



THE RAPHA SCHOOL PRACTICAL NURSING PROGRAM STUDENT HANDBOOK

The Rapha School LLC

17 Griffith Drive

Home, PA 15747

Telephone: (724) 397-2365

E-Mail: SharonLaney@theraphaschool.com

2018-2019

Class 3

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MISSION STATEMENT

The Rapha School utilizes a Christian Worldview to educate healthcare students to care holistically for individuals.

PHILOSOPHY

The philosophy of The Rapha School Practical Nursing Program is congruent with the values from which The Rapha School and the nursing program purposes are derived.

We believe that nursing is a calling from God, and as such, a Christian Worldview encompassing the values of integrity, honesty, humility, perseverance, patience, love and compassion should be utilized in teaching the student to care holistically for individuals.

We believe the individual is an integrated whole, with physiological, psychological, emotional and spiritual components, in a constant state of change because of dynamic interrelationship among many variables. An individual is involved with intrapersonal, interpersonal, and community systems.

We believe health is relative, depending on the physiological, psychological, emotional, sociocultural, spiritual, and developmental state of the individual; illness is contingent upon one's needs being met.

We believe nursing is caring for the total human being by meeting the individual's physiological, psychological, emotional and spiritual needs. We believe nursing has evolved to meet the needs of individuals holistically as well as being sensitive to the spiritual and cultural needs of the individual's family or significant others.

We believe nursing is a highly developed art that requires specialized judgment and skill based on knowledge and application of principles of nursing derived from biological, physical, spiritual and social sciences.

We believe practical nursing is an integral part of the multidisciplinary health care team performing selected nursing actions under the direction of a licensed professional nurse, physician, or dentist which do not require the specialized skill, judgment and knowledge required in professional nursing.

We believe that the opportunity to prepare for practical nursing should be available to any individual regardless of age, race, sex, religion, creed, state of health, sexual orientation, or national origin.

We believe learning is developed through experience, practice, and insights. Critical thinking, reasoning, problem-solving/decision-making skills, and competency in new skills are all phases of the learning process. Guided by the Faculty, through selected planned experiences based on objectives that proceed from the simple to the more complex, the learner should be self-motivated to use this active process of learning in order to gain the knowledge and skill required to perform practical nursing safely and competently. This process provides the opportunity for realistic practice with ongoing feedback, critique and evaluation. Emphasis is placed on self-evaluation and recognition by the student of the need for continuing education and self-improvement.

We believe that all education, and nursing education are a dynamic process. Nursing education should provide learning experiences that will enable students to develop knowledge of biological and social sciences, and problem-solving/decision-making skills to promote the health of all individuals.

We believe the practical nursing student should be prepared to utilize the nursing process in order to deliver effective nursing care appropriate to the practical nurses' role as part of the multidisciplinary health care team to benefit the community where they practice.

We believe education is a life-long process and encourage each individual student to continue development of learned knowledge and skills after completion of the program, through planned educational programs and membership in professional organizations.

We believe the practical nursing program should be systematically reviewed and evaluated on a continual basis in order to evaluate that the stated program objectives, namely the development of a competent entry-level practical nurse, are being met.

OBJECTIVES OF THE PROGRAM

The program is planned for the graduate of the The Rapha School Practical Nursing Program to:

1. Accept the client as a member of society with individual spiritual, psychological and physical needs that develop from interaction with the community and the environment.
2. Utilize the steps of the nursing process in the delivery of direct, individualized nursing care for clients in a variety of health care settings.
3. Share in the direct care of patients, assisting with nursing interventions that provide for client participation in health promotion, maintenance, and restoration.
4. Identify community resources available to assist with nursing interventions for clients.
5. Utilize appropriate communication techniques to facilitate therapeutic interpersonal relationships.
6. Practice nursing within the ethical/legal guidelines established for practical nursing.
7. Identify learning as a life-long process.
8. Evaluate the need for ongoing personal and professional growth.
9. Utilize critical thinking as the problem-solving method for delivery of nursing care.
10. Become a competent, entry-level practitioner.

CONCEPTUAL FRAMEWORK

Our curriculum has as its conceptual framework, the premise that man has dignity and worth with physical, ethnic, emotional, spiritual and sociocultural needs. These needs, which change in priority as people pass through the life span, must be fulfilled in order to achieve and maintain an optimal level of well-being.

The practical nurse must assist the client in attaining his/her maximum level of health. The Faculty uses basic needs, basic care and the nursing process as interdependent concepts that provide direction and structure to the program of learning as a means to assist the student to focus on the health of his/her client.

The practical nurse must recognize the client as an individual with a unique personality pattern and personal problems. Through effective communication and mutual interaction with the client and his/her family, the practical nurse contributes to the prevention of illness as well as maintenance/restoration of the client's health.

The nursing process, an approach to problem solving, is used as a tool to organize and implement care as a method to assist the client with meeting needs. The practical nurse must develop certain behaviors which are elements of the nursing process and include: assessment, planning, implementing, and evaluation. These behaviors are necessary so that the practical nurse's efforts will be more effective and the client will receive quality care.

In educating the practical nurse, the curriculum is designed to progress from the basic to the more complex. The learning process is enhanced as the student moves from the attainment of simple to more complex knowledge and from the performance of the simple to more complex care skills. Guided by the Faculty through selected planned experiences, the student should be

self-motivated to use the active process of learning to gain knowledge and skills. Critical thinking is taught throughout the course as a method for problem-solving in nursing situations. The graduate practical nurse shall function within the legal framework of the state where he/she is employed. The practical nurse should recognize the importance of continuing education and active participation as a health care team member in order to be knowledgeable about current issues and trends in nursing practice.

PURPOSE OF PROGRAM

In support of the philosophy and objectives of The Rapha School LLC the Practical Nursing Program provides quality education and training utilizing a Christian Worldview. The program prepares individuals, including the unemployed and economically disadvantaged, for entry into an occupation. This occupation, namely practical nursing, provides the student with an opportunity for self-improvement, while at the same time offering the community well trained, educated practical nurse to help, in part, fulfill the ever present need of qualified personnel in the health care profession. This course will provide the student with an understanding of how to provide basic nursing care to individuals in a variety of settings. A Christian Worldview encompassing the values of humility, honesty, perseverance, integrity, compassion, love, and patience will be utilized in teaching the student basic nursing skills in order to assist individuals across the age continuum.

DESCRIPTION OF THE RAPHA SCHOOL PRACTICAL NURSING PROGRAM

The Rapha School is located at 17 Griffith Drive in Home, Pennsylvania. It is situated near Route 119, a busy highway between Punxsutawney and Indiana. There are 2400 square feet of space at the school that includes an administrative office, a classroom, a skills lab, library and student lounge. There is a large parking lot and parking is free. The facility includes three

bathrooms and three exits. The curriculum is divided into three levels. The first sixteen weeks are Level I, which includes basic nursing, science courses, and clinical experience for the student who provides direct client care in relatively stable or convalescent nursing situations. The next 12 weeks are Level II, in which the practical nursing student is able to learn about and adult clients in an acute care setting. The remainder of the program is comprised of Level III. This level includes theory and clinical to prepare students to care for the maternal, infant and pediatric client. Class work and clinical experiences in Level III are designed to facilitate the acquisition of critical thinking skills to enable the graduate nurse to effectively problem solve in the clinical environment

ADMISSION REQUIREMENTS & PROCEDURES

Individuals who meet admission requirements will be considered for acceptance into the Practical Nursing Program.

