probation by the program administrator, upon the recommendation of faculty members. Probation is a measure utilized to encourage self-evaluation of progress in the program and adjustment of behavior accordingly. A student placed on probation will be notified in a conference with the program administrator. A student council member of the student’s choice may be present at the conference. At this conference, and in writing, the student will be informed of the behaviors expected for satisfactory termination of the probationary period. Reasons for probation include, but, are not be limited to:

1. Unsafe performance in the clinical area exhibited by behaviors that might prove injurious to self, clients, co-workers and/or visitors
2. Unsatisfactory performance in the clinical areas as measured by the clinical performance evaluation tool and documented by the clinical instructor
3. Unsatisfactory performance in course work as measured by a grade point average below 76% at midpoint of any quarter



4. Failure of the skills checks off at the end of each quarter
5. Non-compliance with regulations of the school

Dismissal – The student will be informed of dismissal in writing and verbally if possible. The student will be scheduled to have a conference with the program administrator and the faculty, to discuss the dismissal. The student may choose a student council member to be present for the conference. Also, students must see the financial aid administrator for a scheduled exit interview.

Dismissal from the program will occur for any of the following reasons:

1. Persistent unsafe performance in the clinical area, exhibited by behavior that might prove injurious to self, patient, co-worker and/or visitor
2. A grade of “unsatisfactory” in the Clinical or Skills area at the end of the quarter
3. A grade point average below 76% in any one course at the end of the quarter
4. Failure to meet the objectives of the program
5. Proof of chemical / substance abuse
6. Breach of Confidentiality

Dismissal may occur for any of the following reasons:

1. Any absence or tardiness that is not reported according to policy
2. Total absenteeism of more than 5% per quarter
3. Absence from clinical more than one day in a single quarter
4. Absenteeism of 5% of total hours during the school year
5. Persistent tardiness
6. Violation of rules and regulations
7. Conviction of a felony
8. Falsifications of application materials
9. Cheating and/or plagiarism

Incompletes – Students who do not complete the course/clinical/skills requirements must have faculty approval to have extended time and to complete requirements, to continue to the next quarter, or repeat the courses.

Warning – Verbal warning and written warning (utilizing appropriate documentation) will be placed in the student’s file and may result from infractions of classroom/clinical guidelines for the following reasons:

- Students who have an average grade less than 80 percent in any course at midpoint in any quarter
- One unsatisfactory clinical evaluation
- Receiving two unsatisfactory grades in clinical documents (Data collection book)
- Inappropriately dressed for classroom or clinical experience
- Inappropriate or unprofessional mannerisms or communication in the clinical area, classroom, or other connected facilities with Tri-Rivers Career Center

- Lack of motivation, uncooperativeness, unethical conduct, or poor personal appearance or cleanliness
- Inability to perform in classroom, clinical, or laboratory skills sessions

Testing – It is believed that a test or examination can serve as a teaching aid. Testing may occur in several ways including written, Scantron, and online versions.

- Scantron Sheet – Some courses utilize the Scantron Sheet as a source for testing. This is an optical scan sheet that is processed through the computer. No changes may be made on this scan sheet after it is submitted to the faculty member proctoring the test. Students need to make an appointment to see their test booklets with the faculty member responsible for the test.
- Online Tests – Some courses utilize a testing feature on the online platform. Students will have the ability to review the material during the week immediately following the online test.

Students will have the right to review tests so they can learn from the errors they have made. The following procedure will be applied:

1. The instructor may provide a copy of the test key for a period of time so the students can check their errors.
2. The instructor will do one of the following with the tests:
  - a. Give tests back to the students for a designated period of time determined by the instructor.
  - b. Review the test during class time.
3. The final examination score cannot be recorded if the student fails to return the answer sheet or test papers as requested.
4. Students will not be permitted to write on graded tests/answer sheets during the review.
5. If there is a concern regarding any test question, the student must submit a written request with rationale to the instructor to have the question reevaluated within 3 days after the test review. The instructor will then review and make a final determination regarding the test question.
6. Once students have had the opportunity to review a test and request reevaluation as stated above, no further credit will be awarded after that timeframe. Thus, it is the student's responsibility to ensure that he/she has thoroughly reviewed his/her tests.
7. Students are not permitted to copy test questions/answers. If proof that a student has copied test questions/answers, disciplinary action may occur and the student may not be able to review future tests.

