

**WILKES-BARRE AREA CAREER & TECHNICAL CENTER  
PRACTICAL NURSING PROGRAM  
350 JUMPER ROAD  
WILKES-BARRE, PA 18705-0699**

**STUDENT HANDBOOK**

**Accredited by the Accreditation Commission for Education in Nursing (ACEN)**

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**APPROVED BY THE PENNSYLVANIA STATE BOARD OF NURSING**

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## **INTRODUCTION**

This handbook has been prepared for students of the Practical Nursing Program. It contains information and guidelines pertaining to various phases of school life and organization, which should be helpful in orientating the student to the Practical Nursing Program, school adjustment, and for reference throughout enrollment in the Practical Nursing Program.

As a student in the Practical Nursing Program, you should refer to this handbook frequently and utilize the information and guidelines included in it to promote your own best interests, as well as those of the Practical Nursing Program.

The WBACTC Practical Nursing Program does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities. Inquiries may be directed to the Support Programs Coordinator Title IX and Section 504 Coordinator, (570) 822-4131, Wilkes-Barre Area Career and Technical Center, 350 Jumper Road, Wilkes-Barre, PA 18705-0699: EOE

***\*\*All content within this Handbook is subject to change at any time. Students will be notified of changes in writing and are responsible to comply.***

## **WILKES-BARRE AREA CAREER & TECHNICAL CENTER PRACTICAL NURSING PROGRAM**

### **HISTORY OF THE PRACTICAL NURSING PROGRAM**

Due to a critical post-war nursing shortage in the 1950's, the School of Practical Nursing was established in 1959. A year in length, the Practical Nursing Program was able to provide bedside nurses to the workforce much more quickly than the typical three (3) year RN diploma programs.

Beginning as the Wilkes-Barre City School of Practical Nursing under the leadership of its first administrator, Ms. Nancy Reese, the first class of 19 students graduated in February 1960.

The nursing program which was initially located on the second floor of the Mackin Elementary School, Wilkes-Barre, PA, was then moved to the Guthrie Building, N. Washington Street, Wilkes-Barre, PA, which then became the Adult Program Center to the Wilkes-Barre School District. The program, which began classes every September, was in session year round, with clinical assignments beginning in February of each year. Until the late 1960's, all clinical teaching was done at Wilkes-Barre General Hospital, where students had to punch a time clock and received a "stipend" for their clinical experiences. In 1969, with the addition of Mercy Hospital as a clinical site, enrollment increased to 25 students per class. The faculty consisted of 3 full-time instructors, all with B.S.N. in nursing education degrees, being paid \$4.00/hour.

The Practical Nursing Program continued to grow in the early 1970's, under the leadership of Ms. Kitty Panzitta, and with the opening of the Wilkes-Barre Area Vocational-Technical School in 1971, the Program relocated to this facility. The nursing program then became the Practical Nursing Program of the Wilkes-Barre Area Vocational-Technical School, and was sponsored by the Joint Operating Committee of the school.

During the administration of Ms. Mary Lenahan (Cawley) from 1981-2002, the program first received the National League for Nursing Accreditation status in 1990. From 2002 to 2018 the program was under the leadership of Mary Beth Pacuska, MSN and is currently under the leadership of Gail Holby, MSN. In order to continually meet the demand for nurses, two (2) classes per year are accepted with approximately 80 graduates per year entering the work force. Today, the Practical Nursing Program has a staff of full-time MSN, BSN, and MS prepared faculty members and multiple part-time instructors.

More than 3,800 students have graduated from the Practical Nursing Program. These graduates have proudly represented the Practical Nursing Program in our community by serving in a variety of healthcare settings. Currently, the Practical Nursing Program is approved by the PA State Board of Nursing and fully accredited by the ACEN.

**WILKES-BARRE AREA  
CAREER & TECHNICAL CENTER**

**BOARD OF EDUCATION**  
**JOINT OPERATING COMMITTEE**

**CRESTWOOD**

Stacy Haddix  
Lauren McCurdy

**GREATER NANTICOKE AREA**

Megan Tennesen

**HANOVER AREA**

John Mahle

**PITTSTON AREA**

Bruce Knick  
Martin Quinn

**WILKES-BARRE AREA**

Ned Evans  
Beth Anne Harris  
Melissa Patla  
John Quinn  
Rev. Shawn  
Walker

**WILKES-BARRE AREA CAREER & TECHNICAL CENTER  
PRACTICAL NURSING PROGRAM**

**FACULTY AND STAFF**

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Gail Holby, MSN, BSRN  
Director/Coordinator

Mr. Joseph Pistack, MS  
Assistant Director

Joy Tetlak-Adelstein, MBA, RD, LDN  
Administrative Secretary

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**FACULTY - FULL TIME**

Annie Barsh, RN  
Sandra Miller, MSN, RN  
Donna Richmond, BSN, RN-BC  
Ruth Weiscarger, MSN, RN  
Denise Zacher, MSN, RN

**FINANCIAL MANAGER**  
Cheryl Woloski, CPA, MBA, CGMA

**TEACHER'S ASSOCIATE**  
Kimberly Quinn

**SECRETARY**  
Joanne Juskiewicz

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## **PROGRAM PHILOSOPHY**

The philosophy of the Practical Nursing Program is congruent with the mission/vision and shared values of the Wilkes-Barre Area Career & Technical Center (WBACTC) with the addition of the nursing faculty's emphasis on health, environment, nursing, education and the individual.

The faculty of the Practical Nursing Program of the WBACTC is dedicated to the preparation of the practical nurse. The department's goal is to graduate a knowledgeable nurse capable of providing safe, effective and competent patient care with direct supervision of the registered nurse, medical doctor, dentist, and mid-level practitioners. We believe that the practical nurse education is based on a complementary relationship between clinical experience and classroom studies. Didactic information progresses from the simple to the complex and is closely correlated to scheduled clinical experiences.

The faculty is aware that society and health care are constantly changing and believe the practical nurse is part of this dynamic process. The following are the faculty's beliefs about the interrelated and dynamic concepts that make up the paradigm of nursing:

**Health** is the ability to exist holistically throughout life by balancing and integrating life processes at the best level of an individual's capability. Health includes physical, mental and social well-being with the ability to overcome or adapt to stressors. The faculty believe the strongest factor to affect health is the individual's self-efficacy regarding health promotion and maintenance activities. We believe positive perceptions of control of health strongly relate to continued health promoting behaviors.

**Environment** is the immediate surroundings in which individuals, families and communities exist. It is shaped by one's age, developmental state, life experiences, socio-cultural orientation, health and available resources. The faculty believes the environment is a major determinant in the individual's ability to attain a positive state of health.

**Nursing** is an art and a science that utilizes the nursing process as a basic framework for practice. It is a combination of principles and knowledge from the physical and behavioral sciences with nursing arts and techniques. Holistic nursing addresses the physical, psychological, social and spiritual needs of each individual. Nursing provides care services directed toward primary health care (prevention); secondary health care (hospital and extended care facilities) and tertiary health care (rehabilitation and restorative care) facilities.

**Education** is the process of acquiring knowledge and skills by theory and correlated experience. Education provides the opportunity for an individual to develop to one's own potential. The process is based on prior knowledge and it builds on this foundation. The faculty plans, implements and evaluates the learning experience. The practical nursing program should be in an academic setting with concurrent clinical experience under the supervision and guidance of a qualified instructor.

**Individuals** are unique beings, possessing inherent worth and dignity and a capacity for continued growth and adaptation throughout the life cycle. The individual is the recipient of nursing care and the faculty believes it is our responsibility to the student to integrate society, nursing and



## **PROGRAM PHILOSOPHY (continued)**

education to allow them to function effectively as contributing members of society. We believe that an individual must continually adapt to changes in the environment and changes within one's self-reflection.

We believe that nursing education is based upon a foundation of scientific concepts with a curriculum reflecting current and realistic articulation of theory and clinical experiences in a sequential manner throughout the program. The curriculum should reflect the common needs of all individuals in health care settings as contained in our curriculum which provides well defined objectives. We strive to develop a practical nurse who functions safely, effectively, and competently.

We believe that the educational program is the responsibility of a qualified faculty to develop, implement, evaluate and revise on an on-going process; and to keep the curriculum current, flexible, and reflective of the health care changes, while maintaining the standards of nursing education. Faculty members strive for professional development by use of current teaching methods and nursing trends. The faculty evaluates the curriculum on a continuing basis to fulfill this goal. The Practical Nursing Faculty is dedicated and committed to the development of competent graduates and Practical Nursing Education.

## **DESCRIPTION OF CONCEPTUAL FRAMEWORK**

The philosophy of our Practical Nursing Program is based on Abraham Maslow's theory of human needs basic to all individuals.

These needs as described by Maslow, progress from simple physical needs to more complex esthetic needs.

The hierarchy of needs according to Abraham Maslow are:

1. Physiological – need for oxygen, food, water, rest, and elimination.
2. Security and Safety – need for shelter and protection from harm and danger.
3. Love – need for affection and belonging.
4. Self Esteem – need to be accepted and well thought by others and self.
5. Self-Actualization – need to be self-fulfilled and fulfill one's potential.

An individual strives to maintain and/or attain the highest level possible toward self-actualization throughout the life cycle. Upper level needs will not be met unless lower level needs are gratified in some manner. Therefore, an individual who is in need of food or water will concentrate all efforts upon obtaining nourishment before seeking/striving to meet needs for security or safety.

From birth to death, an individual must interact with others in society and the environment to strive for attainment or satisfaction of basic biophysical, psychosocial, and spiritual needs. In the environment and society are the elements/materials necessary to satisfy these needs – food, water, family, shelter, community. This is a continuous process. Needs are continually changing, developing, increasing, and/or decreasing. The individual's level on the hierarchy is also affected by one's state of health or place on the health (wellness) to illness continuum. An individual's health may range from complete wellness to serious illness or impending death.

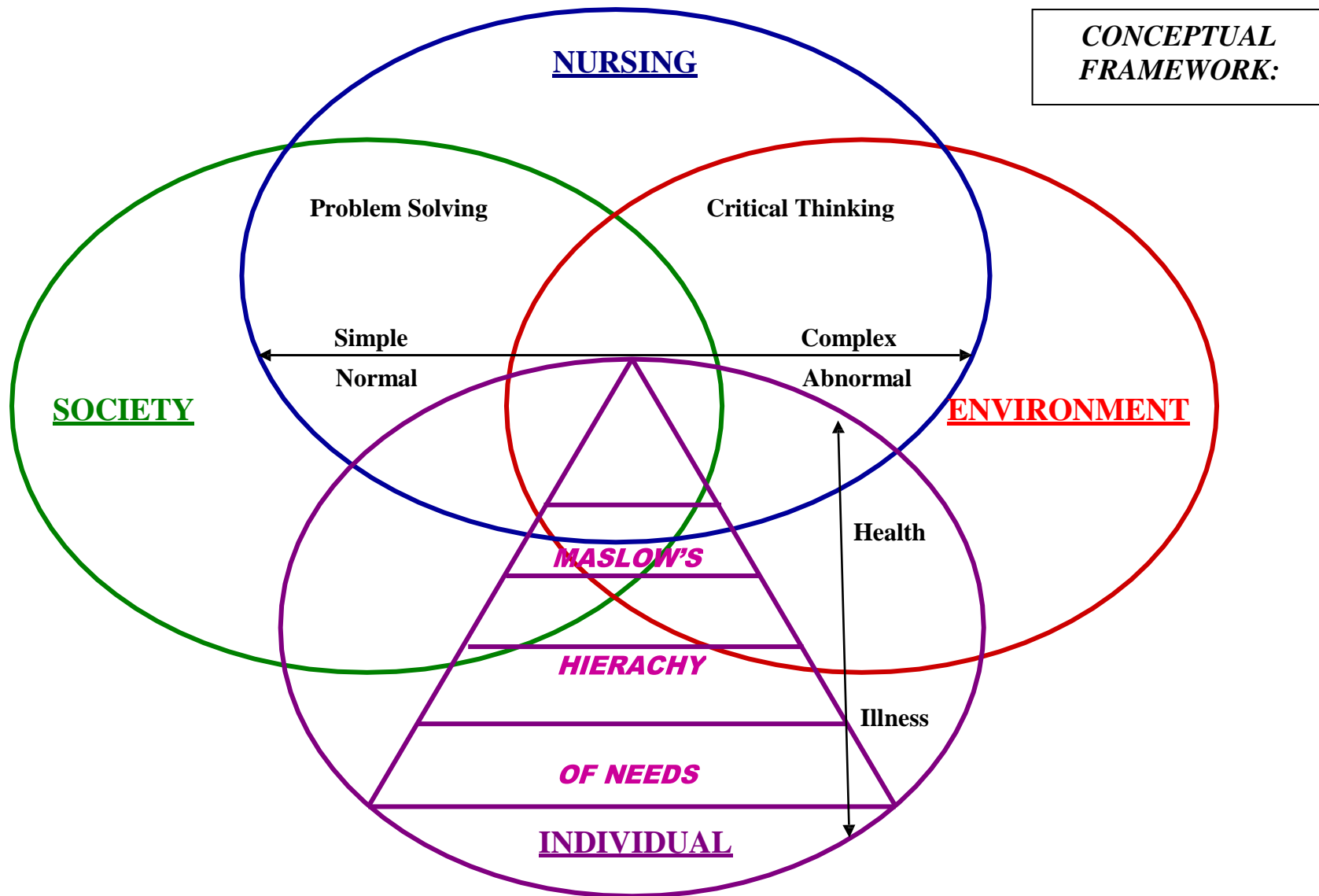
Nursing provides health services that are directed toward maintaining and promoting health and caring for the individual who is ill, disabled, injured, or dying. Nursing is offered to an individual on a continuing basis throughout the life cycle during health and illness. It is committed to promoting individual, family, and community health; committed to personalized services to all ages without regard to color, creed, social, or economic status.