1. Student must be seventeen years of age or older.
2. Graduate of an accredited high school or GED equivalent.
3. Satisfactory scores on the ATI Test of Essential Academic Skills..
4. Evidence of good mental and physical health determined by a Pre-entrance Physical Exam.
5. Current CPR for HealthCare Providers card: Can be scheduled through the school.
6. Personal qualifications will be evaluated through three (3) references and an information session with a member of the Admissions Committee. Qualifications should include a genuine interest in people and motivation for nursing.

7. Due to the nature of the Practical Nursing Curriculum, all students must rotate through all clinical agencies, acute care hospitals, and skilled nursing facilities. Students will not be admitted to the program if they cannot fulfill these objectives of the program.
8. A Criminal History Record Check that does not list any prohibitive offenses contained in act 169 of 1996. This can also be ran by the school.
9. Individuals who have English as a foreign language will need to take the TOEFL, scores will be evaluated by the admissions committee, but generally a 50 on this exam is recommended. Final acceptance or rejection is based upon the preparation and fitness of the prospective student and will not discriminate on the basis of race, color, national origin, sex, handicap, marital status, veteran status, or age in its activities, programs or employment practices in accordance with federal and state statutes and regulations.

Acceptance of a position in the program signifies agreement to abide by the Policies and Procedures of the school. The Rapha School does not discriminate on the basis of race, color, national origin, sex, handicap, marital status, veteran status, or age.

TUITION

The total cost for the 1530 hour program is \$19,500. There is a \$500 placement fee to secure your seat in the class (part of the \$19,500). Tuition includes: textbooks, uniforms, criminal history background check, CPR certification, skills pack, ATI exams, a laptop computer, graduation fees and uniform, an NCLEX review exam (please see enrollment agreement). There is no application fee for the program and there are no additional fees after the initial tuition cost. Tuition must be paid, or an agreement made with the school, prior to the start of class.

Financial Aid

The Rapha School is not yet a participant of Title IV financial aid. Individuals may secure a loan, if they qualify for Meritize Financial. This loan is contingent upon a credit score and high school transcript history. Individuals may apply at www.apply.meritize.com.

The Rapha School also participates in CareerTrack or CareerLink funding. Individuals can access qualification criteria by contacting their local office.

REFUND PROCEDURE

The refund procedure is set forth by the Pennsylvania Department of Education, Private Licensed Division.

1. For a student cancelling after the fifth calendar day following the date of but prior to the beginning of classes, monies paid to the school shall be refunded.
2. If a student enrolls and withdraws or discontinues after the term has begun but prior to completion of the term the following minimum refunds apply:
 - a. For a student withdrawing from or discontinuing the program during the first 7 calendar days of the term the tuition charges refunded by the school shall be at least 75% of the tuition for the term.
 - b. For a student withdrawing from or discontinuing the program after the first 7 calendar days, but within the first 25% of the program, the tuition charges refunded by the school shall be at least 55% of the tuition for the program.
 - c. For a student withdrawing or discontinuing after 25% but within 50% of the program tuition charges refunded by the school shall be at least 30% of the tuition.
 - d. For a student withdrawing from or discontinuing the program after 60% of the program the student is entitled to no refund.

Computation of refunds will be from the date when the student last attended class.

The Rapha School reserves the right to terminate or cancel the Program, in which case a full refund will be given to the student and policies will be followed according to Section 21.173 of the State board regulations. Students will be notified of cancellation within one week prior to the start of class.

PLAN OF STUDY: The Rapha School Practical Nursing Program is a one-year program consisting of 1530 clinical and theory hours, divided into three levels. The curriculum is designed to increase in complexity as the year progresses. There are 700 hours of theory and skills lab and 830 hours of clinical. There are scheduled Christmas and Spring breaks.

Plan of Study

LEVEL I	HOURS	LEVEL II	HOURS
1. Med Surg Nursing I 2. Fundamentals of Nursing 3. The Influence of a Christian Nurse in a Secular World 4. Caring for the Older adult 5. Pharmacology/herbal therapies	80 190 30 40 40	6. Med Surg Nursing II 7. Medication Administration/IV Therapies	160 40
Clinical Med/Surg. Level I	200	Clinical Med/Surg. Level II	200
Total Hours Level I	580	Total Hours Level II	400

LEVEL III	HOURS
1. Maternal and Child Nursing 2. Pediatric Nursing 3. Professional Practice	40 40 40
Clinical Med/Surg. Level III	350
Maternal/Child clinical	40
Pediatrics Clinical	40
Total Hours Level III	550

COURSE DESCRIPTIONS: LEVEL I

MED SURG NURSING I: CONCEPTS OF ANATOMY, PHYSIOLOGY AND PATHOPHYSIOLOGY

This course for the beginning practical nursing student is a study of the basic structure (Anatomy) and function (Physiology) of the human body. Pertinent, fundamental principles of chemistry, microbiology, and physics are also included in the study. The course traces the organization of the body from the single cell to the coordinated, functioning whole and emphasizes the importance of the inter-action of all body systems in the maintenance of health and life. The course describes the pathophysiology of common medical surgical disorders and the general nursing care of those disorders. This course is designed to provide a theoretical knowledge base upon which the student can assimilate information presented in subsequent courses of the program, and on the clinical departments in order to identify and meet the basic needs of the clients. The Nursing Process is introduced to provide direction for developing assessment skills, recognizing deviations from normal, and delivering nursing care for specific conditions of illness and disease.

THE INFLUENCE OF A CHRISTIAN NURSE IN A SECULAR WORLD

This course has been designed to provide the student with a fundamental knowledge base for how a Christian Nurse influences the members of a secular society. Attention is given to assisting the students with development of effective strategies for dealing with individuals with conflicting worldviews. Biblical perspectives are included to assist the student with the recognition of their own physical, emotional, cultural, and spiritual needs as a student practical nurse. Historical perspective, as well as an examination of current issues in practical nursing will be discussed. Legal and ethical responsibilities, complexities of Health Care Systems, the Health

Care Team, and the role of the Practical Nurse as a member of this team, nursing organizations, licensure, and the functions of the State Board of Nursing are discussed in order to actively involve the student in the learning process and the development of critical thinking and problem solving skills.