Late Tests, Examinations and/or Assignments – All assignments are due on the date and time specified by the instructor and all assignments must be submitted to fulfill course requirements. A missed test/exam must be taken on the day the student returns to school unless other arrangements are made. There will be an immediate 5% reduction for missing a test/exam during the scheduled time or for submitting an assignment late. A student must see the instructor(s) upon returning to school.

Retesting – A student who is below 76 percent at the completion of a quarter and upon recommendation of the faculty may:

1. Be retested in a specified area
2. The following will be considered in arriving at that decision to retest a student:
  - a. The student's previous school record shows that the student has been making satisfactory progress and has not had academic difficulties in other courses, or
  - b. There have been extenuating circumstances that may have contributed to the failure of the student, examples:
    - i. Family illness
    - ii. Personal illness
    - iii. Personal or family problems requiring absence from school, and faculty have been aware of the problem prior to the test/exam

If retesting takes place, the following will be implemented:

1. The student will be retested only once.
2. The retesting will be arranged by the program administrator or designee, and will be completed as soon as possible after the faculty decision is made.
3. The student may be given the same test/exam, or the instructor of the course may choose a comparable test/exam.
4. The student will receive a maximum grade of 76% for the test. After retesting, the student must achieve a total of 76% or better for the course. The student will receive a maximum course grade of 76% even though the average may be higher with the retest.

Skills Check-Off & Skills Practicum with videotaping– Skills is part of quarterly progression. The student must pass skills check-offs and practicum with a satisfactory grade, according to the criteria established by the faculty for the given skill.

For skills check-off, after 2 failed attempts, the student will meet the program administrator and faculty to discuss the performance. The faculty will discuss the options of allowing the student to complete one more attempt or to dismiss the student from the program, utilizing the student's performance history while in nursing school.

For skills practicum, the student will be tested on a randomly drawn skill from the current and previous quarters. If the student receives an unsatisfactory score, the student will be allowed one repeat attempt of that skill and will have to perform a second randomly drawn skill to be checked off by two different instructors on a different day. If

the student fails the repeated skill, the second skill will not be performed. At that time, the student will meet the program administrator and faculty to discuss the performance. The faculty will discuss the options of allowing the student to complete one more attempt after remediation or to dismiss the student from the program, utilizing student's performance history while in nursing school.

**Make-up Assignments for Missed Labs/Skills** – Students who are absent from fundamental/skills laboratory classes must satisfactorily demonstrate those procedures practiced during their absence. It is the student's responsibility to contact the instructor to determine when and where the demonstration will be presented. The student may be required to attend extra fundamentals labs or perform individual lab practice when regular labs are not scheduled.

**Clinical Evaluation & Grading** – Clinical experiences provide nursing students with the opportunity to practice cognitive, psychomotor, and affective skills in the performance of a variety of basic nursing functions with individuals or groups across the life span. Clinical evaluation is carried out through the use of clinical performance evaluation tools. At the end of each clinical rotation, the student and faculty members each evaluate the student's performance using the tool. A conference is scheduled for sharing the evaluation. The faculty will have documentation of the evaluation. All evaluations will be placed in the student's file. Satisfactory completion of clinical quarter is mandatory for progression to the next quarter.

**Clinical Information for PRACTICAL NURSING STUDENTS** – Clinical experience is composed of Level I (Quarter I & II) and Level II (Quarters III & IV). Each level has identified mandatory objectives for each quarter, which must be achieved at a satisfactory level. The clinical instructor will evaluate the student on the basis of the clinical performance criteria. Evaluation will be made as follows:

1. A student receiving a clinical grade of "S" or better will progress automatically.
2. A student receiving less than an "S" in one or more mandatory objectives will be alerted by the clinical instructor and may progress to the next quarter on clinical probation for a maximum of one quarter.
3. A student receiving an Unsatisfactory at the end of the quarter and/or probationary period may be asked to withdraw from the program or be dismissed.
4. A student who receives an Unsatisfactory midterm in clinical studies may be required by the program administrator /instructor to meet with the faculty and develop an action plan to remediate.