Our Practical Nursing curriculum is designed to provide new knowledge to the student practical nurse beginning with simple material and tasks and progressing to more complex knowledge and skills. Therefore, normal biophysical, psychosocial, and spiritual needs and development of the individual are presented prior to the abnormal.

## **DESCRIPTION OF CONCEPTUAL FRAMEWORK (continued)**

As illustrated by our organizational plan model, the individual, society, and the environment are each a circle, but intertwined because of the continuous interaction of each entity.

Nursing is the fourth circle intertwined with each of the other three circles – the individual, society and the environment. The practical nurse interacts with the environment, society, and the individual by continually providing nursing care in health and illness throughout the life cycle of the individual and thereby enabling one to maintain and/or achieve the highest level possible on the hierarchy of Maslow's basic needs.



Nursing is the fourth circle intertwined with each of the other circles – the individual, society and the environment. The practical nurse interacts with the environment, society, and the individual by continually providing nursing care in health and illness throughout the lifecycle of the individual, thereby enabling one to maintain and/or achieve a higher level possible on the hierarchy of Maslow's basic needs.

**WILKES-BARRE AREA CAREER & TECHNICAL CENTER  
PRACTICAL NURSING PROGRAM**

**CURRICULUM ORGANIZATIONAL PLAN  
CURRICULUM OVERVIEW**

<u>LEVEL I</u>	<u>THEORY HOURS</u>	<u>CLINICAL HOURS</u>	<u>TOTAL</u>
Nursing I (including Lab)	130	68.50	198.50
Anatomy and Physiology	98		98
Nursing Process and Critical Thinking (Part 1)	10		10
Calculation of Drug Dosage	12		12
Personal & Vocational Relationships I	15		15
Pharm I/Drug Administration	<u>38</u>		<u>38</u>
<b>TOTAL HOURS – LEVEL I</b>	<u>303</u>	<u>68.50</u>	<u>371.50</u>
<u>LEVEL II</u>			
Pharmacology II	22		22
Normal Nutrition & Diet Therapy	22		22
Nursing Process and Critical Thinking (Part II)	17		17
Nursing II	32	101.50	133.50
Medical-Surgical Nursing 201	<u>70</u>	<u>152</u>	<u>222</u>
<b>TOTAL HOURS – LEVEL II</b>	<u>163</u>	<u>253.50</u>	<u>416.50</u>
<u>LEVEL III</u>			
Gerontology	16		16
Pharmacology III	22		22
Medical-Surgical Nursing 301	67	253.50	320.50
Maternal-Child Nsg: Obstetrics	28		28
Mental Health	26		26
IV Therapy (incl. lab)	<u>22</u>		<u>22</u>
<b>TOTAL HOURS – LEVEL III</b>	<u>181</u>	<u>253.50</u>	<u>434.50</u>
<u>LEVEL IV</u>			
Pharmacology IV	22		22
Medical-Surgical Nursing 401	71	237.50	308.5
Personal & Vocational Relationships II	12		12
Maternal-Child Nsg: Pediatrics	<u>20</u>	16	<u>36</u>
<b>TOTAL HOURS – LEVEL IV</b>	<u>125</u>	<u>253.50</u>	<u>378.50</u>
<b>TOTAL CURRICULUM HOURS</b>	<u>772</u>	<u>829</u>	<u>1601</u>

**\*NOTE: UNDER CERTAIN CIRCUMSTANCES, A VARIATION IN CLINICAL SCHEDULING MAY OCCUR.**

## **End of Program Student Learning Outcomes**

### **(Role specific graduate competencies)**

Following successful completion of the program, the graduate of the School of Practical Nursing at WBACTC will:

1. Utilize the nursing process in identifying and prioritizing the health care needs of clients and families experiencing multiple health states in a variety of health care settings.
2. Practice satisfactory performance of required psychomotor skills while caring for clients and families experiencing multiple health states in a variety of health care settings.
3. Demonstrate appropriate critical thinking/problem solving skills while caring for clients experiencing multiple health states in a variety of health care settings.
4. Communicate effectively with individuals, groups and communities using appropriate verbal, non-verbal, written and electronic means within the scope of nursing practice.
5. Synthesize principles of personal accountability in nursing practice by:
  - a. Functioning within the scope of practice of the Licensed Practical Nurse.
  - b. Integrating nursing code of ethics into practice.
  - c. Advocating for clients and health care consumers.
  - d. Demonstrating leadership skills while assuming responsibility for personal actions while providing nursing care.
6. Demonstrate values, attitudes, and personal qualities that reflect a commitment to respecting human dignity and the individual rights of clients in a variety of health care settings.
7. Utilize educational opportunities for both personal and professional growth in provision of care and health promotion of individual clients and families experiencing multiple health states in a variety of health care settings.

## **LEVEL I**

### **STUDENT LEARNING OUTCOMES**

1. Identify theory learned from anatomy & physiology, math, nutrition, nursing, gerontology and pharmacology when providing basic nursing care.
2. List data collected from patient assignment.
3. Recognize safety issues while providing nursing care.
4. Define basic therapeutic communication techniques.
5. Recognize legal and ethical responsibilities while providing patient care.
6. Identify the role of the practical nurse within the health care team.

## **LEVEL II**

### **STUDENT LEARNING OUTCOMES**

1. Discuss principles from anatomy & physiology, math, nutrition, nursing, gerontology and pharmacology when providing nursing care.
2. Explain basic nursing process principles as a tool while providing nursing.
3. Discuss safety principles utilized while providing patient care.
4. Identify appropriate therapeutic communication techniques in interaction with patients.
5. Discuss standards of ethical and legal responsibilities related to the care of the patient.
6. Explain the practical nurses role and responsibilities as a member of the health care team.



## **LEVEL III**

### **STUDENT LEARNING OUTCOMES**

1. Apply principles of anatomy & physiology, math, nutrition, nursing, gerontology and pharmacology when participating in total patient care.
2. Apply the nursing process as a basis for decision making for assigned patients.
3. Demonstrate adherence to safety principles at all times while providing patient care.
4. Apply therapeutic communication techniques through oral, written and electronic means.
5. Utilize standards of ethical and legal responsibilities while providing patient care.
6. Practice in the role of the practical nurse within the health care team in the planning, implementation, and evaluation of patient care.

## **LEVEL IV**

### **STUDENT LEARNING OUTCOMES**

1. Integrate principles from anatomy & physiology, math, nutrition, nursing, gerontology and pharmacology as a foundation for nursing knowledge and skill competency.
2. Utilize the nursing process as a critical thinking and problem solving tool while providing nursing care.
3. Perform nursing skills in a safe and competent manner incorporating evidence based practice and national safety goals.
4. Communicate effectively with individuals, groups and communities through verbal, written and electronic means within the realm of nursing practice.
5. Function within the ethical and legal framework established for practical nursing by the Pennsylvania nurse practice act.
6. Contrast the role of the practical nurse with other members of the health care team in various settings.

## **REQUIREMENTS FOR ADMISSION**

### **Educational**

Applicants must have a high school diploma, or a High School Equivalency Diploma (G.E.D.) or certification. Official transcripts must be submitted from the applicant's high school. Other transcripts may be required as necessary.

### **Pre-Requisite Subjects**

No pre-requisite courses are required. It is recommended that applied mathematics, algebra, and biology courses have been successfully completed by the applicant while in high school.

### **Pre-Entrance Testing**

Applicants must complete the Diagnostic Entrance Exam with the minimum required percentile score. All applicants are notified of results after test completion.

It is recommended that ESL (English as second language) students successfully complete the Test of English as a Foreign Language (TOEFL) Exam prior to starting the Practical Nursing Program. This Test is the responsibility of the student applicant. The Wilkes-Barre Area Career & Technical Center, Practical Nursing Program Institutional Code for the TOEFL Exam is 0062. All other information may be obtained on-line at [www.ets.org/toefl](http://www.ets.org/toefl).

### **Personal Interview**

Applicants who meet the academic requirements of the Program may be required to have a pre-entrance interview with the Director or faculty member. Eligible applicants will be notified of time and place of interview.

### **References**

Two (2) written references are required of all applicants. Individuals completing their reference forms should be familiar with the applicant's experiences in the past five (5) years. If there is no related health care experience, the individuals of reference should have appropriate knowledge regarding the applicant's employment. Suggested examples include teachers, guidance counselors, former employer, or high school principal.

### **Clearances**

FBI, State Police and Child Abuse Clearances are required. Appropriate instructions will be included in the admission packet. The link is also available on our website under "Useful Links", then click "Directions for Student Clearances."

### **Health**

The required pre-entrance physical examination, found in the acceptance package, must be completed along with verification of required immunizations/proof of immunity.

## **STUDENTS WITH SPECIAL NEEDS**

The Practical Nursing Program of the WBACTC does not discriminate against individuals with special needs. If an applicant/student has a medical, physical, or learning impairment, the individual should provide the appropriate documentation to the Director of the Practical Nursing Program **2 weeks prior** to the start of his/her Level. The evaluation must be done within the past year.

This information will not be used in any way to determine your qualifications for admission into the Practical Nursing Program. In order to be considered for special accommodations, supporting documentation must be provided by the student. This information remains confidential and will be used only by the Practical Nursing Program in order to make accommodations to meet the individual student's needs.

It must be noted, however, that the National Council of State Boards of Nursing identifies specific attributes/activities that are essential to effectively function as a nurse. The prospective student is referred to **Appendix B** for a list of these attributes.

## **ALL STUDENTS ADMITTED TO THE PRACTICAL NURSING PROGRAM MUST SUBMIT REQUIRED DOCUMENTS AS DIRECTED IN THE ADMISSION PACKET.**

## **PENNSYLVANIA STATE BOARD OF NURSING REQUIREMENTS**

The Pennsylvania State Board of Nursing can refuse to allow an individual to sit for the Pennsylvania Practical Nursing Licensing Examination if the individual has been convicted of a misdemeanor, felony, felonious act, an illegal act associated with alcohol; for an illegal act associated with substance abuse. Conviction includes judgment, admission of guilt, plea of nolo contendere; probation with verdict (ARD).

## **POLICY ON ADVANCED PLACEMENT/TRANSFER COURSES**

The Practical Nursing Program of the WBACTC approves Advanced Placement to applicants on an individual basis. The prospective student may apply for acceptance of courses completed in another postsecondary institution in order to waive a required Practical Nursing Program course. College credit hours are not applicable to the Practical Nursing Program; however, a course may be accepted as successful completion of a required course within the Practical Nursing Program.

Courses will be accepted only if that course is determined to be comparable in content to the Practical Nursing Program course which will be waived. The following guidelines apply to advanced placement:

1. The course must have been completed as preparation for or active enrollment in an approved nursing program.
2. The course must have been completed within the past 2 years.
3. The student must have received a minimum of a "B" as a final grade in the course to be transferred, verified by official transcript.
4. A course description must be submitted and determined comparable to the Practical Nursing Program course which is to be waived.
5. For specific courses, the student will be required to successfully pass a course or skills lab challenge exam before course can be waived.
6. Courses accepted for advanced placement will NOT be calculated into GPA or class ranking of the Practical Nursing Program.

7. Requests for advanced placement MUST be made immediately upon notification of acceptance to the program. Consideration will NOT be given after Practical Nursing classes begin.

**Final determination of an acceptable transferable course for advanced placement is made by the Practical Nursing Program Director in conjunction with faculty review.**

### **TUITION POLICY**

The Practical Nursing Program is 1601 hours consisting of four (4) Levels of instruction; each is approximately thirteen (13) weeks in length, regardless of school breaks and statutory holidays. As the school is closed for summer recess, the total year-long Program extends over fifteen (15) calendar months.

Tuition and fees are billed per level. Financial aid paperwork must be completed by orientation. In the event financial aid paperwork has not been completed, it will be the student's responsibility to meet the financial obligations before the beginning of class. Any tuition and fees for the upcoming level not covered by financial aid must be paid before completion of the current level. Students cannot advance to the next level until their financial obligations are met.

It must be noted that students who remain in financial arrears at the end of Level IV have not met the objectives of the program or graduation requirements.

### **Financial Aid**

The Financial Aid Officer is responsible for financial aid eligibility and providing required materials for the practical nursing students. The financial aid awarded by the financial aid officer is based on financial need, and may consist of a combination of grants and/or supplemental loans. To be considered, students must complete all the necessary forms according to the tuition and financial aid policies.

All students must have documented completion of FAFSA forms and any other required paperwork prior to the beginning of school. Applicants in default on student loans are not eligible for federal financial aid.

**SATISFACTORY PROGRESS:** All students are subject to the academic standards of the nursing program. Each student receiving financial aid will be monitored to ensure that they are meeting satisfactory progress standards.

### **Students Receiving Veterans Education Benefits:**

Any student receiving VA Educational Benefits must provide a Certificate of Eligibility from the Department of Veterans Affairs. Upon receipt, the SCO (School Certifying Official) will submit the necessary information to the VBA, in order, for the student and the school to receive eligible funding. No fees or penalties will be assessed to the student while waiting for payment from the VA. All other financial aid that the student may be eligible for will be processed in a timely manner and applied to the student's account.

## **REFUND POLICY**

Before any refunds are possible, financial aid must first be used to pay for educational costs. When all financial obligations have been paid to the school, additional financial aid funds will be refunded to the student.