FUNDAMENTAL NURSING SKILLS LAB AND THEORY

This course is designed to provide the beginning nursing student with a fundamental knowledge base for the principles of nursing and the development of skills necessary for delivering client-centered nursing care to the adult with simple nursing needs. The nursing process is introduced to provide the student with a structural base for development of client-centered nursing actions which will ultimately assist in the promotion and maintenance of health. The physical, emotional, spiritual, sociocultural, and economic needs of the client are considered during assessment in order to plan and implement specific nursing actions for each client. Beginning experience in evaluation of therapeutic responses is provided for the student. Basic nursing skills needed to prepare the student for direct client care are taught. These skills are simplistic in nature at the beginning of the course and gradually increase in complexity to coincide with increased experience of the student. These skills can be utilized in a variety of client care settings. Nutritional concepts and therapeutic diets are taught and are used by the students in order to provide nutritional education to the client. Attention is given to the study of the relationship of nutrition and the community environment, including social, cultural, and economic aspects. Topics such as choosing foods that meet nutritional needs in various stages of life and meeting nutritional needs in various religions, cultures and lifestyles, are discussed to assist the student in utilizing the Nursing Process for the provision of nutritional care. Related aspects gerontology, pharmacology, microbiology, communications, community health,

emergency care and legal responsibilities are integrated throughout the course. This course provides an opportunity for students to apply classroom theory to selected learning experiences in an acute or long-term care setting for adult medical-surgical clients.

CARING FOR THE OLDER ADULT

This course discusses the physiological, psychological, and social changes of the normal aging process in addition to providing theory for the physical care of the older adult. The content is focused on the special needs of the older adult client and stresses the importance of positive attitude formation about aging and health maintenance. Building on the framework of knowledge established in concurrent courses, the nursing process continues to be used as the conceptual basis for identifying and determining the basic needs of individuals with known or suspected biopsychosocial problems. Emphasis is also given to the Practical Nurse's role in assisting the older adult client in the promotion, maintenance, or restoration of health. Related aspects of anatomy, pathophysiology, pharmacology, therapeutic nutrition, psychosocial theories, leadership, and community nursing are integrated throughout the course. This course is designed for the student to correlate classroom teaching with selected learning experiences in a long term care setting for the older adult client whose conditions warrant nursing care. Related aspects of documentation and assessment in long-term care, career preparation and planning, and managerial practices will be discussed.

PHARMACOLOGY/HERBAL THERAPIES

This course is designed to define for the student the role and responsibility of the Practical Nurse in the administration of medications and herbal adjuncts. The Nursing Process is used as an outline to present material to the students in a logical, problem-solving format. The students are also taught principles of importance that need to be considered while assisting clients in meeting

their basic needs and promoting health. Assessment of the client with regard to medications prescribed and their actions, the disease being treated, and the client's prior compliance to medication regimens provides guidance for the student in formulation of a plan of action containing important elements to be considered as part of the individual client's care. The implementation phase assists the student in analyzing nursing actions related to medication therapy. The evaluation phase assists the student in identifying therapeutic responses, and planning client education. Included in the course is the study of the actions, side effects, and nursing considerations for selected herbs and medications and correlation of the indications for use to specific physiological conditions. Related aspects of anatomy and physiology, nursing skills, therapeutic nutrition, psychosocial theories, microbiology, community nursing, and therapeutic communications are integrated throughout the course. The student will practice learned concepts at acute and community health settings.

COURSE DESCRIPTIONS: LEVEL II

MED SURG NURSING II

This course is a study of the physiological and psychological effects of disease and disorders upon the human body during various stages of the adult life cycle and the specific nursing care relative to each. Building on the framework of knowledge established in previous courses, the Nursing Process continues to be used as the conceptual basis for identifying and determining the basic needs of individuals with known or suspected physiological and/or psychological problems. Emphasis is also given to the Practical Nurse's role in assisting the client in the promotion, maintenance, or restoration of health. Related aspects of pathophysiology, pharmacology, therapeutic nutrition, psychosocial theories and mental health concepts, microbiology, and community nursing are integrated throughout the courses. This course is

designed for the student to correlate classroom teaching with selected learning experiences in an acute or long-term care, community-health setting.

MED ADMINISTRATION AND IV THERAPY THEORY AND SKILLS LAB

Building on the fundamental theoretical framework established in Fundamental of Nursing and Pharmacology, this course is designed for the student to develop competency in the use of nursing principles and skills necessary for delivering client-centered nursing care to the adult with IV therapy or medication needs. The nursing process continues to be used to provide the student with a structural base for development of client-centered nursing actions which will ultimately assist in the promotion and maintenance of health. The theoretical principles of medication administration and intravenous therapy are taught to the practical nursing students prior to the performance of these skills in the clinical environment. This course provides an opportunity for the student to apply classroom theory to selected learning experiences in community and acute care settings.

COURSE DESCRIPTIONS: LEVEL III

MATERNAL/CHILD NURSING

This course is designed to prepare the student to assist the maternity client and her family to fulfill healthcare needs which occur during pregnancy, labor, birth, in the post-partum period, and in newborn infant care. Building on the framework of knowledge established in previous courses, and utilizing nursing skills acquired, the student continues to use the Nursing Process to provide the direction for identifying and determining the basic needs of Maternal-Newborn clients and their families in all phases of maternity nursing. Principles of normal physiological and psychological changes that occur during pregnancy, labor, birth, and the post-partum period, as well as principles of normal development of the fetus, the normal newborn, and related

nursing care are included to provide an assessment base for students. The study of Maslow's Hierarchy of Needs, as well as issues relevant to contemporary Maternal-Newborn nursing which may influence the effectiveness of health teaching and nursing care are included to assist the student with the establishment of priorities of care. The issues of adolescent pregnancy, the one-parent family, infertility, family planning, unemployment, and other social, cultural, and economic trends are discussed. This course is designed for the student to apply classroom theory to clinical practice in an acute or community maternity healthcare setting for selected learning experiences. Related aspects of normal anatomy, pathophysiology, nursing skills, infant and maternal nutrition, pharmacology, therapeutic communications, and community nursing are integrated throughout the course. This course may be offered as a blended learning, or hybrid course, with the theory portion offered as an online nursing course.

PEDIATRICS

This course is designed to aid the student in identifying the role of the Practical Nurse in the care of children. Building on the knowledge and skills acquired in previous courses, the Nursing Process continues to be used to identify and determine the basic needs of children from infancy through adolescence. Principles of growth and development and the study of Maslow's Hierarchy of Needs are included to assist the student in meeting these needs. Special emphasis is given to the consideration of the pediatric client as a member of a family unit and of the community. The effects of and responses to illness and hospitalization for clients and their families, the importance of the inclusion of family members in the planning and implementation of care, the provision of emotional support, and the necessity of individualizing nursing care for the client are discussed in order to enhance the effectiveness of the nursing care delivered. Attention is also given to community agencies that are available to assist the nurse in meeting the

needs of the pediatric client and their families. This course is designed for the student to correlate classroom teaching with selected learning experiences in community and acute care settings.

Related aspects of pathophysiology, nursing skills, therapeutic nutrition, pharmacology, microbiology, and therapeutic communications are integrated throughout the course.