Clinical Information for LPN to RN STUDENTS – Each quarter has mandatory objectives and clinical performance criteria, which must be achieved at a satisfactory level. Evaluation will be made as follows:

1. A student receiving a clinical grade of 2 or better will progress automatically.
2. A student receiving less than 2 in one or more mandatory objectives will be alerted by the clinical instructor and may progress to the next quarter on clinical probation for a maximum of one quarter.
3. A student receiving a 0 or Unsatisfactory at the end of any quarter/probationary period may be asked to withdraw from the program or be dismissed.
4. A student who receives an Unsatisfactory midterm in clinical studies may be required by the program administrator/instructor to meet with the faculty and develop an action plan to remediate.

Clinical progress is evaluated at each clinical experience each quarter and at the end of a clinical rotation. Clinical experience is graded in the following manner:

#### CLINICAL PERFORMANCE CRITERIA FOR PRACTICAL NURSING STUDENTS LPN to RN STUDENTS

4 = Student consistently functions with little or no guidance, except in highly complex situations. EXCELLENT = SATISFACTORY (Students are expected to progress in this level during Quarter III and IV.)
3 = Student generally functions satisfactorily with minimum guidance in the usual clinical situation. Above Standard = SATISFACTORY (Students are expected to progress in this level during Quarter II, III and IV.)
2 = Student functions safely with a moderate amount of guidance in the usual clinical situation. Met Standard = SATISFACTORY (Students are expected to be at this level during Quarter I and II.)
1 = Student usually requires intense guidance for the performance of activities in a safe situation. Below Standard = IMPROVEMENT NEEDS TO TAKE PLACE.
0 = Student is considered unsafe to practice without constant, intense guidance. Clinical Failure = Unsatisfactory (Student in this level will be placed on clinical probation. Reports from clinical instructor will be reviewed weekly. Repeated unsatisfactory evaluations while in the clinical area will result in dismissal from the program.)

The clinical instructor will evaluate the student on the basis of the clinical experience grading scale. Grades will be evaluated by the faculty committee as follows:

1. A student receiving a clinical grade of 2 or better will progress automatically.
2. A student receiving less than 2 in one or more mandatory objectives will be alerted by the clinical instructor and may pass into the next quarter on clinical probation. A student may remain on clinical probation for a maximum of one quarter.

3. A student receiving a 0 or Unsatisfactory at the end of any quarter will be asked to withdraw from the program or will be dismissed.
4. A student who receives an unsatisfactory grade in the clinical laboratory may be required by the manager/instructor to come before the faculty, regarding their status in school.

Clinical progress is evaluated continually each quarter with a formal evaluation at the end of a clinical rotation or as needed.

## **APPEAL PROCESS FOR CLINICAL FAILURE**

Appeal Process for Clinical Failure (Withdrawal) – The student who has a clinical failure (withdrawal) for unsafe clinical practice, or violation of nursing practice may submit a formal appeal. The process is outlined below:

•**Step One** – The student should submit a letter to the clinical faculty within 3 days of the occurrence. It is important that the letter includes a written statement of appeal. It is suggested that the student retain a copy of all correspondence. The letter should contain a clear outline of the history of the incident(s) including a review of the problem and actions taken to avoid or resolve it. The student will be notified of the decision in writing by the clinical instructor within 3 calendar days from the date of the letter.

•**Step Two** – If the student is not satisfied with the decision of the clinical faculty, the student should submit the formal appeal in writing to the Director of Healthcare Education Programs and Public Safety Services. The student will be notified of the decision by the Director of Healthcare Education Programs and Public Safety Services within 3 calendar days.

•**Step Three** – If the student is not satisfied with the decision of the Director of Healthcare Education Programs and Public Safety Services, the student may then submit the formal appeal in writing to the Director of Healthcare Education Programs and Public Safety Services within 5 days of receiving the program administrator ruling. All materials and communications from previous contacts in the procedure should be assembled by the student and forwarded to the Director of Healthcare Education Programs and Public Safety Services and Public Safety. The letter should contain information which describes the situation in detail as well as the resolution sought.