If a student withdraws from the program, their Title IV funds may be adjusted. In accordance with federal regulations, those students who receive federal financial aid and who withdraw from the program during the first 60% of a payment period will have their federal financial aid adjusted based on the percent of the payment period completed prior to withdrawal.

Students who do not follow the official withdrawal procedure but who stop attending classes, will be considered to have withdrawn. There will be no adjustment to federal financial aid after the completion of at least 60% of the payment period, as of their last day of attendance.

This policy applies to all federal financial aid including PELL Grants, Subsidized and Unsubsidized Stafford Loans and PLUS Loans.

Please note that students who receive a refund of financial aid prior to withdrawing from the program owe a repayment of those funds. Students will be contacted by the Financial Aid Office in such situations and will be given 30 days to repay the funds to the program. Students who fail to return the unearned portion of federal financial aid funds given to them, will become ineligible for continued receipt of financial aid until such time as the repayment is made.

## **STUDENTS FAILING TO MEET ANY FINANCIAL OBLIGATIONS TO THE WBACTC PN PROGRAM WILL BE TURNED OVER TO A COLLECTION AGENCY.**

Upon entry of Level I, if a student deems it fit to withdraw after five (5) days attendance in the program, said student will be responsible for Level I Tuition & Fees; if, however, a student withdraws before the five (5) day period, said student will not be responsible for Level I Tuition & Fees.

## **GENDER EQUITY POLICY**

It is the policy of this institution to not discriminate or stereotype in any form.

Positive action to remove all stereotyped and gender bias information from literature, brochures, handouts, and materials has been taken. Working with the Department of Education, workshops and staff development programs have been instituted to create a total awareness among all personnel and promote our ongoing sensitivity of this process. Communications are prepared to promote and encourage all students to feel welcome to enroll and thrive in programs of this school in pursuance of their needs, desires and goals.

The Board of Education, administration, and faculty encourage all students to enroll in available programs as well as meet their personal career goals and objectives.

## **SEXUAL HARASSMENT POLICY** (see Appendix C “Anti-Harassment/Violence and Discrimination Policy”)

## **STUDENT HEALTH POLICIES**

1. A complete physical examination and vaccines are mandatory. We request that the school physical examination form be submitted by orientation.
2. If the student refuses any of the required immunizations/screenings, their ability to meet clinical objectives and successfully complete the program may be jeopardized. Final decision will be made at the discretion of the Director and/or faculty review.
3. Any allergies or sensitivities must be documented by a health care provider on the school physical form. It is the responsibility of all applicants/students to inform administration, faculty, and their clinical instructors of existing or new **latex sensitivity**. If the sensitivity is discovered during the course of the program, the student will be required to have documented precautions from a health care provider and submit to administration/clinical instructors to safely continue practice in the clinical area.
4. If a student becomes ill or injured during class or clinical experience, the individual should report to the instructor.
  - a. At school: The instructor or other practical nursing faculty member will render first aid. If further treatment is needed, the student will be referred to the emergency room/urgent care of their preference or to their family physician.
  - b. In the clinical area: The student will be transferred to the emergency room of that facility, if appropriate, with consent of the student. In the event that facility does not have an emergency room, the student will be transferred to the nearest one. Emergency room costs are the responsibility of the student.
5. Personal health insurance is the responsibility of the student. WBACTC Practical Nursing Program highly recommends that students have health insurance. If the student does not have health insurance, the Practical Nursing Program of the Wilkes-Barre CTC is **not** responsible for payment of any costs in the event of an incident while participating in all school functions.
6. The pregnant student: Any student who becomes pregnant is required to notify the Director of the Practical Nursing School and the Clinical Instructor/Faculty. The student must submit written consent from her physician regarding participation in the program, including the clinical component. The student will also be required to sign a document for release of responsibility from harm that may occur to either the student or fetus as the result of routine participation in the Practical Nursing Program.

## **ATTENDANCE POLICIES**

**Regular attendance is critical to your success in this program.**

1. Students are expected to attend all scheduled classes and clinical experiences.

THEORY HOURS:	8:00 A.M. TO 3:00 P.M.
CLINICAL HOURS:	6:45 A.M. TO 2:30 P.M.*

**\*NOTE:** It may be necessary for students to adjust to a different time schedule for specific rotations, which may involve late afternoon and/or evening duty. Students will be notified in advance.

2. Students are expected to be on time for clinical experience.
  - a. Any student who is late for clinical assignment will be dismissed from the clinical site and charged a day of absence.
  - b. Unpreparedness in the clinical area will result in dismissal from the clinical site, and charged a day of absence.
  - c. Do not report to the clinical facility if you are ill.
  - d. If a student reports ill to the clinical facility or becomes ill while at the clinical facility, the student will be sent home and charged a day of absence.
3. **Any student late to class will be granted admittance but will be marked absent.**
  - a. After a repeated offense, you will not be granted admittance to the class.
  - b. Any classes missed will result in an absence.
4. Any student who has excessive absence will be subject to a faculty review and possible dismissal from the PN program.

**Excessive absence is (includes theory and clinical):**

  - a. **At 5 days there will be a verbal warning and counseling.**
  - b. **At 9 days, there will be a written warning and counseling.**
  - c. **At 10 days, the student will be placed on probation with additional counseling.**
  - d. **At 12 days, faculty will review the situation and the student may be dismissed from the program.**

**Absenteeism has a negative impact on academic success, and can affect eligibility for financial aid.**

5. Absence in the clinical area is to be reported as directed by the clinical instructor at orientation. Clinical experience hours are **mandatory**. **All** clinical absences must be made up at the end of the program at a cost to the student of One Hundred Fifty (\$150.00) Dollars per day. **The only exceptions will be for military commitment or jury duty.** Any absence that is “no call/no show” will result in the student placed on probationary status for violation of attendance policies. (Also see “Clinical Evaluation Policies”)
6. Clinical make-up time will be determined by the faculty. Make-up time must be completed. Objectives are developed for specific assignments as determined by faculty. Students who have



clinical make-up time due must pay the cost per diem for each day to be made up. Any student reporting for make-up who is unprepared will not be allowed to complete the make-up until preparation is completed.

7. Classes and clinical experiences are scheduled according to the Wilkes-Barre Area CTC academic calendar. School is recessed for the summer.

### **Students Receiving Veterans Education Benefits**

Satisfactory Academic Progress: All students are subject to the academic standards of the Practical Nursing Program. It is understood that students who receive VA benefits may have military obligations that keep them from attending class. In these cases, the student would not be subject to attendance policy and would be allowed to complete any work necessary to satisfy the program requirements. In the case of missed clinical days, no makeup fee will be assessed.

**IT IS EXPECTED THAT STUDENTS FOLLOW A PROFESSIONAL CODE OF ETHICS AT ALL TIMES.**

## **ATTENDANCE POLICIES (continued)**

### **Missed Examinations:**

1. In the event that a student will be absent for an exam, the student is required to inform their instructor ahead of time. It is the student's responsibility to contact the instructor the day of return from the absence. Any student who is absent for an announced exam will be required to make it up at a faculty-designated date, time, and scheduled within one week. It is the student's responsibility to be prepared and on-time the day of the exam. The maximum grade allowed is 80%, for anyone starting late or missing an examination, regardless of the actual exam grade. A make-up exam can be a different exam at the instructors' discretion. In the occurrence of unusual circumstances, the individual instructor may make exceptions to this policy.
2. **Failure to contact the instructor on return, or neglecting to take the make-up exam will result in a grade of "0."**
3. The student is responsible for all material presented to the class during an absence.
4. If a student repeatedly misses exam days, the status of the individual will be reviewed for dismissal, and appropriate action will be advised.

### **Emergency Closings:**

1. If the Wilkes-Barre Area Career & Technical Center cancels classes for inclement weather or other reasons, all Practical Nursing classes/clinicals are also cancelled.
2. If there is a delay for Wilkes-Barre Area CTC students due to weather or other conditions, clinical experience is automatically cancelled for the day. Students are to report to the school at the delay time.

*Please note: If there are excessive "delay" days resulting in loss of clinical experience, clinical may be scheduled for late start if approved by facilities. Students will be notified accordingly.*

3. Practical Nursing **will not** be announced separately. DO NOT CALL THE INSTRUCTORS AT THEIR HOME, OR THE SCHOOL. Please follow your local news provider or other sources for this information.

### **Graduation Attendance:**

It is requested that undergraduate students (levels 2 or 3) attend the graduation ceremonies for upper classes. Clinical dress code applies. Every effort should be made to attend.

## **ACADEMIC POLICIES**

1. Grades are available to students on-line. A numerical grade is used.
2. A final grade of 80% or greater, in each subject area, is required in order to pass the course and progress to the next level. In those subject areas having clinical components, the clinical component rating must also be satisfactory to pass the course. If the clinical rating is unsatisfactory, the student fails that specific course, regardless of the theory grade earned.
3. Students are made aware of their academic status for each specific course on an on-going basis, through our website and/or notification by instructor. Tutorial/remedial work may be available to any student who is experiencing difficulty grasping the material of a specific course; however, it is the student's responsibility to request this work. Remedial work cannot be used to alter an earned grade.
4. Students may request to review any exam once all of their respective classmates have also completed the exam, and upon a mutually agreed upon time with the instructor responsible for the exam. The exam can only be **requested for review** for a maximum of one week after the requester has completed the exam.
5. Students are encouraged to enhance classroom and clinical learning through readings, audio/visual and computer materials, and self-motivated practice.
6. Each student must achieve every Student Learning Outcome of the Practical Nursing Program, both academically and clinically, in order to progress to the next level or graduate. This includes satisfactory clinical evaluation (s) for each level. Upon a faculty committee review, members may incorporate attendance into grading criteria for certain courses.
7. **Failure of any one course indicates that the student has not successfully completed the respective level and may NOT advance to the next level.**

**\*Students may repeat a level only one time (REFER TO “WITHDRAWAL/READMISSION” POLICY FOR ADDITIONAL INFORMATION).**

8. Exam Administration: Exams may be proctored by more than 1 faculty member or an electronic method. If a calculator is permitted, it must NOT be part of a cell phone, or other personal electronic device. Faculty may assign or reassign seats at anytime. During exams, only the exam appropriate materials are allowed. No food or drink is allowed during exams.

### Academic Integrity:

The Practical Nursing Program of the Wilkes-Barre Area Career & Technical Center strongly believes in academic honesty and integrity. Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, and another person's assistance. All assignments, papers, examinations, homework exercises, laboratory reports, and oral presentations, are expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources, such as journals, books, or other media, these resources must be cited in a manner appropriate to the course, as determined by the instructor.

Academic cheating is defined by the violating any of the general rules of academic work or the specific rules of individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others plagiarize, or doing the work of another person. Cheating on an exam or quiz is: a) receiving or attempting to receive information from another person during the exam, or b) practicing or attempting to practice any other form of deceit during an exam (i.e.: texting, electronics, notes, or any type of gestures, etc.)

Plagiarism, cheating, or any other form of academic dishonesty violates the Practical Nursing Program's standards and will not be tolerated by the Practical Nursing Program of the Wilkes-Barre Area Career & Technical Center. A practical nursing student who is found guilty of academic dishonesty will be dismissed from the Practical Nursing Program.

## **CLINICAL POLICIES**

### **Clinical Preparation:**

Students are required to obtain their clinical assignments prior to their clinical day. Specific prep work will be assigned by the clinical instructor. This may be dependent on procedures, guidelines, and operating hours of the assigned facility.

Students are required to be prepared for simulation lab experiences as directed prior to assignment.

### **CPR Certification:**

Practical Nursing Students must be certified by the American Heart Association approved CPR (adult/child/infant/AED) course by start of clinical rotations. It is the student's responsibility to arrange for completion of the appropriate course.

### **The Student as a Legal Witness:**

To avoid any possibility of legal consequences and/ or involvement of the student in a situation that falls out of their level of competence and expertise, the nursing student is NOT to act as a legal witness to any patient consent forms or other legal documents while assigned to clinical. The student is to notify the instructor if there are any situations where clarification may be needed regarding this policy.

### **Student Conduct in Affiliating Agencies:**

**Students must abide by the rules and regulations of the affiliating agency where assigned for clinical experience.** Students who do not act professionally or do not follow the designated rules and regulations, can jeopardize the affiliation at the institution for all the students in the program. Such conduct may cause dismissal of the individual from the program. The affiliating clinical facilities have the right to expel a student from the facility for non-professional and/or incompetent behavior.

## **CLINICAL POLICIES (continued)**

### **Standards of Nursing Conduct\***

*All students in the Practical Nursing Program are expected to uphold the same standards of conduct as stated by the Pennsylvania State Board of Nursing – Rules and Regulations – Subchapter B. Practical Nurses – General Provisions 21.148. Standard of Nursing Conduct:*

The student will demonstrate patterns of professional behaviors which follow the legal and ethical codes of nursing; promote the actual or potential well-being of patients, health care workers, and self in the physical, social, emotional, spiritual and rehabilitative areas; demonstrate accountability in preparation, documentation, and continuity of care; and show respect for the human rights of individuals.

### **Nursing Practice:**

Indicators to be used as guidelines for evaluating safe practice are:

1. Regulatory: The practical nursing student practices within the boundaries of the Pennsylvania State Practice Act, the guidelines and objectives of the Practical Nursing Program, and are bound by the rules and regulations of the health care agencies involved in the program.