This course may be offered as a blended learning, or hybrid course, with the theory portion offered as an online nursing course.

PROFESSIONAL PRACTICE

This course has been designed to provide the student with a fundamental knowledge base for the information needed to make the necessary personal and professional adjustments inherent in the development as a practical nurse. Attention is given to assisting the student with the development of communication skills in order to achieve success in their personal life and professional practice. The role of the State Board of Nursing to the their career, as well as test-taking strategies for the licensure exam, are discussed. Leadership skills in long-term care, career opportunities, employment information, and continuing education are discussed to assist the student with the transition to graduate/employee.

OBJECTIVES OF THE CURRICULUM

LEVEL I

A correlation of classroom theory and selected learning experiences in a long term healthcare setting is provided in Level I and II

At the end of Level I the student will be able to:

Describe the relationship of the steps of the nursing process to the provision of nursing care to the client.

Utilize critical thinking to deliver nursing care effectively to clients with simple nursing needs.

Perform basic nursing skill procedures safely and accurately.

Describe the Practical Nurses' legal role as a member of the Health Care Team.

Discuss the ethical responsibilities of practice for the Practical Nurse.

Utilize therapeutic communication skills to facilitate interpersonal relationships.

Apply acquired body structure and function knowledge to implementation of nursing care.

Document significant information relating to the client's condition with guidance.

Apply knowledge of principles of microbiology to the implementation of nursing care.

Utilize aseptic technique correctly.

Describe the relationship of optimal nutrition to health.

Perform pharmacological conversion problems accurately.

Utilize medical terminology correctly.

LEVEL II:

A correlation of classroom theory and selected learning experiences in an acute care or long term health setting is provided in Level II

At the end of Level II, the student will be able to:

Utilize the steps of the nursing process to the provision of nursing care to the adult client.

Utilize critical thinking to deliver nursing care effectively to clients with various nursing needs.

Administer medications safely and accurately.

Utilize therapeutic communication skills to facilitate interpersonal relationships to clients of other cultures.

Document significant information relating to the client's condition with guidance.

Apply knowledge of principles of infection control to the implementation of nursing care.

Utilize aseptic technique correctly.

Evaluate the client's dietary practices and compare them to nutritional practices for optimum health.

Utilize medical terminology correctly in documentation and speaking.

LEVEL III:

A correlation of classroom theory and selected learning experiences in an acute care health setting, long term care setting and community agencies, is provided in Level III.

At the end of Level III the student will be able to:

Utilize the steps of the nursing process to the provision of nursing care to the obstetrical, pediatric, and adult client.

Utilize critical thinking to deliver nursing care effectively to clients with moderately complex needs.

Perform medication administration and IV skills procedures safely and competently.

Apply acquired knowledge of nursing concepts to clients of all ages.

Demonstrate ability to recognize specialized needs of clients relative to age.

Demonstrate knowledge of the ethical-legal responsibilities of practice.

Document accurately significant information relating to the client's condition.

Participate in nursing interventions through the health-illness continuum in a variety of settings.

Interact in a facilitative, purposeful manner with clients, families and health care members.

Administer medications to the client safely and accurately with minimal guidance.

Utilize the nursing process while performing nutritional care.

Identify community resources available to assist with nursing interventions for clients.

Assume responsibility for personal and professional growth.

EDUCATIONAL POLICIES AND STANDARDS

Students in this program are expected to show consistent progress in their ability to utilize learning opportunities effectively and acquire and retain essential content and pertinent application in clinical practice.

1. Students are expected to attend all scheduled classes and planned learning experiences. If emergency situations necessitate absence, the student must take responsibility for making up missed assignments in order to meet all course objectives.
2. All class and clinical assignments are to be completed at the appointed time. Reason for late assignments is to be discussed with the individual instructor.
3. Students having difficulties in meeting the requirements should approach the instructor teaching the course or directing the clinical experience for individual guidance.
4. Students should be able to access the Google classroom website for all courses. Students are expected to “attend” online classes and participate in discussions and assignments.
5. Students are expected, as a class member, to volunteer for at least 16 hours of community service per year. Possible ideas include first aid station at air show, health fairs, etc.

ACADEMIC PROGRESS

The individual achievement of students will be represented by the following grading system: a letter grade and corresponding percentage value.

Letter Grade	Percentage Range	Grade Point
A	90 -100	4.0
B	80 - 89	3.0
C	75 - 79	2.0
F	74 & Below	0

All students must pass each individual course with a 74.5% or better in order to continue in the program. Students who fail one course will be dismissed from the program, or may elect to take an academic leave of absence. Please see Academic Failure Return Policy. Exams will be graded on the day given or within a one week time period. All exams are reviewed in class. Students may examine exams at any time.

A student can request to examine the grades and the answer sheets after all students have taken the exam. Grade averages can be obtained from the faculty at any time and monthly progress reports will be given to students.

Clinical grades are separate from Classroom grades. Clinical performance is evaluated every two weeks. Evaluation will be a satisfactory/ unsatisfactory rating based upon established criteria and behaviors necessary to meet the Level clinical objectives. Clinical objectives must be met by the end of each clinical rotation before there will be progression to the next level.

Students may be placed on clinical probation at any time during the school year. Instructors will notify the Coordinator in writing of any student failing to meet the clinical objectives or failing to progress in a manner which would allow meeting of the clinical objectives by the end of the level. Students must show improvement in the next four weeks to be taken off clinical probation, or be dismissed from the program.

Class and clinical absenteeism may jeopardize the student's ability to achieve the course objectives and may result in probation, failure or dismissal from the program. Further, student grades can only be discussed with the student; student cannot bring any other person (or advocate) in the teacher-student meetings.

A student must complete the Practical Nursing program in no greater than 150% of the program time. For example, for a 12-month Practical Nursing program, the student must

graduate within 18 month. The student will be terminated from the program after 150% of the program length, starting from the first date of the class, if the student does not complete the program successfully according to policies and procedures of The Rapha School.

If the student fails the program, he or she may be considered for readmission under the Academic Failure Return Policy.

CLINICAL PERFORMANCE EVALUATION RATIONALE

The Clinical Performance Evaluations for Levels I, II, and III are based upon the level objectives.

During Level I, students perform nursing interventions for adult patients with simple nursing needs on in a long-term care facility in accordance with the body system and basic human needs framework.

During Level II, students perform nursing interventions for adults on a medical surgical unit that require the needs of an acute care hospital in accordance with the body system and basic human needs framework.

During Level III, students perform nursing interventions for adult, maternity, and pediatric patients with specific nursing needs on an adult medical-surgical department or in a long term care facility in accordance with the body systems and basic human needs framework. Students will plan and provide care for a group of patients, readying them for entry into practice.

ACADEMIC FAILURE RETURN PROCEDURE

Students failing an academic subject(s) may return to school to repeat the level at which the failure occurred. Students failing clinical or otherwise dismissed or terminated may not return.