The Director of Healthcare Education Programs and Public Safety Services will convene a committee composed of no more than 5 faculty members other than the clinical instructor/faculty. The committee should include at least one senior faculty. In addition, one student will be selected from those who have expressed an interest in serving on an appeals committee. The student will be from outside the clinical group. A graduate student may also be invited. He or she will be a voting member. The committee will provide the student and the clinical faculty an opportunity to discuss the circumstances surrounding the incident. The Director of Healthcare Education Programs and Public Safety Services will be a nonvoting member unless there is a tie. The committee will issue a decision following the meeting. Notification to the student will occur in writing within 7 calendar days from the meeting. The decision of the committee will be final.

The following sanctions may be imposed:

- Verbal reprimand without an entry on the student's personal performance record;
- Written reprimand with an entry on the student's personal performance record;
- "F" in the course on his/her permanent transcript;
- Such combination of sanctions or other sanction as may appear appropriate; or,
- Dismissal or denial of re-entry.

## **RULES FOR SKILLS LAB**

The following rules will be in place for the skills lab:

1. Students are responsible for keeping the skills lab neat, clean and orderly.
2. Over the bed tables, bedside tables, and chairs must be returned to the correct place. All beds are to be left neatly made.
3. Equipment necessary for practice can only be removed and returned to the cupboards by an instructor.
4. Students must act professionally at all times in the skill lab.
5. No cell phones, extra books, book bags, purses or coats in the skills lab.
6. No food or drink in the skills lab.
7. No photography in the skills lab without permission from the program administrator.
8. No lounging on beds and/or no shoes on the beds.
9. Mannequins will be treated in a respectful manner.

**SKILLS PRACTICE** – Skills practice is required prior to skills check-off. This is the time to ask questions, clarify things, and do the skill repeatedly until the student feels confident in practice.

1. Students will be scheduled in the skills lab.
2. Students are welcome to use the skills lab for additional practice time when the lab is not in use by other programs and must check in with the reception desk prior to entry.
3. Students should bring current Fundamentals text. Other reference material is available for use in the skills lab.
4. Any supplies given to you must be brought back to your scheduled skills lab to practice, or students will receive an unsatisfactory score.

**SKILLS CHECK-OFF/PRACTICUM** – During skills check-off, is the expectation for students to perform the skill independently and competently. Check-off is the instructor evaluation of the student's ability to complete the respective skill(s).

1. All required skills must be checked off by an instructor as provided on the skills check-off sheet.
2. The instructor may check off the skills during skills lab time or in clinical.
3. It is the student's responsibility to have their skills check-off list and skills sheets signed/initial by the instructor.
4. Skills check-off list and individual check-off sheets will be kept in the Skills Lab file cabinet at all times.
5. Students will present appropriate skills on the check-off sheet signed and dated at the time of check-off.
6. No student will be checked off without an appropriate skills sheet presented.
7. It is the student's responsibility to contact an instructor if he/she is behind in having the skills checked-off (due to absences, etc.) prior to skills testing day. It is an expectation that students are prepared for quarterly check-offs unless the student has contacted an instructor at least one (1) week prior to the scheduled testing day.
8. Students must complete all items as noted on the skills check-off sheet correctly to receive a satisfactory grade.

## **INCIDENT REPORTS**

Incident reports are utilized to review situations that deviate from the expected and will be utilized for clinical evaluation purposes, up to and including determination that a student is unsafe in clinical practice. Unsafe clinical practice includes coming to the clinical unit unprepared to care for the assigned patient, or failure to complete assignments for the day. The incident will be reviewed by the program administrator and faculty and will aid in identifying potential errors.



Reasons for incident reports include, but are not limited to:

1. The student fails to follow good nursing practice which could have led to patient injury, medication error or any type of liability.
2. The student was injured.
3. There is a situation, in which, the clinical agency requires an incident report.

The process will be:

1. The student will complete the Tri-Rivers incident report form (available from the nursing office). Incident reports required/provided by the partnering agency will not be removed from the agency. If possible, the clinical instructor will obtain a copy of this incident report.
2. The clinical instructor reviews and signs the report and meets with the student.
3. The clinical instructor will notify the program administrator of the incident.
4. The program administrator reviews the incident and confers with the student as necessary.
5. The nursing education manager may require the student to appear in front of the faculty to determine status.