Examples of unsafe practice include but are not limited to the following:

- a. Failure to notify the agency and/or instructor of clinical absence. (No call/No show is considered failure to notify and the student will be placed on probation).
  - b. Failure to adhere to the dress code.
  - c. Presenting for clinical rotation under the influence of drugs and/or alcohol. If the use of alcohol and/or drugs is suspected, faculty reserves the right to request an immediate blood alcohol level and/or drug toxicology screen. **(See Appendix D)**
  - d. Tardiness to clinical assignments.
2. Ethical: The student practices according to the Code of Ethics, and the Pennsylvania State Practice Act.

Examples of unsafe practice include but are not limited to the following:

- a. Refusal of assignments based on client's race, culture, or religious preference.
  - b. Inappropriate practice in any assigned activity related to clinical practice.
  - c. Ignoring unethical behavior(s) of other health care persons in the clinical setting(s) which affects patient welfare.
3. Physical, social, emotional, spiritual, and rehabilitative needs: The student's practice must meet the total needs of the human being.

Examples of unsafe practice include but are not limited to the following:

- a. Failure to display stable mental, physical or emotional behavior.
- b. Failure to follow through on suggested referrals or interventions to correct deficit areas.
- c. Acts of omission or commission in the care of patients, such as, but not limited to: physical abuse, placing in hazardous positions, conditions, or circumstance, mental or emotional abuse, and medication errors.
- d. Interpersonal relationships with agency staff, coworkers, peers, or faculty resulting in miscommunications, disruption of patient care and/or unit functioning.
- e. Lack of physical ability necessary for carrying out nursing procedures.

## **CLINICAL POLICIES (continued)**

4. Accountability: The student's practice demonstrates continuity in the responsible preparation, documentation, and promotion of continuity in the care of patients.

Examples of unsafe practice include but are not limited to the following:

- a. Failure to provide concise, inclusive, written and/or verbal communication.
  - b. Failure to accurately record comprehensive client behaviors.
  - c. Failure to report questionable nursing practices.
  - d. Attempting activities without adequate orientation, theoretical preparation, or appropriate assistance.
  - e. Dishonesty.
5. Human Rights: The student's conduct shows respect for the individual patient, health team member, faculty, and self, including but not limited to the innate, legal, ethical, and cultural realms.

Examples of unsafe practice include but are not limited to the following:

- a. Failure to maintain confidentiality of interactions.
- b. Failure to maintain confidentiality of records.
- c. Dishonesty in relationships.
- d. Failure to recognize and promote every patient's rights.

## **Violation of Standards of Nursing Conduct**

A student whose behavior is found to be unsafe will be given a verbal and written counseling by the clinical instructor and will be dismissed from the clinical area. The clinical instructor will meet with administration and the nursing faculty to determine appropriate action.

Upon administration and faculty review, the student may be terminated from the clinical rotation and/or the program.

## **CLINICAL POLICIES (continued)**

### **STUDENT OBJECTIVES FOR SIMULATION LAB:**

1. Actively participate in procedures/patient situations not readily available in the clinical area.
2. Utilize the simulation experiences to mimic the reality of the clinical environment without the possibility of patient injury.
3. Develop confidence in clinical skills/patient situations by means of practice and instructor feedback.
4. Synthesize theory with hands-on application of skills performed in the simulation lab.
5. Summarize experiences utilizing self-analysis and critique of skills performed in debriefing/reflection session.
6. Incorporate critical thinking and decision-making skills when participating in advanced patient scenario simulations.



## **CLINICAL POLICIES (continued)**

### **CLINICAL EVALUATION**

1. Clinical performance will be evaluated through utilization of the approved clinical evaluation performance objectives/competencies. **(See Appendix G)**
2. Evaluation of clinical performance focuses on the following general areas: safety, application of knowledge, skills performance, critical thinking/nursing process, communication, professionalism, and medication administration, as appropriate for each respective level.
3. Methods for evaluating student performance include, but are not limited to: observation of overall clinical performance, attendance, behavior, participation in pre/post conference, written assignments, reports of observational experiences, and simulation lab performance.
4. Any student who has excessive clinical absences will be subject to an administrative/faculty review with possible dismissal from the PN program.

#### **Excessive absence is:**

- a. **At 2 days the clinical instructor will submit a written counseling.**
  - b. **At 4 days, the student will be placed on probation with additional counseling.**
  - c. **At 5 days, faculty will review the situation and the student may be dismissed from the program.** (Also see “Attendance Policies” for further information)
5. Students are required to respond to faculty/staff/administration correspondence in a timely manner (i.e. email, text, etc.). School emails must be used for all correspondence. Failure to respond will initiate the disciplinary process.
  6. Students will be evaluated at mid and end of level. Mid evaluation provides an opportunity for the student to improve identified areas of weakness and potential failure (mid evaluation does not apply to Level I or med pass). Final evaluation indicates whether the student has met the goals.
  7. In the event that a level rotation is “split” between 2 facilities, the first half of the rotation is evaluated by the first instructor. This information will be shared with the second instructor who will complete the second half of the rotation.
  8. The final evaluation will be determined by both instructors at the end of the level.

### **IN ORDER TO ADVANCE TO THE NEXT LEVEL, THE STUDENT MUST ACHIEVE THE FOLLOWING ON THE FINAL EVALUATION:**

1. In order to achieve a passing grade for clinical performance this level (and therefore advance to the next level), the student must on FINAL evaluation achieve a satisfactory for all learning outcomes.
2. Demonstrate active participation in simulation lab experiences.

### **MED PASS**

1. In order to achieve a passing grade for clinical performance this level (and therefore advance to the next level), the student must on FINAL evaluation achieve a satisfactory for all learning outcomes.
2. The student will be allowed one (1) opportunity to repeat the med pass rotation.
3. The student will be notified of the date for the repeat med pass in order to allow ample time to prepare.
4. On the repeated med pass, the student must receive satisfactory in ALL learning outcomes in order to successfully pass the rotation and advance to the next level in the nursing program.

## **CLINICAL POLICIES (continued)**

### **LONG-TERM CARE EXPERIENCE:**

All students from Level II will attend a gerontology experience in a long-term care setting. Students will utilize a specific assessment tool each week to complete a comprehensive assessment on an assigned client, as well as discuss/demonstrate the skills and knowledge required to care for the geriatric patient.

The clinical learning experience scheduled on Level I and Level II to enhance learning of the specific skills and knowledge required to effectively care for the geriatric patient. See **Appendix G** – “LTC Experience”

### **OBSTETRICS:**

In order to successfully pass Maternal/Child Nursing – Obstetrics, the student must meet all of the following objectives:

1. Recognizes normal intrapartum care, thereby identifying abnormal aspects when present.
2. Recognizes normal assessment findings (i.e.: vital signs, etc.) in the post-partum and newborn patients.
3. Observation of various forms of labor and delivery as available.

Obstetric clinical rotation includes observational/clinical experiences, and written assignments.

1. Observational/clinical experiences may be completed at various sites or simulation.
2. Written assignments are completed as per instructions and are available on-line. They must be submitted to the obstetrics instructor on the first day of clinical experience.

### **PEDIATRICS:**

In order to successfully pass Maternal/Child Nursing –Pediatrics, the student must meet all of the following objectives:

1. Recognizes normal growth and development for age, thereby identifying abnormal aspect when present.
2. Recognizes normal assessment findings (i.e.: vital signs, etc.) in the pediatric patient as contrasted with those of the adult patient.

Pediatric clinical rotation includes observational/clinical experiences, simulation, and written assignments.

1. Observational/clinical experiences may be completed at sites such as pediatric clinics and pediatrician offices, and/or sites such as day care and nursery schools. Student role will be determined dependent on available site.
2. Written assignments are completed as per instructions and are available on-line. Must be submitted to pediatric instructor within 1 week of clinical assignment.

**SIMULATION:**

1. Students not prepared for simulation lab will be dismissed and marked as a clinical absence.
2. Students who do not participate in the simulation process, including but not limited to, pre-briefing, role assignment during the scenario, and debriefing will receive an unsatisfactory for simulation on their Clinical Evaluation Form. (Please see “Clinical Course Objectives” located under course materials on our website).
3. When additional simulations are completed,
  - a. The students will receive a “Simulation Evaluation Form” to complete after the simulation.
  - b. The instructor will complete an evaluation of the student’s performance/participation in the simulation and it is submitted to the clinical file.

## **GRADUATION REQUIREMENTS:**

A diploma is awarded to students who have successfully completed the program of study. The requirements of graduation are:

1. Successful completion of all academic requirements and clinical objectives of the program in order to achieve student learning outcomes.
2. Completion of all financial obligations with the Wilkes-Barre Area Career & Technical Center.
3. Prior to graduation, the individual, as required by the Pennsylvania State Board of Nursing, must complete forms and preparations.
4. The Practical Nursing Program of the Wilkes-Barre Area Career & Technical Center, in accordance with the Pennsylvania State Board of Nursing, advises all nursing students that felonious acts prohibit licensure in Pennsylvania as of January 1, 1986. The following is taken from the Law:

The Pennsylvania State Board of Nursing may not issue a license of certification to an applicant who has been:

1. Convicted of a felonious act prohibited by the Act of April 14, 1972 (P.L. 223, No. 64), known as "The Controlled Substance, Drug Device and Cosmetic Act", or
2. Convicted of a felony relating to a controlled substance in a court of law of the United States or any other state, territory, or country unless:
  - a. at least ten years have elapsed from the date of the conviction;
  - b. the applicant satisfactorily demonstrates to the board significant progress in personal rehabilitation since the conviction such that licensure should not create a substantial risk of further violations; and
  - c. the applicant otherwise satisfies the qualifications contained in this act

A person convicted of any felonious act may be prohibited from licensure by the Board of Nursing at any time.

## **WITHDRAWAL/RE-ADMISSION/DISMISSAL POLICIES**

### **Withdrawal:**

Students may voluntarily withdraw from the program at any time. A letter of withdrawal should be submitted to the Director stating the reason for withdrawal. A personal interview should be completed with the Practical Nursing Director in order to remain in good standing.

### **Re-Admission:**

Students who have withdrawn from the Practical Nursing Program, and were in good standing at the time of withdrawal, may apply for re-admission to the Program under the following guidelines:

1. A written letter of intent for re-admission must be submitted.
2. Re-admission depends on an administration review and/or faculty review.
3. If re-admission is requested beyond two (2) years, the admission process must be followed.
4. If a student is required to repeat a level, the individual must fulfill the policies and requirements in effect at the time of re-admission, and acceptance may be subject to class space availability.
5. **Students who have failed may repeat a level within the program only one time** – any student who has already repeated a course or level can only apply to re-enter as a new student on Level I.  
Note: If a student voluntarily withdraws within the first 4 weeks of start of level (Levels II, III, or IV), the withdrawn level will not be considered a “repeated” level if the student requests readmission at a later date. All other stipulations of the Re-Admission Policy remain as stated.
6. Arrangement of payment for the repeated level must be in place prior to start of classes.
7. All financial obligations must be fulfilled prior to re-admittance to the program.
8. All students applying for readmission to Levels II through IV must be accepted and confirm placement at least 6 weeks prior to the start of classes in order to allow for clinical placement.

### **Students Receiving Veterans Education Benefits**

Re-admission: Due to the nature of our program there is no Leave of Absence policy. A student is either enrolled full-time or withdrawn. A VA student may be required to leave the program, for military obligations, for a length of time that would require them to withdraw. That student would be allowed to reenter the program and repeat the level they withdrew from.

### **DISMISSAL POLICY:**

A student will be subject to dismissal from the Practical Nursing Program of the Wilkes- Barre Area Career & Technical Center for any of the following conditions:

1. Failure of any course.
2. Failure of achieving a satisfactory clinical evaluation.
3. Academic dishonesty.
4. Theft at the school/affiliating agency facility.
5. Conviction of a felony. (Includes a judgment, an admission of guilt, or a plea of nolo contendere).
6. Use, possession, selling, exchange, or delivery of a controlled substance, alcohol, or firearms at the school/affiliating agency facility.
7. Use of verbal or physical threats or assault toward another individual while at the school/affiliating agency facility.
8. Failure to meet financial obligations.

**9. Non-compliance with the Practical Nursing Program's rules, policies, or objectives.**

10. Non-compliance with rules and regulations of an affiliating agency.
11. Non-compliance with applicable rules and regulations of the Wilkes-Barre Area Career & Technical Center.
12. Any other provisions of dismissal as noted in but not limited to this handbook.

Termination of a student's enrollment shall be preceded by an admissions committee review of all records. The student will be notified of dismissal.

## **GENERAL POLICIES**

### **POLICY ON PROFESSIONAL CONDUCT AND ACCOUNTABILITY:**

*The student nurses represent themselves, the school, our program, and the nursing profession. The students must demonstrate integrity and dignity at all times, including professional behavior, language, and clothing. Students are expected to conduct themselves using civility and respect.*

#### **THESE EXPECTATIONS INCLUDE:**

1. Conduct that is courteous and professional whether in class, clinical, on-line, or any setting where they will be representatives of the school.
2. Addressing faculty and administration by appropriate titles (i.e.: Mr., Mrs., Ms). Addressing faculty by first names is inappropriate.
3. Avoiding disruptive behavior in the classroom and clinical settings.

*Disruptive behavior is defined as any behavior that interferes with education or professionalism.*

#### **COMMON EXAMPLES OF DISRUPTIVE BEHAVIOR INCLUDE, BUT ARE NOT LIMITED TO THE FOLLOWING:**

1. Making excessive noise such as exaggerated moving of papers, books, food wrappers, etc.
2. Talking when the instructor or other students are speaking.
3. Monopolizing classroom discussions.
4. Inordinate or inappropriate demands for time or attention.
5. Inattentiveness such as sleeping or reading unrelated material (physical or electronic).
6. Ear phones, plugs, buds, blue tooth devices, etc. are not allowed during class.
7. Unnecessary and repetitive questions or comments that delay or interfere with the instructor's presentation.
8. Repeatedly leaving and entering the class without authorization.
9. Poor personal hygiene.