To return under this provision, students must have paid in full all tuition and other expenses of the program. There is a mandatory one-year waiting period before the student will be

reconsidered for repeating the course, conditional upon the availability of a seat; however, the waiting period can be reduced at the sole discretion of The Rapha School administration.

A student is required to retake the course(s) he or she fails the first time. The student is not required to repeat the clinical component if he or she has already passed the clinical component. However, a minimum of two weeks refresher clinical course is required of all the repeating students, even when they have completed all the previous clinical requirements. Students may start at any time during the program that is prior to the point in the course in which the failure originally occurred.

If the student is returning after a period of two years, he or she must attend all required courses (didactic and clinical) after their return; that is, in addition to the didactic courses, all clinical courses must be retaken in their entirety; however, credit can be awarded for past performance at the discretion of the school, with permission of the coordinator.

Students may return under this provision only once. Students must notify the school in writing of their intent to return a minimum of two months before the start of the class in which they wish to participate.

Students are reminded that all seats in the program are filled on a "first come, first served" basis. Any return under this procedure is dependent upon availability of seats in the class that the student wishes to attend. Students will not be considered for readmission for any class until all eligible tuition and all other fees are paid in the year the student was originally enrolled.

The school is under no obligation to honor this agreement if admittance of a student under this policy causes the clinical student/teacher ratio to exceed 15:1 or 10:1 whichever is applicable based on the agreement with the clinical agency; further, the admittance must not exceed the

classroom space and classroom teacher-student ratio for quality classroom delivery, as determined by the school.

ARTICULATION TO HIGHER EDUCATION

Currently The Rapha School Practical Nursing Program does not have an articulation agreement with any institutions of higher learning. Colleges and universities decide upon the amount of “credit” that they will give for practical nursing education. Information on registered nursing programs can be found in the Coordinator’s office.

ATTENDANCE POLICY

Students in this program are expected to show consistent progress in their ability to utilize learning opportunities effectively and acquire and retain essential content and pertinent application in clinical practice.

1. Students are expected to attend all scheduled classes and planned learning experiences. If emergency situations necessitate absence, the student must take responsibility for making up missed assignments in order to meet all course objectives.
2. All class and clinical assignments are to be completed at the appointed time. Reasons for late assignments are to be discussed with the individual instructor.
3. Students having difficulties in meeting the requirements should approach the instructor teaching the course or directing the clinical experience for individual guidance.
4. Students who are absent for more than one (1) unexcused day per level may be placed on probation for excessive absenteeism. The faculty will review the student’s records and the student may be terminated due to absenteeism for more than three days per level. The student may be required to make-up missed days. Any missed classroom days require completion of

related course make-up homework assignments for each scheduled class lecture missed. The student must contact the instructor, upon return to school, to discuss makeup work.

Unusual extenuating circumstances and extended absenteeism shall be reviewed by the faculty providing the student is in good academic and clinical standing. Rationale for extenuating circumstances must be presented to the Coordinator in writing. Any makeup time must be completed before a student is considered to have successfully completed the program. Any absence requiring a physician's care **must** have a written statement from the physician stating the nature of the illness and the student's ability to attend class and/or clinical.

5. To progress from one level to the next, the objectives of that level must be met. The Coordinator or designate will make a determination regarding objectives and methods of makeup if required. Acceptable methods of make up will include, but will not be limited to, additional assignments, observational experiences, or clinical with another class or clinical group.

6. If a student is absent for a lecture, he/she is responsible for taking the test related to that lecture on the scheduled day, unless absence has continued or special permission to take the test at another time is given by the instructor.

7. Absence of three or more consecutive days due to illness must be verified by a physician's written excuse before admission to the classroom or clinical area. A physician's written excuse may be requested for repeated absences or absences of less than three (3) days at the discretion of the Coordinator.

8. Three (3) successive days are permitted for a death in the immediate family. These days are not considered as absent days. Members of the immediate family shall be defined as father, mother, brother, sister, son, daughter, husband, wife, parent-in-law, or near relative who resides

in the same household as the student, or any person with whom the student has made his/her home.

One (1) day is allowed for attendance of the funeral of a near relative. This day is not counted as an absent day. Near relative shall be defined as the student's first cousin, grandfather, grandmother, aunt, uncle, niece, nephew, son-in-law, daughter-in-laws, brother-in-law, and sister-in-law. Any additional funeral days taken for deaths of near relatives will be considered as absent days.

9. Sick leave is provided up to twelve (12) days during the course of the program. A policy for extended sick leave allowance has also been formulated (refer to Leave of Absence Policy).

STUDENT PROBATION/SUSPENSION

Probation is defined as a period for which the student will be expected to correct conditions causing the probation.

Students shall be placed on probation, or dismissed from the Program, for the following reasons:

1. Disregard for rules and regulations of the affiliating agency and the Rapha School Practical Nursing Program
2. Excessive absenteeism/tardiness.
3. Failure to maintain minimum classroom grade of 75%.
4. Unsafe or unsatisfactory clinical performance.
5. Illegal, inappropriate, or unethical conduct. This includes, but is not limited to, cheating on examinations, wearing of inappropriate clothing, vulgar language, disrespect for other people and property.
6. Refusal to participate in assigned class projects.
7. Failure to follow grooming policies.

8. Any student under the influence of alcohol in any degree, or detected with alcohol breath while in school or in clinical.
9. Evidence of possession or use of illicit drugs, ex. Barbiturates, Amphetamines, Narcotics, Hallucinogenic drugs, etc.

Following probation (but not when terminated), a conference will be scheduled with the student, Faculty, and Director to review the student's record. If the conditions that resulted in a student having a probationary period have not been remedied, the student will be terminated from the program.

STUDENT WITHDRAWAL

Any student wishing to withdraw from the program must have a personal interview with the Director and faculty. The last day that the student attends class will be the basis for calculating any refunds. Any student who withdraws from the program and wishes to re-enter, must reapply for admission.

ADVANCED PLACEMENT PROCEDURE

Advanced standing is available to qualified individuals with related educational and/or work experience. The ultimate decision for advanced standing placement will be made by the coordinator and/or faculty and is contingent upon student qualifications and availability of seats in the program. At no time shall admittance of advanced standing students raise the clinical student/teacher ratio above 15:1. The Rapha School must receive original transcript(s) directly from all the institutions the applicant has taken courses. Advanced standing students must meet the following requirements:

Provide an application to the program.

Pass a clinical practice evaluation meeting the clinical objectives of Level I or II, if requested.

Pass the final examination for each subject area to be waived with a minimum score of 80%; or have successfully completed an equivalent college level course in the last 12 months.

The didactic courses to be transferred should have been taken within the last three years before the date of admission.

The clinical courses to be transferred should have been taken within the last year before the date of admission.

Please note the following for advanced placement:

The applicant must comply with all the requirements provided under the Advanced Placement Procedures.

Candidate should have partially completed a professional or practical nursing program.