## **DRESS CODE**

Students represent the school and will be expected to dress and groom themselves in a manner that reflects good taste, cleanliness, safety and professionalism.

Uniforms – The school requires that specific uniforms be purchased by the nursing students. Other requirements include regulation I.D. badge, and a watch that constantly displays seconds. The school uniform must be worn in the classroom and clinical areas.

The following will be observed:

1. Uniforms must be clean, wrinkle-free and neatly mended.
2. If wearing a dress uniform, good personal judgment should be used in determining the length of the dress. The length must not be shorter than the top of the knee. Slips will be worn.
3. White lab coat may be worn with the uniform, when required for warmth and may not be worn when providing patient care or in the skills lab.
4. A plain white or navy blue long sleeve shirt may be worn under the uniform.

5. Female Students: Plain white or black hosiery or socks, without designs, and free of runs will be worn. Full-length hose must be worn whenever uniform dress or scrub dress is worn. Male Students: White or black socks are mandatory when in uniform.
6. Shoes, leather or simulated leather, without open toes or heels, will be worn with the student's nurse uniform. They should be clean, white or black, have soft soles, firm support and in good repair. Shoelaces will be kept clean and white.
7. The school patch will be centered and attached securely to the left sleeve of the uniform, two inches below the shoulder seam.
8. Smoking/vaping (tobacco/nicotine use) is not permitted while in uniform.
9. No wearable technology (such as an Apple watch) may be worn during class, testing, skills lab, and clinical.

Personal Hygiene – Students are expected to practice good personal hygiene habits. Clean clothing, regular bathing, oral hygiene, and use of deodorants is necessary as a nursing student.

Hair – Hair should be clean and neatly arranged, and a natural color for a professional appearance, at the discretion of the student, within the following limitations:

1. Hair must be cut, fastened or arranged in such a manner that it does not hang below the eyebrow, fall in the face of the student, interfere with work or touch the patient (either in the classroom, laboratory, or the hospital).
2. Wigs and hairpieces may be worn, as long as they conform to the hair regulations.
3. Male students may wear neatly trimmed beards and/or mustaches; must not interfere with the ability to properly wear a N95 mask. Long hair must be confined per regulations.

Jewelry –Certain jewelry is permissible while in uniform. The following applies to all students:

1. A watch, which constantly displays seconds, is a standard part of the uniform and should be worn at all times.
2. Rings may not be worn in the classroom, skills lab, & clinical areas.
3. Medic-alert necklace and/or bracelet may be worn.
4. All visible body piercing must be stud style and less than ¼ inch.

ID Badges – Students must wear I.D. badges at Tri-Rivers, in the clinical areas, at observational experiences and tours, to be identified as adult nursing students. Only a TRCC badge reel may be used. Students must wear the Tri-Rivers student I.D. at all times while in the Tri-Rivers Career Center and Center for Adult Education. ID badges may also be assigned by affiliate clinical agencies.

Make-up – When wearing make-up:

1. A harsh or artificial look should be avoided.
2. Heavy perfumes should not be worn in the classroom or clinical areas
3. Fingernails should be well manicured, clean and kept short. Short finger nails must be worn in the clinical area. Short: when looking at the palm of your hand, the nails do not protrude over the tips of the fingers.
4. For safety reasons, artificial fingernails, nail polish and nail jewelry are not permitted.

Tattoos – Any visible tattoos must not have any offensive words, pictures or markings. Faculty reserves the right to determine if a tattoo is offensive.

Community Observations / Clinical Agencies – All students are expected to be in full uniform when obtaining clinical assignments and assigned patient information. No student will be allowed to wear street clothes or non-uniform attire when completing assignments, patient information search, observations, etc. Behavior and appearance shall be appropriate to the student nurse role.

All students shall abide with the following:

1. Full uniform shall be worn.
2. Student I.D. shall be visible.
3. Lab coats can be worn over the Uniform. Tri-Rivers Nursing patch must be visible.