#### **More extreme examples include, but are not limited to:**

1. Verbal abuse of instructor or other students
2. Harassment/bullying whether physical or cyber of instructor or other students
3. Threats of harm to self or others
4. Physical violence of any kind

#### **DEFAMING THE PRACTICAL NURSING PROGRAM IN THE SCHOOL, AFFILIATING AGENCIES, SOCIAL MEDIA, OR IN THE COMMUNITY IS UNACCEPTABLE BEHAVIOR.**

**Respect must be shown to administrators, staff, faculty, peers, patients, and family members within the classroom/clinical setting. If students use poor judgment in their behavior or language in either the classroom or clinical setting, or violate any aspect of this policy, they will be reviewed for dismissal from the program.**

## **GENERAL POLICIES (continued)**

### **Confidentiality**

All students must abide by the rules of HIPAA. This policy is reviewed before the students enter the clinical facilities. This is discussed in Level I classes and reinforced throughout the program in both clinical and classroom.

### **Telephone**

Out of courtesy for faculty and peers, cell phones are **NOT TO BE TURNED ON DURING CLASS TIMES**. In an emergency situation, accommodations can be made.

### **Student Identification Cards (I.D.'S.)**

All students are required to have a Practical Nursing Program Student I.D. badge. The I.D. badges are produced by the school. This process will be completed during the first week of enrollment in school. Students will be responsible for the cost of the badges.

### **Malpractice Insurance**

Blanket malpractice insurance (Student Practical Nurse Liability) is carried for the student by the school.

### **Child Care**

Child-care is to be arranged by the practical nursing student. Students are encouraged to make alternate child care arrangements in the event the child becomes ill. Staying home frequently to care for an ill child causes loss of school time, and inhibit the ability to meet program requirements. Missing school to care for an ill child is an absence.

### **Transportation**

Students **must** provide their own transportation to and from the school, clinical facilities, and other areas of instruction.

### **Parking at the School**

Parking assignments will be made at the beginning of each year or as needed throughout the school year. Students are **required** to adhere to parking in their designated areas.

### **Parking at the Clinical Facilities**

Students are **required** to adhere to the facility parking guidelines.



## **GENERAL POLICIES (continued)**

### **SOCIAL MEDIA POLICY**

The purpose of this policy is to maintain appropriate professional communication boundaries to avoid future repercussion due to inappropriate postings on platforms such as e-mail, cell phone, texting, Facebook, Twitter, and/or all other social media outlets. It is also intended to protect student, faculty, staff, clinical agency personnel, and patients.

1. Confidential information should never be discussed in any form. Confidential information includes any disclosure that allows you to identify another person. The Health Insurance Portability and Accountability Act (HIPAA) guidelines are to be upheld at all times. A student is subject to dismissal from the nursing program for any violations of HIPAA.
2. The use of or posting of unauthorized, pictures, logos, videos, or WBACTC Practical Nursing Program materials, etc. is strictly prohibited.
3. Students shall not harass, threaten, or discriminate against other students, faculty, staff, or any other individual.
4. Faculty and staff at WBACTC Practical Nursing will not accept friend requests from current students on any social network medium. To contact a faculty member student must use communication methods specified by faculty member.
5. Social networking, cell phone, texting, e-mail, and other recreational use of any electronic devices is prohibited during class or clinical time. Personal telephone calls are not permitted on school or hospital telephones. Emergency calls can be directed through the faculty secretary's office.
6. Cell phone use is not permitted in the classroom, during test taking, at the clinical unit, or while on observational experiences. Abuse of this policy will result in probation and possible dismissal from the nursing program.
7. Students who use online social networking and identify themselves as associated with WBACTC Practical Nursing must clearly and explicitly note any views or opinions made are explicitly their own and not that of WBACTC Practical Nursing.
8. Faculty and administration have the right to search for and investigate any comments or discussions about WBACTC Practical Nursing employees, students, clinical sites/patients or other matters related to the WBACTC Practical Nursing Program.
9. On campus computing resources and technology may not be used for illegal or inappropriate purposes including, but not limited to:
  - a. Intentional harassment of other users
  - b. Intentional destruction of or damage to equipment, software, or data belonging to WBACTC or other users
  - c. Intentional disruption or unauthorized monitoring of electronic communications
  - d. Unauthorized copying of copyrighted material
  - e. Gambling, pornographic, or other inappropriate sites are prohibited

## **GENERAL POLICIES (continued):**

### **DRESS CODE:**

#### **CLASSROOM**

The practical nursing student should present a professional appearance:

1. Students are to be suitably and neatly attired.
2. Footwear must be kept on at all times.
3. Attire considered unsuitable:
  - a. Half-shirts, cut-off shirts, tank tops, halter tops or any clothing that reveals a bare midriff on any student. Shorts should be of mid-thigh length.
  - b. Any type of clothing not covered under this code that disrupts the educational process or safety will not be acceptable.

#### **CLINICAL**

##### **Uniform:**

1. School uniform only.
2. Professional scrubs may be required in the specialty clinical areas, and specific instructions will be provided as necessary.
3. Stockings or socks (white or black).
4. Nurses' shoes or leather sneakers (white or black).
5. School-approved lab coat.
6. Long sleeved white or navy blue tee may be worn under uniform.

##### **Additional:**

1. Each student should have a minimum of 2 uniform sets.
2. I.D. Badge must be worn at all times.
3. Watch with a "seconds" hand (preferred), or digital readout.
4. Hair to be pulled off face and above collar, and is to be neat. Wigs may be worn if they are fitted properly. Fancy hair ornaments/ties may not be worn. No unnatural hair shade colors are acceptable.
5. Male students should be clean shaven, or maintain a well-trimmed moustache or beard.
6. Nails are to be filed, not beyond the fingertip, and clean. Only clear nail polish is permitted.
7. No jewelry except wedding bands may be worn. Medical alert necklaces may be worn, but must be inconspicuous. Absolutely no tongue piercings, nose rings or piercing of any kind other than single earlobes, stud earring only.
8. Students with visible tattoos may be required to keep covered dependent on policies of the clinical setting. If long sleeves are required, the student must wear the long sleeve tee (white or navy) allowed with the school uniform.
9. Students are to be neat and clean in appearance. Good personal hygiene should be maintained.
10. Shoes and shoelaces are to be kept clean.
11. The use of strongly scented perfumes or colognes, extremes in make-up or hairstyles, and chewing gum are prohibited in the clinical area.
12. A white lab coat must be worn over street clothes only to obtain student's assignment. No lab coat is to be worn for patient care.
13. Cleaning and upkeep of the uniform is the responsibility of the individual student.

## **GENERAL POLICIES (continued):**

### **Employment:**

Because of the intense nature of the program, any type of employment during enrollment in the Practical Nursing Program is discouraged. If a student must work, scheduled times should be arranged so as not to interfere with class or clinical hours. Early dismissal from class/clinical or tardiness, will not be permitted because of employment hours. Anyone leaving early or coming in late due to employment will be marked absent.

Scope of practice for a students' place of employment must be kept separate from the scope of practice of the nursing school. Students may not wear any part of the student nurse uniform of the school while at their place of employment.

### **Student Records:**

Current and permanent student records are maintained and kept as defined by federal and state law. In compliance with the Family Educational Rights and Privacy Act, students are permitted to review their records. Educational records are not made available to individuals or agencies outside the school or clinical facility without the student's written consent, except as provided by law. The school is permitted to release, without permission, such information as the student's name, dates of attendance, awards received, and participation in school activities.

### **Transcripts of Records:**

An official transcript will be sent, upon request, to an agency named by the graduate. Requests for transcripts must be submitted in a timely fashion. There is a fee for official transcripts.

### **Change of Address, Phone #, or Name:**

It is the responsibility of the student to update any changes immediately on the secure website of the WBACTC PN Program. Any name change must be reported to administration.

### **Student Right-to-Know and Campus Security:**

The Practical Nursing Program of the Wilkes-Barre Area Career & Technical Center does have a Campus Safety and Security Policy as required by Federal Law 101-542, the Crime Awareness and Campus Security Act. The policies and statistics are revised yearly. Statistics are calculated yearly and kept on file in the practical nursing department and posted on the practical nursing website. The Student Right-To-Know and Campus Security Policy are available upon request. (See Appendix E).

## **GENERAL POLICIES (continued):**

### **Tobacco Use By Students:**

A federal law entitled "Goals 2000: Education America Act," contains certain smoke free provisions which have become incumbent upon school for adoption, effective December 26, 1994. These provisions prohibit smoking in all indoor school-owned or leased facilities.

The Board of Education/JOC, in compliance with Act 168 of 1988 and federal policy regarding smoke free schools, hereby prohibits the use of tobacco by students in school buildings, indoor facilities, school buses and on school property owned, leased or under control of the school.

#### **For purposes of this policy, tobacco use shall mean:**

Smoking and/or the use of smokeless tobacco in any form, which includes chewing tobacco, snuff and any products made from or combined with tobacco.

"Smoking" as defined includes possession of a lighted cigarette, cigar, pipe, e-cigarettes, vaping, or other smoking equipment.

School buildings include the confines of the WBACTC, its storage buildings, sheds, greenhouses and student-built houses. School property shall include all buildings, buses, campus grounds, parking lots and roadways owned, leased or under control of the school.

Act 145 of 1996 clarifies the School Tobacco Control Act in 35 P.S. Section 1223.5 for schools and local district justices. Possession is now included; unlighted tobacco is added and such possession or use is identified as a summary offense.

#### **Definitions:**

"Student" - a person who is enrolled in school.

"School" - a school operated by a joint board, board of directors or school board where pupils are enrolled in compliance with the Act of March 10, 1949 (P.L. 30, No. 14), known as the Public School Code of 1949, including area vocational-technical schools.

"Tobacco" - a lighted or unlighted cigarette, cigar, pipe or other lighted smoking product and smokeless tobacco in any form.

Violation of this policy shall be punishable by a civil penalty/fine enforceable by law. When a pupil is charged with violating this policy, the court may admit the offender to an adjudication alternative or authorized, under 24 PA C.S. Section 1520 in lieu of imposing the fine.

**NOTE: Adults are governed by the rules and regulations of the above-mentioned policy.**

**GENERAL POLICIES (continued):**

**Maintaining a Drug-Free Workplace:**

The Wilkes-Barre Area Career & Technical Center maintains a drug-free workplace. The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited, and actions will be taken against anyone – student, employee, and visitor – for violation of such prohibition. If a student is convicted of drug distribution or possession, the court may suspend eligibility for Title IV financial aid – PELL and/or Stafford Loan.

**(See DRUG-FREE POLICY, Appendix D)**

## **GENERAL STUDENT INFORMATION:**

### **Facilities:**

All theory classes are held at the Wilkes-Barre Area Career & Technical Center or satellites. This includes instruction in the classroom, advanced simulation lab, and nursing skills laboratory, as well as use of the practical nursing library.

Clinical experience is completed at Geisinger South, Wilkes-Barre; Commonwealth Health-Wilkes-Barre General Hospital, Commonwealth Health – Intermountain Physician Network facilities, Geisinger Wyoming Valley Medical Center/Clinics, United Methodist Homes (Wesley Village), VA Medical Center, various long-term care facilities, pediatric sites, and community sites.

### **Cafetorium:**

The school has cafeteria services available for breakfast and/or lunch. A student lounge area is also available for use by practical nursing students for lunch and break times.

### **Bulletin Boards/Website notices:**

Schedule of classes, special assignments, job opportunities, and general information happenings will be posted. Please check daily to ensure good communication.

## **COUNSELING:**

1. Each student is assigned an advisor, a specific faculty/administrative member for all levels. It is the student's responsibility to meet with the assigned advisor as needed.
2. Counseling conferences can be initiated by the advisor or the student.
3. Students who are having difficulty meeting course objectives, theoretically or clinically, may be referred to their advisor by the involved theory/clinical instructor as soon as the problem is suspected. If they feel they are having difficulty in any of the areas mentioned above, it is the student's responsibility to contact their advisor as soon as they are having difficulties. If applicable, a plan of action is developed by the advisor, involved faculty member, and student.
4. Confidential records of counseling sessions will be maintained.
5. The instructor or advisor will be available by appointment during office hours for conferences and test reviews.
6. Incidences requiring counseling will be posted on the student portal of the learning management system. Any counseling posted to the LMS must be acknowledged in a timely manner.

## **GRIEVANCE PROCEDURE:**

If the student believes he/she has a grievance, the following procedure is to be followed:

### **STEP 1**

1. The grievance should be followed up as soon as possible after the occurrence, but not beyond ten (10) school days of occurrence.
2. Initially, a resolution should be attempted by the parties involved.
3. If it is not resolved to the student's satisfaction, the student should discuss the situation with the assigned advisor, or faculty person of the student's choice within ten (10) school days of the occurrence.
4. The grievance/problem shall be considered resolved if the student fails to file the grievance in accordance to the STEP 2 grievance guidelines.

### **STEP 2**

1. If the grievance is not resolved to the student's satisfaction, a written grievance should be presented by the student to their advisor within five (5) days after meeting with the involved party.
2. The written grievance will be presented by the student advisor, within 5 days of receiving it to the grievance committee.
3. The grievance committee must respond to the grievance in writing within 5 days of receiving the complaint.