Candidates who have a valid transcript from another institution that is within 3 years do not have to re-take the ATI TEAS exam.

The ultimate decision for advanced standing placement will be made by the Coordinator and is contingent upon student qualifications and availability of seats in the program.

Advanced standing will be granted only if it is educationally sound for the applicant concerned.

All applicants for advanced standing must submit the "Request for advanced standing in writing" prior to the interview with the Coordinator of the Practical Nursing Program.

Prospective advanced standing students may obtain curriculum, course outlines and related test materials from the school for study purposes prior to the completion of clinical examination and written examination (usually six months in advance).

All applicants will be required to attend a minimum of the third level in the program.

Entrance into the program will be permitted at various levels.

TRANSFER OF HOURS

There is no guarantee that another school will transfer hours that are completed in The Rapha School Practical Nursing Program. Each school/college/university evaluates the education of practical nurses differently.

NO GUARANTEE OF EMPLOYMENT

Although there are many practical nursing jobs available in the area, the Rapha School does not guarantee employment after graduation.

STUDENT REQUEST FOR TRANSCRIPT/DIPLOMA OF COMPLETION

Students will receive a copy of their transcript upon graduation. Additional transcripts are available by contacting The Rapha School. Students must submit a request in writing.

Transcript/Diplomas are not given out for students who only partially completed the program.

STUDENT CONDUCT POLICIES

CELL PHONES

Clinical - cell phones must remain in the car or somewhere outside the clinical premises. Use of cell phones during clinical experience will result in dismissal from clinical experience for the duration of the day with a deduction for the amount of time missed (from the time of dismissal) added to your attendance record.

Classroom - cell phones must be turned off and use during class is prohibited. During tests and quizzes cell Phones cannot be on the students' workstation.

Cell phones may be used during breaks and lunch in designated areas only.

Class hours are from 8:00 A.M. to 4:30 P.M., Mondays-Thursdays in the pre-clinical period and Mondays and Tuesdays during the clinical period at Mulberry Square, and Tuesdays and Wednesdays when at Punxsutawney Area Hospital. Clinical hours are 6:30 am -5:00 pm. Students

are expected to be on duty, ready to report promptly per the schedule. A half-hour lunch period is provided during clinical and classroom periods, unless otherwise specified.

NO AUDIO OR VIDEO TAPING POLICY

Students are not allowed to make any kind of audio or video taping (as well as any kind of picture taking), which applies to both didactic and clinical classes. Anyone violating the policy will be subject to disciplinary action, including probation or expulsion from the school.

THE RAPHA SCHOOL IS A SMOKE-FREE FACILITY/LUNCH BREAKS

A half-hour lunch period is provided during clinical and classroom periods, unless otherwise specified. The Rapha School and clinical sites are smoke-free facilities. Students will have to drive off the clinical/school premises in order to smoke.

DISCIPLINARY PROBLEMS

In the rare case of a student disrupting class or functioning dangerously in the clinical area, the student will be dismissed from class or clinical area and the matter will be reported promptly to the Director. The Faculty will meet and decide further action.

ILLNESS/INJURY

If a student becomes ill or is injured while on the clinical area, he/she is to notify the clinical instructor immediately. The instructor will notify the proper clinical authorities, and will follow policies to ensure necessary treatment is available. If a student becomes ill or injured in an accident to or from school activities, including scheduled classes, clinical assignments, and school programs, the school will not be responsible. The student is responsible for seeking necessary medical intervention from his/her own physician.

STUDENT UNIFORM

The student in uniform represents not only themselves but also The Rapha School and healthcare in general. Therefore, the student should demonstrate awareness and respect by wearing the uniform properly and conducting themselves in a professional manner when doing so.

The uniform consists of the programs' scrubs (no tight rolling), white stockings, and appropriate undergarments. Scrub skirts must be longer than the knee. Each student will wear sturdy white shoes, (no clogs, high top tennis shoes or slingback shoes), with clean white shoestrings, and a name pin provided by the school.

The uniform must be complete at all times. It must be clean, unwrinkled, and well fitting. The uniform is not to be worn except in accordance with the learning experiences of the program. If a student is involved with business/personal stops, a coat must be worn to cover the uniform. Should a student's clothing become soiled with a patient's blood/body fluids, the student should change into scrub clothing, wash areas of exposed skin with soap and water, and launder their clothing per agency policy. Soiled clothing is to be handled with gloves and laundered separately using the hot water cycle and detergent.

PERSONAL APPEARANCE

Hair must be clean, neat, well styled, and out of the face and eyes. Exaggerated hair styles are not acceptable. Hair bows are not permitted to be worn. If barrettes and/or hair manes are worn, they must be white or dark in color. Hair worn in a ponytail or in a hair mane must be neatly styled.

Makeup and cologne must be conservative.

Fingernails must be of reasonable length, clean and well-manicured. Clear or light colored nail polish may be worn. Bizarre nail polish is not acceptable. Acrylic nails are not acceptable.

Jewelry should be kept to a minimum. Rings with stones should not be worn to clinical due to infection control issues and the likelihood of scratching the fragile skin of the elderly. Students may wear post-type earrings.

Students must maintain excellent hygiene at all times. Daily bath, frequent shampoos, and use of antiperspirant are required.

Tattoos must not be visible when in uniform.

Gum chewing is not permitted while in clinical.

Any student reporting to a clinical unit in non-compliance with the dress code may be asked to leave immediately.

GENERAL STUDENT POLICIES

Emergency School Closings: In the event that school may be closed due to inclement weather or an emergency, the closing will be announced through group chat or the phone tree. During emergency school closing, the program's phone tree will be initiated by the Director of the school. Snow Day or Emergency day packets will be done by the student to make up hours and will be assigned by the instructor.

Cars and Parking Policies: Each student is responsible for his/her own transportation. Parking is free at the school and clinical sites.

Lunch and Breaks: Students on the clinical unit will follow the policy established by that agency. Lunches purchased or brought from home must be eaten in the designated area.

A half hour for lunch will be given during classroom days. A student lounge is provided at The Rapha School in which to take breaks and eat lunch. Breaks will be provided at the discretion of the Faculty.

Change of Address: Students must maintain current address and telephone numbers with the school. Any changes must be reported to the secretary as soon as possible. If a student does not have a phone, the phone number of a nearby resident who could relay information to the student should be submitted.

Communications: The preferred method of communication is through phone calls. The other official method of notification for students is the student bulletin board which is located in the student lounge. It is the student's responsibility to check the board for announcements of changes in the schedule a minimum of twice a day; before class in the morning and after class in the afternoon. Communications necessary during clinical hours will be forwarded through the Faculty.

School Property: Audio visual aids, school equipment, and property shall not be abused. Any student willfully destroying school property will be responsible for replacement or repair costs and may be dismissed from the program.

STUDENT HEALTH PROGRAM

To effectively participate in an educational program, students should strive to maintain good mental and physical health. The prime objectives of the student health program are to: promote and maintain good health practices, meet the individual's immediate and ongoing health care needs, and protect the health of those clients with whom students come in to contact.