## **STUDENT PHYSICAL REQUIREMENTS & CPR**

A physical examination is required for all students admitted into the nursing program and upon reentry into the program. Additionally, Tri-Rivers' affiliated nursing facilities require this information in order to guarantee the health and safety of those who care for patients and the patients themselves. The physical examination must be completed with a date no earlier than 6 months to the date that the student starts classes. The physical form may be obtained from the nursing office. Requirements are as follows:

1. A two-step PPD, with proof of annual every year since the two-step. If the student has had a past positive PPD, then a chest x-ray every 5 years is required. An annual PPD will be needed as long as the student is enrolled
2. All copies of labs as indicated on the provided physical form.
3. Proof of positive titer for Hepatitis B or documentation that immunization series is in progress. Titer must be done after completion of the series. If negative, students must complete a second series, followed by a titer.

4. Proof 2 injections for Rubella, Rubeola and Varicella.
5. a 10-panel urine drug screen, a complete urinalysis and complete blood count (CBC) are required.
6. Students must provide proof of the Diphtheria, Tetanus, Pertussis immunization within 10 years.
7. Annual influenza vaccinations are mandatory for all students by October 31. Students who are unable to receive the vaccine due to a medical condition may be required to follow additional protocols as determined by the clinical site. Failure to comply may affect the student's eligibility to participate in the clinical component of the program.
8. Students will be required to fill out and maintain a current medication sheet with current medications and allergies noted.
9. BLS Cards from American Heart or Red Cross must be maintained throughout enrollment and is the student's responsibility to ensure completion.

#### COVID-19 and other required VACCINATIONS

1. Students are required to participate in vaccination as required by clinical facilities in order to participate in the clinical experience and progress in their program of study. Just as nursing education programs and/or clinical facilities require other vaccines, the facilities have the option to mandate any Vaccine.
2. If the student cannot participate in the required vaccination injection process as a result of a medical condition, or religious beliefs, may be required to participate in additional measures established by a clinical site. The cost and acquiring the additional measures (i.e. COVID testing) will be the student's responsibility. Additionally, it may jeopardize the student's ability to participate in the clinical portion of the program.
3. The nursing programs are not obligated to provide substitute or alternate clinical experiences based on a student's request or vaccine preference.
4. If the student refuses to be vaccinated and is not entitled to a reasonable accommodation under the disability laws or not entitled to a reasonable accommodation for a sincerely held religious belief then, the student may be disenrolled from the nursing program or may not be able to fulfill the clinical requirements of the program, resulting in inability to successfully complete the program.
5. Accommodations made for students under the disability laws or for a sincerely held religious belief will be decided on a case by case basis.
6. In providing an academic adjustment to students with disabilities, post-secondary schools are not required to lower or substantially modify essential requirements. (US Department of Education, 2011)

## **STUDENT HEALTH, ILLNESS, INJURY**

The student is expected to assume the initiative for contacting a physician in case of illness or injury. Illness or injury may interfere with the achievement of educational objectives and/or patient welfare.

1. Illness should be reported to the instructor.
2. The instructor will request for assistance and report the illness to the program administrator and/or Director of Healthcare Education Programs and Public Safety Services and Public Safety
3. The instructor and/or program administrator will evaluate the illness/injury. The student will be referred for medical attention as necessary.
4. For emergent medical attention the emergency medical services (EMS) will be notified. The EMS will transport the student to the local hospital for further evaluation.
5. The person listed as the student's emergency contact will be notified. Information regarding the incident will be provided.
6. The instructor will complete an incident report. The report will contain information about the event. A copy of the incident report will be filed in student's folder. The original report will be submitted to the Director of Healthcare Education Programs and Public Safety Services and Public Safety.
7. Students must provide information from a physician of his/her ability to return to the classroom.
8. Costs associated with emergency treatment of injuries to students that occur in the clinical facility and on-campus laboratory/class is the responsibility of the student.

## **MINIMUM ACCEPTABLE MENTAL AND PHYSICAL COMPETENCIES**

Success as a nursing student depends on many variables. Among them are academic ability and certain technical abilities or competencies. Most nursing positions involve standing for long hours and performing activities that require mobility. Students may not have weight limitations in moving and lifting. Students with a history of musculoskeletal disorder are required to obtain medical clearance prior to attending clinical experience. A physician's statement (medical release) indicating that the student has no weight limitation or restriction must be submitted as part of the mandatory physical examination. This includes pregnant students. Applicants are responsible for determining their own eligibility in light of these competencies. Students with disabilities who enter the program do so with the understanding they will be expected to meet course requirements, with reasonable accommodation that may be provided by the school.