### **STEP 3**

1. If the grievance is still not resolved to the student's satisfaction, it will be presented in writing to the Director of Practical Nursing within twenty (20) days of occurrence, to be reviewed by the Director/Designee.
2. Within ten (10) school days of the receipt of the student's written grievance, the Director/Designee shall set up an appointment for a conference for all parties involved, including the Director/Designee and the grievance committee. If the grievance is resolved during the conference, a written summary of the resolution will be provided to the student in writing within five (5) school days following the conference. If the grievance is not resolved during the conference, the Director/Designee will render a decision regarding the grievance within ten (10) school days following the conference and will notify the student in writing within that time period.
3. A student who is pursuing the grievance process can be assisted and accompanied by a class officer or peer during meetings and discussions.

#### **STEP 4**

1. Students should first go through the grievance process provided in their student handbook to resolve issues. Failure to follow the grievance process nullifies any action that would constitute a grievance against the WBACTC Practical Nursing Program.
2. If the issue cannot be resolved there, students can go to the PA State Board of Nursing website – [www.pals.pa.gov](http://www.pals.pa.gov).
3. To submit a complaint regarding an ACEN-accredited program, please refer to **Policy #20 Complaints Against and Accredited Program** in the ACEN Accreditation Manual – Section II Policies – <https://www.acenursing.org/acen-accreditation-manual-policy-20/>.



## **STUDENT LEADERSHIP**

### **Purpose:**

To prepare the students to accept responsibility for self-direction and to permit them to share their ideas and suggestions for improvement in program planning.

All practical nursing students of the Wilkes-Barre Area CTC are encouraged to take an active part in their community and profession. Each student is encouraged to join and become involved with National Association for Practical Nurse Education and Service (NAPNES).

To be involved in community health projects to provide for leadership and citizenship opportunities.

### **Student Association:**

Each class, with the guidance of appointed class faculty advisors, establishes its own class student association. The purpose of the student association is to allow members to communicate and discuss class activities and common concerns. Social activities with other classes may be planned and discussed. Meetings will be conducted in an orderly fashion and minutes will be taken. All members of each class are encouraged to take part in the class association.

### **Election of Officers:**

The class advisors, assigned faculty members, shall act as temporary chairperson for the first class meeting. This faculty person will conduct the election of officers for the class and attend each meeting thereafter. The student must have a minimum average of 85 overall to run for and be elected as a class officer.

### **Duties of Class Officers:**

#### **President:**

1. To preside and conduct all class meetings.
2. To report to class advisor and Director of class activities and concerns.

#### **Vice-President:**

1. To assist the president with class meetings.
2. To preside and conduct class meetings in the absence of the president.

#### **Treasurer:**

1. To collect, record, and report monies.
2. To provide class advisor and Director with an accounting of all class monies.

#### **Secretary:**

1. To record minutes of each class meeting.
2. To read minutes of each previous class meeting and have them approved.
3. To supply class advisor and Director with copies of the minutes of each meeting.

Class dues are optional.

**STUDENT LEADERSHIP (continued):**

Before any fund-raising project or activity is arranged, it must be presented to the faculty advisors for the class. Permission for the fund raiser must be granted by the Director. Any monies acquired by the class must not be used for the personal benefit of any class member.

**Student Body Representative:**

A student(s) may be chosen to act as a representative of the student body at designated faculty meetings during the school year.

## **INFECTIOUS DISEASE POLICY**

I. To prevent the accidental transmission of any infectious disease, including blood borne pathogens such as Hep B, Hep C, and HIV/AIDS, the faculty and students of this program will follow the guidelines for patient contact as defined by the Center for Disease Control and OSHA:

1. Gloves will be worn for all contact with blood, urine, feces, or any bodily fluid.
2. Masks and goggles will be worn during procedures that are likely to generate air-borne droplets of blood or other body fluids.
3. Disposable gowns will be worn anytime there is a chance of soiling a uniform with blood or other body fluids.
4. Resuscitative devices (i.e., Ambu's, etc.) will be used, rather than mouth-to-mouth resuscitation.
5. To prevent needle-sticks, needles should not be recapped. After use, sharps should be placed in puncture-resistant containers for appropriate disposal.
6. Wash hands prior to and immediately after patient contact. Additionally, alcohol-based hand scrubs will be utilized as per clinical facility protocol.
7. Equipment and supplies necessary to minimize the risk of infections with HIV and blood-borne pathogens will be supplied by the school and/or clinical agencies.

### II. Bloodborne Exposure Control Plan:

Standard/universal precautions will always be followed in order to prevent contact with blood or other potentially infectious materials. All blood or other potentially infectious material will be considered infectious regardless of the perceived status of the source individual.

Hand-washing facilities are also available to the students who incur exposure to blood or other potentially-infectious materials. Students shall wash hands and any other potentially contaminated skin area immediately or as soon as feasible with soap and water, after removal of personal protective gloves.

Contaminated needles and other contaminated sharps will not be bent, recapped, removed, sheared or purposely broken. Contaminated sharps are discarded immediately, or as soon as possible after use, into appropriate sharps containers.

Gloves must be worn when it is reasonably anticipated that students will have hand contact with blood, other potentially infectious materials, non-intact skin, and mucous membranes, or contaminated surfaces.

When the student incurs an exposure incident, it should be reported to the instructor immediately. All students who incur an exposure incident will be referred to the nearest emergency facility or preferred healthcare provider for post-exposure evaluation and follow-up in accordance with the Occupational Safety Hazard Administration standard.

Students should become aware of and follow the Infectious Disease Policy at their respective clinical sites.

## **PROBATION POLICY**

**A student can be placed on probation for violation of any policy or mandate stated in this handbook. The student will receive verbal and written notification of probationary status. The decision to place a student on probation is determined by the seriousness of a single infraction, or incidences of repeated “minor” violations of policies. If further violation of any policy occurs during the probationary period, the student can be dismissed immediately.**

**Upon being placed on probation the student will be informed as to why this course of action is being taken. The student will be asked to sign an acknowledgement that the reasons for probation, were explained to them and they understand the conditions of the probation.**

**The student will remain on probation for 3 months. At that time the probationary status will be re-evaluated. The probationary status may also be re-evaluated as needed.**

## **APPENDIX A**

### **SIGNATURE SHEET**

## **PRACTICAL NURSING PROGRAM**

### **AFTER CAREFULLY READING THIS STUDENT HANDBOOK:**

1. **SIGN BELOW.**
2. **DETACH THIS SHEET.**
3. **RETURN TO PROGRAM SECRETARY.**

**THIS IS TO VERIFY THAT I HAVE READ, UNDERSTAND, AND AGREE TO ABIDE BY  
THE RULES AND REGULATIONS OF THE PRACTICAL NURSING PROGRAM OF  
THE WILKES-BARRE AREA CAREER & TECHNICAL CENTER.**

**BY SIGNING BELOW, I ALSO VERIFY AGREEMENT WITH THE FOLLOWING:**

1. **I AGREE THAT I WILL MAINTAIN COMPLETE CONFIDENTIALITY REGARDING ALL INFORMATION PERTAINING TO PATIENTS, AS PER HIPAA (HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT). THIS INCLUDES INFORMATION RESULTING FROM DIRECT CARE, IN DISCUSSION, OR ANY OTHER FORM TO WHICH I MIGHT HAVE ACCESS.**
2. **SKILLS LABORATORY WAIVER: I GIVE PERMISSION TO RECEIVE INTRADERMAL TESTING (IF REQUIRED) AND/OR FINGERSTICK FOR BLOOD GLUCOSE UNDER FACULTY SUPERVISION AS A COMPONENT OF NURSING SKILLS LAB EXPERIENCE. I RELIEVE THE SCHOOL, FACULTY, AND PEERS FROM ANY RESPONSIBILITY WITH ASPECTS OF PARTICIPATION IN THESE STATED SKILLS, AS WELL AS ANY OTHER SKILLS OF THE NURSING PROGRAM.**

**NAME (please print):** \_\_\_\_\_

**SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

## **APPENDIX B**

### **NURSING ACTIVITIES/ATTRIBUTES**

# A Career In Nursing

Functional Ability  
Categories and  
Representative  
Activities/Attributes  
essential for nursing in a  
safe & effective manner

Nurse must have or be  
able to compensate

Identified by the  
National Council of State  
Boards of Nursing, Inc.

## **Gross Motor Skills**

Move within confined spaces  
Sit & maintain balance  
Stand & maintain balance  
Reach above shoulders (e.g. IV poles)  
Reach below waist

## **Fine Motor Skills**

Pick up objects with hands  
Grasp small objects with hands (e.g. IV tubing, pencil)  
Write with pen or pencil  
Key/type (e.g. use a computer)  
Pinch/pick or otherwise work with fingers (e.g. manipulate syringe)  
Twist (e.g. turn objects/knobs using hands)  
Squeeze with fingers (e.g. eye dropper)

## **Physical Endurance**

Push & pull 25 pounds (e.g. position clients)  
Support 25 pounds of weight (e.g. ambulate client)  
Lift 25 pounds (e.g. pick up a child, transfer client)  
Move light objects weighing up to 10 pounds (e.g. IV poles)  
Move heavy objects weighing from 11 to 50 pounds  
Defend self against combative client  
Carry equipment/supplies  
Use upper body strength (e.g., perform CPR, physically restrain a client)

Squeeze with hands (e.g. operate fire extinguisher)

## **Mobility**

Twist  
Bend  
Stoop/squat  
Move quickly (e.g. respond to an emergency)  
Climb (e.g. ladders/stools/stairs)  
Walk

## **Hearing**

Hear normal speaking level sounds (e.g. person-to-person report)  
Hear faint voices  
Hear faint body sounds (e.g. blood pressure sounds, assess placement of tubes)  
Hear in situation when not able to see lips (e.g. when masks are used)  
Hear auditory alarms (e.g. monitors, fire alarms, call bells)

## **Visual**

See objects up to 20 inches away (e.g. information on a computer screen, skin conditions)  
See objects up to 20 feet away (e.g. client in a room)  
See objects more than 20 feet away (e.g. client at end of hall)  
Use depth perception  
Use peripheral vision



Distinguish color (e.g. color codes on supplies, charts, bed)  
Distinguish color intensity (e.g. flushed skin, skin paleness)

#### **Tactile**

Feel vibrations (e.g. palpate pulses)  
Detect temperature (e.g. skin, solutions)  
Feel differences in surface characteristics (e.g. skin turgor, rashes)  
Feel differences in sizes, shapes (e.g. palpate vein, identify body landmarks)  
Detect environmental temperature (e.g. check for drafts)

#### **Smell**

Detect odors from client (e.g. foul smelling drainage, alcohol breath, etc.)  
Detect smoke  
Detect gases or noxious smells

#### **Reading**

Read and understand written documents (e.g. policies, protocols)

#### **Arithmetic Competence**

Read & understand columns of writing (flow sheet, charts)  
Read digital displays  
Read graphic printouts (e.g. EKG)  
Calibrate equipment  
Convert numbers to and/or from the Metric System

Read graphs (e.g. vital sign sheets)  
Tell time  
Measure time (e.g. count duration of contractions, etc.)  
Count rates (e.g. drips/minute, pulse)  
Use measuring tools (e.g. thermometer)  
Read measurement marks (e.g. measurement tapes, scales, etc.)  
Add, subtract, multiply, and/or divide whole numbers  
Compute fractions (e.g. medication dosages)  
Use a calculator  
Write numbers in records

#### **Emotional Stability**

Establish therapeutic boundaries  
Provide client with emotional support  
Adapt to changing environment/stress  
Deal with the unexpected (e.g. client going bad, crisis)  
Focus attention on task  
Monitor own emotions  
Perform multiple responsibilities concurrently  
Handle strong emotions (e.g. grief)

#### **Analytical Thinking**

Transfer knowledge from one situation to another  
Process information  
Evaluate outcomes  
Problem solve  
Prioritize tasks

Use long term memory  
Use short-term memory

#### **Critical Thinking**

Identify cause-effect relationships  
Plan/control activities for others  
Synthesize knowledge and skills  
Sequence information

#### **Interpersonal Skills**

Negotiate interpersonal conflict  
Respect differences in clients  
Establish rapport with clients  
Establish rapport with co-workers

#### **Communication Skills**

Teach (e.g. client/family about health care)  
Explain procedures  
Give oral report (e.g. report on client condition to others)  
Interact with others (e.g. health care workers)  
Speak on the telephone  
Influence people  
Direct activities of others  
Convey information through writing (e.g. progress notes)

## **APPENDIX C**

### **ANTI-HARASSMENT/VIOLENCE AND DISCRIMINATION POLICY**

**WILKES-BARRE AREA CAREER AND TECHNICAL CENTER SCHOOL OF  
PRACTICAL NURSING  
ANTI-HARASSMENT/VIOLENCE AND DISCRIMINATION POLICY**

The Wilkes-Barre Area Career and Technical Center (WBACTC) School of Practical Nursing is committed to providing a work and school environment free of unlawful harassment, violence or discrimination. In furtherance of this commitment, a mandatory Sexual Harassment/Violence and Prevention Training and prevention and awareness programs are scheduled regularly for students and employees. School policy prohibits harassment or discrimination based on race, religion, creed, color, national origin, ancestry, sex (including pregnancy, childbirth or related medical conditions), military or veteran status, physical or mental disability, medical condition, marital status, age, sexual orientation, gender, gender identity or expression, genetic information or any other basis protected by the federal, state or local law. Additionally, in accordance with Title IX of the Education Amendments of 1972, the School prohibits discrimination based on sex, which includes sexual harassment and sexual violence, and the School has jurisdiction over Title IX complaints.