Before acceptance to the school, all students must pass a pre-entrance physical examination and have a physician or CRNP (Certified Registered Nurse Practitioner) complete the school's physical examination form. The examination must include the following:

Two Step Mantoux Test (chest x-ray if positive Mantoux Tuberculosis Test)

Laboratory Tests.

1. Complete Blood Count
2. Urinalysis
3. Immunizations

Diphtheria

MMR

Rubella and/or rubeola or documented immunity

Hepatitis B (3 injections, first injection must be before clinical begins).

4. A physical checkup

Cumulative student health records are maintained throughout the enrollment of the student.

Should a student get injured or become ill, it is their responsibility to report to their instructor. The instructor will make provisions for further care or allow the student to be excused if necessary. In case of accidental injury, the instructor will complete an events report and submit it to the proper nursing service personnel.

Should illness or injury occur at the hospital, the student may report first to their instructor, and then to the hospital's emergency room for treatment. The instructor shall ensure any and all records/incident reports of the participating agency be filled out and returned to the proper authority as well as submit the school's report.

Students developing a physical condition limiting or precluding activity may remain in the program with written approval of their physician, so long as they meet course objectives. Students who have a debilitating physical condition may request a leave of absence.

Any student contracting a transmissible illness may not participate in clinical or classroom activities until they produce a written statement from their physician that their illness is no longer communicable.

Students are encouraged to have personal hospitalization and medical insurance to cover any medical needs that may arise. Students are advised that all costs for such insurance, pre-hospital laboratory tests, emergency or routine medical care, diagnostic procedures, etc., are the responsibility of the student.

Students are required to carry malpractice insurance while in the clinical area. The Rapha School purchases malpractice insurance as a part of the tuition cost of the program.

GRADUATION

Each student who successfully completes all course requirements and meets all financial and other program obligations, is awarded the diploma and pin of The Rapha School Practical Nursing Program and is eligible to take the NCLEX-PN. **All tuition and fees must be paid according to the enrollment agreement with the student.** Unless these financial obligations are met, licensure applications will **not** be submitted by the school, and transcript and any progress report will not be provided. Post- graduation and NCLEX fees include a white scrub uniform for graduation (approximately \$50), The SBN application for licensure (\$35), and the PearsonVue NCLEX-PN exam fee (currently \$200). Students are required by the SBN to take their NCLEX-PN exam within one year of graduation.

GRIEVANCE PROCESS PROCEDURE

When a prospective student, current student or graduate student has an issue which pertains to The Rapha School and/or its stated policies, procedures and educational objectives, the school would like to assist these individuals in resolving their concerns through a four (4) step process.

Step 1: Informal meeting – Confer regarding the issues or grievance with the instructor or the school personnel involved, in order to resolve any and all issues at this level.

Step 2: When an individual does not agree with the results of step 1, they should, within three (3) class days present the issue or grievance in writing to the Director or Acting Director (if the Director is involved with the grievance). A meeting will be held the day the issue occurred or at least within one (1) class day.

Step 3: When an individual does not agree with the results of Step 2, they should within three (3) class days after the conclusion of Step 2, present the grievance in writing to The School's Grievance Committee, specifically to the Director/Acting Director and Faculty of the school. The committee will respond within five (5) working days after receipt of the written notice.

Step 4: When an individual does not agree with the results of step 3, they should, within three (3) days after the conclusion of step 3 present a written appeal to the Director of The School for final resolution. The Director or the Acting Director will respond to the student in writing within seven (7) class days after receipt of the appeal.

All written requests in the steps above must be factual and relate to the person with the issue or concern, which are in dispute. It is also suggested that the person making the appeal review the standards, rules and regulations contained in this catalog and furnish very detailed information in terms of any dates, times, witnesses, etc. which are relevant to the grievance.

At steps 2, 3, and 4 written materials should be clearly labeled as GRIEVANCE OR APPEAL and mailed to:

The Rapha School LLC

17 Griffith Drive

Home, PA 15747

If an individual does not feel that the school has adequately addressed a complaint or concern, they may consider contacting the State Board of Private Licensed Schools and the State Board of Nursing. A complaint form must be submitted (found on the www.dos.pa.gov/nurse website).

The Pennsylvania Department of Education (PDE) will accept all written and signed complaints against colleges, universities and seminaries certified to operate in Pennsylvania that may adversely affect students or consumers.

The person filing the complaint with PDE must attest that the following is true:

1. The person has followed the institution's published grievance policy in an attempt to resolve the dispute.
2. The person did not receive a satisfactory resolution and is contacting PDE as a last resort in the grievance process.
3. The person has submitted the complaint to PDE in writing using the "Higher Education Complaint Form".
4. The person has signed the form attesting to the truth and accuracy of the complaint.
5. The person has submitted evidence to support the allegation against the institution. (Please do not submit original documents as they may not be returned.)
6. The person recognizes that PDE will not accept an anonymous complaint.
7. By signing the form, the person acknowledges that PDE may share the complainant's name and the information provided by the complainant with the institution in order to help resolve the dispute.

Upon receiving a student complaint, PDE will determine if the matter being disputed falls within its jurisdiction. If preliminary findings indicate a violation by a higher education institution, PDE

shall attempt to resolve the complaint. All parties will be notified of the outcome of the investigation.

If the postsecondary institution is NOT certified by PDE to operate in Pennsylvania, please direct your complaint to the institution's governing body.

Pennsylvania's Right to Know Law (RTKL) provides that records of an agency relating to a non-criminal investigation, including complaints submitted to an agency, are exempt from disclosure.

However, in the event the Office of Open Records or a court would determine that records being submitted are not exempt from disclosure, the Department would have to disclose them if a RTKL request is made for the

Please direct all inquiries to: State Board of Private Licensed Schools, 333 Market Street, 12th Floor, Harrisburg, PA 17126 or The State Board of Nursing, PO Box 2649, Harrisburg, PA 17105-2649.

REGULATIONS TO PREVENT INFECTION TRANSMISSION

1. Use blood and body fluid precautions for all patients.
2. Use gloves when in contact with blood, body fluids, or mucous membranes, for handling items or surfaces soiled with blood or body fluids, and for performing vascular access procedures.
3. Wear masks and protective eyewear or face shields during procedures likely to generate air-borne droplets of blood or other body fluids to protect exposure of mucous membranes of the mouth, nose, or eyes.
4. Wear gowns during procedures likely to generate splashes of blood or other body fluids.
5. After use, place sharps in the puncture resistant container.

6. Students with open lesions or weeping dermatitis are not allowed to deliver direct patient care or handle equipment.
7. Students must do a three-minute handwash prior to the beginning and end of each shift, and if their hands become contaminated by body fluids. A one-minute handwash before and after a break or lunch. A 15-30 second hand wash prior to and immediately after patient contact.