The competencies listed below represent the minimum abilities necessary to successfully complete course and program objectives. The inability to meet these competencies may interfere with meeting course and program objectives and, therefore, may result in termination from the program.

1. Carry out procedures that prevent the spread of infection (examples: frequent hand washing, using mask and gloves, create and maintain sterile fields, etc.);
2. Lift and transfer patients with appropriate assistance if needed, up to 6 inches from a stooped position, then, push or pull the patient up to 3 feet;
3. Lift and transfer patients, with appropriate assistance if needed, from a stooped to an upright position to accomplish bed-to-chair and chair-to-bed transfers;
4. Physically apply adequate pressure to effectively control bleeding, or perform CPR;
5. Respond and react immediately to instructions/requests, monitor equipment, and perform auscultation (example: listen to a patients hear sounds through a stethoscope and respond immediately to any noted problems);
6. Satisfactorily complete clinical lab experiences up to and including 12 hours in length;
7. Demonstrate ability to effectively perform a variety of nursing tasks involving observation of objects and persons, depth and color perception, and paperwork;
8. Tactilely discriminate between sharp/dull and hot/cold;
9. Perform mathematical calculation for medication preparation and administration;
10. Communicate effectively and appropriately, both orally and in writing;
11. Make appropriate decisions in a timely manner when stressful situation arise; and/or
12. Demonstrate ability to effectively perform nursing tasks using a variety of equipment.

## **USE OF SOCIAL NETWORKING**

The Nursing Department recognizes that social networking websites and applications, such as Facebook, Twitter, or blogs are an important means of communication. The use of technology can be a valuable search tool for nursing students and faculty when used appropriately. The exception is that these resources will not be used in patient care areas, but will be utilized in classrooms or conference rooms under the supervision and guidance of the course and clinical instructors.

The use of technology can create potential liability for the student, faculty, and the Career Center. Posting certain information is illegal, and violation of existing statutes and administrative regulations may expose the offender to criminal and civil liability. The following actions are strictly prohibited:

1. Posting or communicating any patient-related information or information which may potentially identify a particular patient. Removal of the patient's name does not solve this problem—inclusion of gender, age, race, diagnosis, etc. may still allow the reader to recognize the identity of a specific individual. Violations of this requirement may result in disciplinary action up to and including dismissal from the program, as well as other liability for violation of HIPAA.
2. No posting or communicating private academic information of another nursing student, including but not limited to grades, narrative evaluations, or adverse academic actions.

The following actions are strongly discouraged. Violations of these guidelines are considered unprofessional behavior and may be the basis for disciplinary action:

1. Display of vulgar language.
2. Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity, or sexual orientation.
3. Posting of potentially inflammatory or unflattering material, false or libelous statements regarding fellow students, faculty members, or TRCC administrators.

Any nursing student or nursing faculty member who is aware of the use of social networking sites for any of the above prohibited purposes is required to report the misuse. When using social networking websites, students and faculty are strongly encouraged to use a personal email address as their primary means of

communication rather than their Tri-Rivers e-mail address. Students and faculty are expected to maintain professional standards of behavior at all times.

## **ADMINISTRATIVE INFORMATION**

**Mailboxes** – A mailbox is provided for each student. Students should check their mailbox in the morning and in the evening before leaving, for messages, tests, etc. Students are to honor the privacy of the contents in faculty and classmates' mailboxes. Possible dismissal from the program will result if student takes items from another mailbox without permission. Material such as test grades, are to be considered confidential information.

**Search and Seizure** – Systematic and secretive searches of individuals and closed areas where students may keep personal items shall not be permitted. However, school officials shall have the authority to search and seize when it is believed necessary to maintain the education process, or to protect the health, safety, and welfare of students, school employees and other persons.

When criminal conduct is suspected, a local law enforcement agency may be called to participate in the investigation.

Individuals may be searched without warning when there is sufficient reason to believe that potentially dangerous material or other contraband exists.