The School's anti-harassment policy applies to all persons involved in the operation of the School, and prohibits unlawful harassment by any employee of the School, as well as students, customers, vendors or anyone who does business with the School. It further extends to prohibit unlawful harassment by or against students. Any employee, student or contract worker who violates this policy will be subject to disciplinary action. To the extent a customer, vendor or other person with whom the School does business engages in unlawful harassment or discrimination, the School will take appropriate corrective action.

**Definitions**

**Sexual Harassment** is defined as unwanted sexual advances, requests for sexual favors and other inappropriate verbal or physical conduct of a sexual nature when made by any member of the school staff to a student, or a student to a staff member, or when made by any member of staff to another staff member. Or when:

1. Submission of such conduct is made either explicitly or implicitly, as a term or condition of an individual's employment or education.
2. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or when
3. Such conduct has the purpose or the effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile or offensive employment or education environment.

Sexual harassment, as defined above, may include, but is not limited to the following:

1. Verbal harassment or abuse
2. Pressure for sexual activity
3. Repeated remarks to a person, with sexual or demeaning implications
4. Unwelcome touching
5. Suggesting or demanding sexual involvement, accompanied by implied or explicit threat's concerning one's grades, job or the creation of a hostile school climate.

**Sexual Offenses/Violence** is defined as any type of unwanted sexual contact, harassment, or exposure. This can include words and actions of a sexual nature against a person's will.

Sexual violence includes:

1. Rape- the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
2. Fondling- the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.
3. Incest- Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
4. Statutory Rape- Sexual intercourse with a person who is under the statutory age of consent.
5. Sexual assault, incest, child sexual assault, date and acquaintance rape, grabbing or groping, sexting without permission, ritual abuse, commercial sexual exploitation, sexual harassment, sexual or homophobic-based bullying, exposure and voyeurism, forced participation in the production or viewing of pornography, or any other unwanted sexual act, coercion; domestic violence; dating violence; and stalking.

**Domestic Violence** is defined as abuse committed against an adult or a minor who is a spouse or former spouse, cohabitant or former cohabitant, or someone with whom the abuser has a child, has an existing dating or engagement relationship, or has had a former dating or engagement relationship.

**Dating Violence** is defined as abuse committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

**Sexual Assault** occurs when a physical sexual activity is engaged in without the consent of the other person or when the other person is unable to consent to the activity. The activity or conduct may include physical force, violence, threat, or intimidation, ignoring the objections of the other person, causing the other person's intoxication or incapacitation through the use of drugs or alcohol, and taking advantage of the other person's incapacitation (including voluntary intoxication).

**Stalking** is defined as a repetitive pattern of unwanted, harassing or threatening behavior committed by one person against another. Acts include: telephone harassment, being followed, receiving unwanted gifts, and other similar forms of intrusive behavior. It is willful, malicious, and repeated following and harassing of another person that threatens his or her safety.

**Consent** is informed, voluntary and revocable. Consent is an affirmative, unambiguous, and conscious decision by each participant to engage in mutually agreed-upon sexual activity. It must be given without coercion, force, threats or intimidation. Consent must be ongoing throughout a sexual encounter and can be revoked at any time. Once consent is withdrawn, the sexual activity must stop immediately.

### **Prohibited Conduct**

This policy strictly prohibits sexual or other unlawful harassment or discrimination as well as sexual violence, as defined above. Sexual or other unlawful harassment or discrimination includes any verbal, physical or visual conduct based on sex, race, age, national origin, disability or any other legally protected basis if:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education or employment;
- submission to or rejection of such conduct by an individual is used as a basis for decisions concerning that individual's education or employment; or
- it creates a hostile or offensive work environment, which means the alleged conduct is sufficiently serious to limit or deny a student's or ability to participate or benefit from the student's education program.

Unlawful harassment or discrimination may include racial epithets, slurs and derogatory remarks, stereotypes, jokes, posters or cartoons based on race, national origin, age, disability, marital status or other legally protected categories.

Sexual harassment is conduct based on sex, whether directed towards a person of the opposite or same sex, and may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", practical jokes, jokes about or displays of obscene printed or visual material, questions about sexual fantasies, preferences or history, and physical contact such as patting, pinching, or intentionally brushing against another person's body.

Gender-based harassment, including acts of verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping are strictly prohibited, even if those acts do not involve conduct of a sexual nature.

### **Complaint/Grievance Procedure**

If you believe that you have experienced or witnessed sexual harassment or sexual violence, notify the School Director, Instructor, Class Advisor, Student Services, Human Resources or the Title IX Coordinator as soon as possible after the incident. Do not allow an inappropriate situation to continue by not reporting it, regardless of who is creating the situation. No employee, contract worker, student, vendor or other person who does business with the School is exempt from the prohibitions in this policy. Supervisors will refer all harassment complaints to the Title IX Coordinator for student-related or employee complaints. In order to facilitate the investigation, your complaint should include details of the incident or incidents, names of the individuals involved, including witnesses.

All complaints involving a student will be referred to the campus's Title IX Coordinator. The Title IX Coordinator is listed below and has the responsibility of overseeing all Title IX complaints and identifying and addressing any patterns or systemic problems that arise during the review of such complaints.

### **Title IX and Section 504 Coordinator:**

Dr. Anthony Guariglia

Administrative Director

Wilkes-Barre Area Career and Technical Center

350 Jumper Road

Wilkes-Barre, Pa 18705-0699

Ph. # 570-822-4131

The School ensures that its employee(s) designated to serve as Title IX Coordinator(s) have adequate training on what constitutes sexual harassment, including sexual violence, and that they understand how the School's grievance procedures operate. Because complaints can also be filed with an employee's supervisor, these employees also receive training on the School's grievance procedures and any other procedures used for investigating reports of sexual harassment.

### **Investigation of Complaints**

In response to all complaints, the School promises prompt and equitable resolution through a reliable and impartial investigation of complaints, including the opportunity for both parties to present witnesses or other evidence. The time necessary to conduct an investigation will vary based on complexity but will generally be completed within sixty (60) days of receipt of the complaint. The School shall maintain confidentiality for all parties to the extent possible, but absolute confidentiality cannot be guaranteed. In cases where a student does not give consent for an investigation, the School will weigh the student's request for confidentiality against the impact on School safety to determine whether an investigation must proceed. Complainants should be aware that in a formal investigation due process generally requires that the identity of the charging party and the substance of the complaint be revealed to the person charged with the alleged harassment.

The preponderance of the evidence standard will apply to investigations, meaning the School will evaluate whether it is more likely than not that the alleged conduct occurred. Both parties may have one other person (including attorney if desired) present at any proceedings or meetings related to alleged offence. Both parties will receive written notice of the outcome of the complaint.

During the investigation, the School will provide interim measures, as necessary, to protect the safety and wellbeing of students and/or employees involved. If the School determines that unlawful harassment or sexual violence has occurred, immediate appropriate corrective action will be taken in accordance with the circumstances involved, and the School will take steps to prevent the recurrence of any harassment or discrimination, including changing a victim's academic situation after an alleged sex offense, and the options for those changes if those changes are requested by the victim and are reasonably available.

Any employee determined by the School to be responsible for unlawful harassment or discrimination will be subject to appropriate disciplinary action, up to and including termination. Remedies for student-related claims may include, but are not limited to, an order to stay away, suspension or expulsion. Students and Employees have the option to notify appropriate law enforcement agencies, and the school will assist as requested. To initiate a criminal investigation, reports of sexual violence should be made to "911" or local law enforcement. The criminal process is separate from the School's disciplinary process. A law enforcement investigation does not relieve the school of its independent Title IX obligation to investigate the conduct and resolve complaints promptly and equitably. Police investigations may be useful for fact-gathering; but because the standards for criminal investigations are different, police investigations or reports are not determinative of whether sexual harassment or violence violates Title IX. Conduct may constitute unlawful sexual harassment under Title IX even if the police do not have sufficient evidence of a criminal violation. To the extent that an employee or contract worker is not satisfied with the College's handling of a harassment or discrimination complaint, he or she may also contact the appropriate state or federal enforcement agency for legal relief.

### **Retaliation Prohibited**

The School will not retaliate against an individual filing a complaint, and will not tolerate retaliation by students or employees. If you believe you have been retaliated against, you should promptly notify your supervisor, Human Resources or the Title IX Coordinator.

### **Reporting Requirements**

Victims of sexual misconduct should be aware that School administrators must issue timely warnings for incidents reported to them that pose a substantial threat of bodily harm or danger to other members of the campus community. The School will make every effort to ensure that a victim's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the danger. The School reserves the right to notify parents/guardians of dependent students regarding any health or safety risk, or a change in student status. The school must report, annually, all campus crime incidents.

Under the Violence Against Women Act, colleges and universities are required to:

- Report domestic violence, dating violence, and stalking, beyond crime categories the Clery Act already mandates
- Adopt certain student discipline procedures, such as for notifying purported victims of their rights; and
- Adopt certain institutional policies to address and prevent campus sexual violence, such as to train in particular respects pertinent institutional personnel

The policy for reporting sexual assault can be found on-line at [www.wbpracnsg.com](http://www.wbpracnsg.com) "Disclosure tab." This tab also offers links to the WBACTC School of Practical Nursing "Jeanne Clery Campus Security Report" which provides three years of data and is updated yearly. Also on the "disclosure tab" are links to the WBACTC School of Practical Nursing Anti-Harassment /Violence and Discrimination Policy and to various counseling opportunities and educational publications. The Clery report is also updated and made available to each student yearly. This report offers the campus crime a statistics for three years prior.

The Clery Act requires that colleges inform students of procedures that victims should follow, such as preservation of evidence and to whom the offenses should be reported. The WBACTC School of Practical Nursing adds that institutional policies must also include information on:

1. Victim's options to, or NOT to, notify and seek assistance from law enforcement and campus authorities
2. Victims' right and institutional responsibilities regarding judicial no-contact, restraining, and protective orders.

Preventative safety measures in place at the WBACTC School of Practical Nursing include timely scheduled presentations addressing sexual assault risk reduction, sexual assault education and report protocol, evidence preservation processes, stalking, domestic abuse, dating violence, acquaintancerape, etc. These issues are addressed at orientation, as well as scheduled programs for all students

throughout the calendar year. The dates of these educational events are posted prior to the presentation date and announced to the student body. Complete literature on sexual assault risk reduction, date rape education, and the responsibility and reporting process of the school is available from the Director.

If you are a victim of sexual assault, your first priority should be to get to a place of safety. You should then obtain necessary medical treatment. The Police Department strongly advocates that a victim of sexual assault report the incident in a timely manner. Time is a critical factor for evidence collection and preservation. An assault, whether it occurs on or off campus, should be reported to the WBACTC School of Practical Nursing Director. Filing a police report does not obligate the victim to prosecute, nor will it subject the victim to scrutiny, negative repercussion or judgmental opinions from the School. The School administration will help file a police report, if requested. Filing a police report will:

- Ensure that a victim of sexual assault receives the necessary medical treatment and tests, at no expense to the victim
- Provide the opportunity for collection of evidence helpful in prosecution, which cannot be obtained later (ideally a victim of sexual assault should not wash, douche, use the toilet, or change clothing, prior to a medical/legal exam;
- Assure the victim has access to free confidential counseling from counselors specifically trained in the area of sexual assault crisis intervention.

Upon report of an alleged sex offense, the school will investigate immediately with the victim's confidentiality respected. The specifics of the assault and the names of the victim and the offender will be kept confidential to the extent that maintaining such confidentiality would not impair the ability to provide protective measures. The school has mandated protocol in place of reporting all sexual offenses to the School Director. The school will adhere to any legal sanctions or protective measures imposed as a result of a final determination of any sexual assault incidences. The college is also obligated to comply with a student's request for an academic situation change following an alleged sex offense, which includes a change in schedule, protection and precautions that the alleged offender not be permitted to have contact with the victim through classes or lab services.

Victims will also be referred to the Victim's Resource Center for Luzerne, Wyoming and Carbon Counties for counseling services. Also, a listing of counseling opportunities can be found on the School of Practical Nursing website at [www.wbpracnsg.com](http://www.wbpracnsg.com) and state-wide listings -can be found at the following website: <http://www.state.ia.us/government/aidmap/map.html>.

As part of the School's commitment to providing a harassment-free working and learning environment, this policy shall be disseminated to the School community through publications, the School website, new employee orientations, student orientations, and other appropriate channels of communication. The School provides training to key staff members to enable the School to handle any allegations of sexual harassment or sexual violence promptly and effectively. The School will respond quickly to all reports, and will take appropriate action to prevent, to correct, and if necessary, to discipline behavior that violates this policy.



### **Additional Information**

Students may contact the Title IX Coordinator with any questions related to this policy. The school will also provide contacts to counseling, mental health or other services (health, victim advocacy, legal assistance) for victims of discrimination or sex offenses. The school will also help obtain or enforce a no contact directive or restraining order. In addition, the U.S. Department of Education Office for Civil Rights ("OCR") investigates complaints of unlawful harassment of students in educational programs or activities. This agency may serve as a neutral fact finder and will attempt to facilitate the voluntary resolution of disputes with the parties. For more information, visit the OCR website at: **<https://www.hhs.gov/ocr/index.html>**

### **RESOURCES**

Victims Resource Center- <https://vrcnepa.org/>

Domestic Violence Service Center- <https://www.domesticviolenceservice.org>

Not Alone: Together Against Sexual Assault-  
<https://obamawhitehouse.archives.gov/1is2many/notalone>

Pennsylvania Coalition Against Rape- <https://pcar.org/>

Sexual Assault Helpline- <https://safehelpline.org/>

Sexual Assault- <https://www.womenshealth.gov/>

Rape, Abuse & Incest National Network- <https://www.rainn.org/>

## **APPENDIX D**

### **DRUG-FREE POLICY**

# **WILKES-BARRE AREA CAREER & TECHNICAL CENTER PRACTICAL NURSING PROGRAM**

## **DRUG FREE ENVIRONMENT**

### **Policy:**

It is the policy of the Wilkes-Barre Area Career & Technical Center (CTC) Practical Nursing Program to create a safe and healthy environment by making a firm commitment to a drug-free environment. The illegal use, possession, manufacture, trade, or sale of controlled substances or alcoholic beverages when a student is on the Wilkes-Barre Area CTC property or is offsite on any school-related assignment, is strictly prohibited.