The policy of the affiliating agency will be followed for testing those exposed to blood or body fluids. Students and faculty must report immediately exposure to any blood or body fluids. The affiliating agency will assess the clinical status of the source patient and test for evidence of infectious disease (HIV) as soon as possible after the exposure. If the test is negative, a retest is done at 6 weeks, then at 3, 6, and 12 month intervals. The exposed individual must adhere to the recommendations for the prevention of transmission of HIV during the 90 day testing period.

LEAVE OF ABSENCE

Students may request a leave of absence for personal or medical reasons. If an absence of seven or more days is required by a physician for medical reasons, a leave of absence is recommended. The validity of leaves of absence for personal reasons will be determined by the Director and Faculty and such leaves will be granted at their discretion. If a student has been performing satisfactorily, a leave of absence will be granted. A student will be terminated if they are not meeting the program's objectives, or upon faculty recommendations, will be allowed to resign. Students will be re-admitted to the program with the following stipulations:

1. The student will repeat the Level in progress when the leave took place.
2. Only one leave of absence will be granted to an individual student unless unforeseen circumstances arise.

3. Increases in tuition and any additional costs are the responsibility of the student.
4. A letter requesting reinstatement into the program must be submitted to the Director no later than one month prior to the end of the specified leave.
5. Any return under this policy is dependent upon the availability of seats in the class that the student wishes to attend.

The school is under no obligation to honor this agreement if admittance of a student under this policy causes the clinical student/teacher ratio to exceed 15:1, or whatever ratio is required by the clinical agency; further, the didactic classroom student/teacher ratio should not exceed beyond what is acceptable at the sole discretion to the school.

In case of foreseeable absence, such as elective surgery or pregnancy, the student may continue in the program for as long as they have their physician's written permission and can continue to fulfill the academic and physical requirements of the program.

NURSE AIDE CERTIFICATION ELIGIBILITY PROCEDURE

Since many nursing students seek employment as nurses aides either during school or shortly after graduation, the student may be interested in applying to take the nurse aide competency examination. The Omnibus Budget Reconciliation Act of 1987 in sections 19/9 (f)(2)(A)(i) and 19/9 (f)(2)(A)(i) and Amendments of 1989 and 1990 require that an individual employed as a nurse aide successfully complete a state-approved training and competency evaluation. The first level practical nursing curriculum includes the minimum areas to be covered in nurse aide training including basic nursing skills, personal care skills, recognition of mental health and social service needs, care of cognitively impaired, basic restorative services and resident rights.

After successfully completing the required curriculum, any student wishing to sit for the nurse aide competency evaluation must submit an application to determine eligibility to sit for the examination to the Pennsylvania Department of Education. Application information is available in the Coordinator's office.

The following criteria must be met in order to register for the nurse aide competency examination.

1. The student must successfully complete Level I courses including Care of the Older Adult and the portion of Fundamentals of Nursing that has the required nurse aide curriculum content. Students may take and schedule the nurse aide exam at The Rapha School. Information will be provided at the time by the Coordinator

STUDENT COUNSELING SERVICES

It is felt that guidance in the form of a formal counseling program is a necessary aspect of an individual's development from student to professional. This process will give the student the information to deal with academic and personal concerns as well as help solve problems and pick courses of action.

Through counseling, students will be informed of their progress and growth in the program, be encouraged to become self-directed and evaluate their performance effectively. It will lend opportunity to establish adult interpersonal relationships with faculty and develop and maintain good teacher-student rapport. It will also provide assistance and guidance in surmounting personal difficulties. Counseling will provide information for professional growth and development both within the program and after graduation. Students may use Punxsutawney Area Hospital's Behavioral Health Dept. for counseling.

Spiritual Counseling will be provided by the Acting Director of the School, Pastor Micah McMillen. Students can personally ask for a meeting by contacting him directly.

Clinical conferences will be held with students as necessary throughout the program and with each clinical evaluation, after each clinical day. Students may request a conference with any faculty member or the Director or Faculty member at any time. All students must schedule them within the working day of the Faculty member. The Faculty and the Director may require conferences with any student at any time they feel it is necessary. All students may request referral for professional counseling through The Rapha School LLC or to other appropriate counseling services depending upon their individual need.

STUDENT ORGANIZATION

Name: - The name of the student organization shall be Student Government of the Rapha School Practical Nursing Program.

Membership: - All students in the Indiana County Area Vocational-Technical School Practical Nursing Program.

Procedure: - All meetings shall be conducted according to standard parliamentary procedure.

Purpose: - Student Government shall:

1. Organize the student body.
2. Elect officers & representatives to the Faculty Organization.
3. Facilitate student interaction and socialization.
4. Raise funds for social events and graduation.

5. Provide a democratic forum for voicing problems associated with student life.
6. Provide input to the faculty and coordinator regarding student problems and difficulties.

Officers/Duties:- A. The officers of the Student Government shall be

1. President

- a. Chair all meetings
- b. Call meetings and provide agenda
- c. Coordinate all activities and appoint committees

2. Vice-President

- a. Act as student representative to faculty organization
- b. Perform duties of president in case of absence
- c. Act as student representative to Advisory Committee

3. Treasurer

- a. Transact the financial business of the organization
- b. Assist President in preparation of budget
- c. Collect all monies generated by the organization
- d. Provide budget statement for all activities and monies
collected to the President

4. Historian

- a. Compile class photo/scrapbook/powerpoint for memorabilia purposes
- b. All officers shall be elected by ballot of entire student body one month after the beginning of Level I.
- c. In the event that officers fail or abuse their duties and responsibilities, they shall be subject to impeachment from office by 2/3 majority vote.
- d. Students are encouraged to participate in relevant community activities.

STUDENT RECORDS

A record system essential to the operation of the program shall be maintained. Records shall be kept in locked, fire-proof filing cabinets. A nursing Faculty shall select record forms specifically for the Practical Nursing Program which shall include the following:

Student Records

1. Student records: Permanent records on students admitted including both clinical and theoretical experience and achievement shall be kept ad infinitum in a locked file cabinet at the school.
2. Health records shall be kept for five years following completion of the program.

HIPAA

The Rapha School Practical Nursing Program complies with the regulations of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). All students must sign a confidentiality agreement prior to the clinical experience, if required by the clinical agency. Disclosure of confidential patient information is grounds for termination from the program.

SCHOOL SAFETY PROGRAM

The safety and security of our students and staff are of utmost importance to The Rapha School. Therefore students must enter through the main administrative door. All other exits will be locked throughout the day and evening. The Rapha School will perform safety drills such as weather, fire, and tornado drills throughout the year. There are video cameras placed around the parking lot.

PROGRAM EVALUATION

The Rapha School Practical Nursing Program recognizes the importance of ongoing evaluation of its course of study, its graduates, and the program generally. Toward this end, students are asked to evaluate the program of study upon completion of the program. This information is analyzed and presented in the faculty meetings for action. Changes are instituted to meet the needs of the students and employers and to provide a database for revision or modification of any aspect of the course deemed necessary.

August 14, 2018