Parking – Adult students attending classes during the day / evening are asked to park their vehicles in the rear parking lots at both the main campus and at 2227 Marion – Mt. Gilead Road facility. Parking in the front of the building is reserved for short-term visitors. Adult students are not permitted to park their vehicles in the reserved parking areas. Disabled parking spots are available in the front of both buildings. Parking at clinical sites will be announced in orientation at each site.

Inclement Weather – The school and/or instructor may make a decision to not penalize the entire group because of uncontrollable circumstances. Students will be notified of delays or cancellations no later than 90 minutes prior to scheduled start time of class, lab, or clinical.

Student Directory – Only after the students sign a release of directory information, the student council may prepare a student directory. The following categories have been designated as student directory information:

1. Name
2. Address
3. Telephone number
4. Dates of attendance

Students may have this directory information withheld from the public if so desired. A release form is provided for all students who would like directory information to be released when requested by appropriate persons.

## **RECORD RETENTION PLAN**

Record Retention Plan for Currently Enrolled Students – Three folders will be assigned to each student; Admission/Academic Folder, Physical Examination, and Clinical Folder

Admission Folder will contain the following documents:

1. Application for admission
2. Transcripts (high school credits and/or record of G.E.D.,
3. post-secondary education)
4. Entrance test results
5. Directory information release form
6. Enrollment Agreement
7. Enrollment documents (acceptance letter, letter of intent)
8. BCI & FBI results
9. Nurse Aide Certification for PN Students
10. Licensure Verification for LPN to RN students

All records in the Academic folder will be transferred to the Withdrawn/Dismissed or Graduate (whichever is appropriate) and will be maintained indefinitely.



Physical Examination Folder will contain the following documents:

1. Physical Examination form signed and dated by physician
2. Urinalysis
3. Complete Blood Count
4. Immunizations – Rubeola, Rubella, Varicella
5. Hepatitis B titer or documentation that immunization series is in progress
6. Proof of COVID-19 Vaccination
7. Medical or Religious belief waiver related to COVID vaccination.
8. 10 Panel Drug Screen
9. PPD – 2-step and annual
10. Immunization record for Diphtheria, Tetanus, and Pertussis
11. Copy of CPR Card

All records in the Physical Examination Folder will be destroyed at the completion of the student's program of study.

Clinical Folder will contain the following documents and will be kept for five (5) years after student's final enrollment/completion of program.

1. Evaluations of clinical experience
2. Progress record (quarterly progress report)
3. Academic/disciplinary action forms

### **Records Retention for Withdrawn or Dismissed Students**

– An individual file containing information concerning each withdrawn or dismissed student will be maintained in a locked file. These records will be available to faculty and authorized persons and will be on file. Correspondence and the following items are included in each file:

1. Application for admission
2. Transcripts (high school credits and/or record of G.E.D., post-secondary education)
3. Entrance test results
4. Directory information release form
5. Financial aid forms (as required)
6. Enrollment documents (acceptance letter, letter of intent, Enrollment Agreement)
7. Attendance record
8. Evaluations of clinical experience
9. Progress record (quarterly progress report)
10. Academic/disciplinary action forms
11. Complete transcript indicating the courses completed; the date enrolled and the date dismissed/withdrawn from the program.

All files containing information concerning each student/graduate/former student will be maintained in a locked file. The records will be available to the faculty and authorized persons for use in selection, evaluation, and guidance.

Students and applicants may request a review of their record, by submitting a written request to the Program Director or designee. An appointment, at a mutually convenient time, shall occur within two weeks after the request is received.

**All records in the Clinical Folder will be kept in the nursing office for 5 years from the Graduation Date.**

## **GRADUATE RECORD**

Graduate Record – An individual file containing information concerning each graduate will be maintained in a locked file. These records will be available to faculty and authorized persons. Correspondence and the following items are included in each file:

1. Application for admission
2. Complete transcript indicating the credential granted and the date of completion of the program
3. Transcripts (high school credits and/or record of G.E.D., post-secondary education)
4. Entrance test results
5. Post graduate information
6. Directory information release form
7. Signature/consent forms (technology, handbook, photos, drugs, FERPA, Enrollment Agreement)
8. Financial aid forms (as required)
9. All records in the Graduate Records will be kept in Adult Education indefinitely.