### **Definitions:**

#### **A. Controlled substance:**

Any drug or substance of which the use, possession, manufacture, trade, or sale is illegal; or cannot be purchased over the counter and/or is not prescribed or being used under the supervision of a physician.

#### **B. Under the influence of a controlled substance:**

Having consumed any drug or chemical as evidenced by behavior, appearance, and/or performance.

#### **C. Alcohol:**

Any beverage or substance containing alcohol.

#### **D. Under the influence of alcohol:**

Impairment due to consumption of alcohol. This will include the consumption of alcohol prior to entering school premises, clinical premises, school activities, and class/lunch breaks.

## **DRUG FREE ENVIRONMENT (continued):**

**All students will submit to a urine drug screen after admission to the nursing program. Students will be sent for this screen at random times as determined by the PN administration. The cost for the initial screen is included in school fees.**

Failure to provide the required specimen will result in immediate dismissal from the program.

Additionally, a student will be required to submit to a urine drug screen in any instance where Wilkes-Barre Area Career & Technical Center, Practical Nursing faculty and/or personnel have reasons to believe that a student is under the influence of alcohol and/or controlled substances. In this case, the following steps will be taken:

1. An Onsite Opinion-Based Observation Form will be completed to document all changes in a student's performance, behavior and/or appearance that may indicate impairment.
2. The student will be removed to a private area to discuss findings. The testing process will be explained, as well as implications for refusal to cooperate.
3. The student will be asked to sign a "Voluntary Submission for Urinalysis Testing and Release of Findings" form. Refusal to sign will be considered as a presumption that the student is under the influence of alcohol and/or controlled substance and will result in the student's immediate termination from school.
4. The student will take a Lab Request form to the Outpatient Laboratory at Wilkes-Barre General Hospital located at 575 North River Street, Wilkes-Barre, PA 18764 and have a 9 Drug Panel and Alcohol Screen performed. Testing is at the student's expense. Students will report directly to Pennant Lab Services for the drug test.
5. Failure to provide the required specimen will result in immediate dismissal from the program.

**Procedures for positive drug test results:**

- Evidence of the use of controlled substances and/or alcohol intoxication, or a Blood Alcohol content (BAC) greater than 0.08% will result in immediate referral to an approved drug and alcohol treatment program, at the student's expense. Deliberately interfering with substance-taking procedure (i.e., dilute or substitute specimen) will also be considered a positive drug test result and may result in IMMEDIATE DISMISSAL.
- Refusal to participate in the treatment program will result in immediate dismissal.
- Continued participation in the School of Practical Nursing will be dependent on the recommendations of the Drug and Alcohol Treatment Program.

Any student who has failed a drug test and has completed the appropriate Drug and Alcohol Treatment program evaluation will only be allowed to continue in the PN program after documentation is provided by the treatment program provider. The student will then be subject to random drug screen at their own expense for the remainder of the program. If the student subsequently fails a drug screen they will be immediately dismissed from the PN program.

**RANDOM DRUG SCREEN:**

THE WILKES-BARRE AREA CAREER & TECHNICAL CENTER PRACTICAL NURSING PROGRAM MAY CONDUCT A **RANDOM DRUG SCREEN** AT ANY TIME DURING ENROLLMENT IN THE PROGRAM.

DRUG SCREEN MAY ALSO BE REQUIRED AS PER POLICY OF ASSIGNED CLINICAL AGENCIES.

The cost for initial drug screen will be the responsibility of the school.

All further costs due to POSITIVE results will be the responsibility of the student.

Positive drug screen results will follow procedure as described on previous page.

**WILKES-BARRE AREA CAREER & TECHNICAL CENTER PRACTICAL  
NURSING PROGRAM**

**VOLUNTARY SUBMISSION FOR URINALYSIS TESTING AND RELEASE  
OF FINDINGS**

I, \_\_\_\_\_ voluntarily agree to undergo a urine analysis (9 Drug Panel and Alcohol Screen) and understand that I am responsible for all costs. I authorize the release of the results of the test to the Wilkes-Barre Area Career & Technical Center Practical Nursing Program.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Witness: \_\_\_\_\_ Date: \_\_\_\_\_

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**REFUSAL for Voluntary Submission for Urinalysis Testing**

I, \_\_\_\_\_ REFUSE to sign the above statement for voluntary testing and release of findings. I also understand that my refusal will be considered as a presumption that I am either under the influence of controlled substances and/or alcohol and that will be grounds for my immediate dismissal from the Wilkes-Barre Area Career & Technical Center, Practical Nursing Program.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Witness: \_\_\_\_\_ Date: \_\_\_\_\_

Original to student file

Cc: Wilkes-Barre General Hospital, Outpatient Laboratory  
Student

**WILKES-BARRE AREA CAREER & TECHNICAL CENTER PRACTICAL NURSING  
PROGRAM**

**ON-SITE BASED OBSERVATIONS**

I have had an opportunity to witness \_\_\_\_\_ while enrolled as a  
(Student Name)

student in the Practical Nursing Program at Wilkes-Barre Area Career & Technical Center on  
\_\_\_\_\_ and my observations indicate that he/she may be:

(Date)

\_\_\_\_\_ Under the influence of alcohol and/or

\_\_\_\_\_ A controlled substance

**ON-SITE BASED OBSERVATIONS (Check all circles that apply)**

**Balance:**    ☐ Steady    ☐ Fair    ☐ Falling    ☐ Swaying    ☐ Staggering    ☐ Unsteady

**Walking:**    ☐ Steady    ☐ Swaying    ☐ Stumbling    ☐ Falling    ☐ Needs Support    ☐ Arms Extended for  
Balance

**Standing:**    ☐ Uncoordinated body movements

**Speech:**    ☐ Clear    ☐ Slurred    ☐ Confused    ☐ Incoherent    ☐ Silent

☐ Unable to Comprehend Normal Conversation    ☐ Unclear Speech Pattern in Marked  
Contrast to Normal Pattern

**Awareness:** ☐ Oriented    ☐ Confused    ☐ Distracted    ☐ Sleepy    ☐ Calm    ☐ Impaired    Memory

**Demeanor:** ☐ Cooperative    ☐ Polite    ☐ Calm    ☐ Talkative    ☐ Excited    ☐ Angry

**Actions:**    ☐ Calm    ☐ Threatening    ☐ Hostile    ☐ Aggressive    ☐ Erratic    ☐ Impulsive

☐ Hyperactive    ☐ Tremoring    ☐ Fighting    ☐ Resists Communication    ☐ Using Profanity

☐ Irritable

**Eyes:**    ☐ Clear    ☐ Bloodshot    ☐ Watery    ☐ Glassy    ☐ Closed    ☐ Unfocused Gaze

**Pupils:**    ☐ Dilated    ☐ Constricted

**Skin:**    ☐ Flushed    ☐ Pale    ☐ Sweaty

**Appearance:** ☐ Neat    ☐ Messy    ☐ Odor    ☐ Soiled    ☐ Partially Dressed

**Breath:**    ☐ Alcohol    ☐ Smoke    ☐ Other: \_\_\_\_\_

**Additional Comments:** \_\_\_\_\_

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Witness)

\_\_\_\_\_  
(Date)



## **APPENDIX E**

### **CRIME STATISTICS POLICY**

**WILKES-BARRE AREA CAREER & TECHNICAL CENTER PRACTICAL  
NURSING PROGRAM**

**CRIME STATISTICS**

1. The statistics for reportable crimes will be reviewed by the Director of the School of Practical Nursing with all students as made available. The Clery Campus Security Report is posted on-line on the PN website under “Disclosures” tab.
2. Procedure for reporting any incident:
  - A. Notify the Practical Nursing Faculty and/or PN Program Director of the incident.
  - B. The PN Program Director will notify the Police Resource Officer, and a record will be provided to the Administrative Director and Principal of the school.
  - C. The Plains Township Police Department will be notified, as necessary.
  - D. Follow-up will be done with involved students, and policies will be reviewed/revised, as necessary, to prevent re-occurrences.

## **APPENDIX F**

### **FIRE AND EMERGENCY EVACUATIONS**

## **WILKES-BARRE AREA CAREER & TECHNICAL CENTER PRACTICAL NURSING PROGRAM**

### **SCHOOL EMERGENCY RESPONSE PLAN:**

Senate Bill No 1167 amended Title 35 (health and Safety) of the Pennsylvania/ Consolidated Statutes commonly known as the Emergency Management Service Code (35 PA C.S. Section 7101, et seq.) as amended, requires every public-funded school within the Commonwealth to have a disaster response plan and to exercise that plan annually. This law authorizes the Governor to utilize all public-funded universities, colleges, and elementary and secondary schools for emergency planning and disaster exercise purposes, and to utilize such mass care centers in the event of an actual emergency evacuation. Finally, the amendment provides that school buses and transportation vehicles owned by universities, colleges, and school districts are to be made available to local county and state officials for emergency planning and exercise purposes and to utilize such vehicles in the event of an emergency evacuation.

The Wilkes-Barre Area Career & Technical Center Emergency Response Plan is on file with the Wilkes-Barre Chapter of The American Red Cross and Luzerne County E.M.A. office.

## DISASTER EVACUATION PLAN:

Definition: A disaster evacuation procedure will be implemented in the event of:

1. Fires
2. Fire drills
3. Bomb threats
4. Explosions
5. Any dangerous situation

Importance: A disaster evacuation is one of the most important atrocities of a school under certain conditions. The failure to carry through with it properly may mean the difference between panic and successful exit from a building. Therefore, a well-conducted evacuation should be one in which everyone walks out of the building in a quick, quiet and orderly manner.

Procedure: To assist in the evacuation, the following preparations are to be made in advance:

1. Each student is to be instructed regarding the proper exit/s to use in his/her shop area.
2. No one may return to the building until the person conducting the evacuation gives permission.
3. Instructors shall designate an area outside the building, in the parking lot, where all students will assemble for roll call. It is important to stress that any student out of his/her shop on a work detail should evacuate the building with the instructor of the work area where he/she is in. Students out of their shop on an errand or at the lavatory should evacuate the building with the instructor nearest to him/her. The student should indicate to that instructor what shop he/she is from so that he/she will be reported as an additional student by the section leader. The student is to remain with this instructor until the evacuation is concluded and students return to their shop/class area.
4. Enforce the "No Talking" rules.
5. Instructors in program areas adjacent to lavatories are responsible for checking that students have evacuated these areas.
6. Instruct students that if a hallway is blocked off, or some other obstruction occurs, they are to proceed to any nearby exist and leave the building.
7. In order to provide an accurate accounting of pupils, instructors are to take ATTENDANCE RECORDS for evacuations and check that every student is accounted for. Instructors in each section will report their roll to the section leaders. It is important to report any missing or additional student in your area to the section leaders. If all students in your program area are present and accounted for, the instructors should inform their section leaders that "all students are present and accounted for". The section leader, after getting reports from the instructor in his/her section, will report via portable radio to the control center.
8. Instructors are not to leave the area of the students under their care until an administrator issues permission.
9. In the event of a fire, the alarm must be sounded, the fire department notified, and the police called. In the event of a bomb threat, instructors will be notified, the alarm system will be activated, and all students will evacuate as though it was a building fire. The fire department and police will be notified by the administrator in charge.
10. In the event of an alarm failure, the signal to evacuate the building will be announced through the intercom system originating in the main office.

## **APPENDIX G**

### **CLINICAL PERFORMANCE OBJECTIVES/COMPETENCIES**

# WBACTC – SCHOOL OF PRACTICAL NURSING

## LEVEL 1 CLINICAL PERFORMANCE OBJECTIVES/COMPETENCIES

*(Clinical Facility Reference)*

(Derived from WBACTC School of Practical Nursing End of Program Student Learning Outcomes. Expected student performance in the clinical setting includes but is not limited to the following objectives/competencies)

THE PRACTICAL NURSING STUDENT WILL  
UNDER MAXIMUM GUIDANCE:

- 1) **NURSING PROCESS** - begin to utilize the nursing process while providing care and promoting health for clients diagnosed with acute and chronic disorders in a variety of health care settings. Students will also utilize the nursing process when caring for the families/caregivers of clients diagnosed with acute and chronic disorders in a variety of health care settings. **(EPSLO #1)**
  - a) Reviewing client's chart and/or Kardex locating pertinent data required to provide safe and effective client care
  - b) Addressing client safety needs and prioritizing care appropriately in the clinical setting
  - c) Completing necessary assessments in a timely manner
  - d) Identifying pertinent data and reporting this data to instructor and healthcare team members immediately
  - e) Recognizing gender, age, and/or cultural concerns while providing care to clients with maximum guidance from instructor
- 2) **PSYCHOMOTOR SKILLS** - demonstrate satisfactory performance of required psychomotor skills necessary to provide safe, effective nursing care for clients diagnosed with acute and chronic disorders in a variety of healthcare settings. **(EPSLO #2)**
  - a) Administering thorough physical care, utilizing correct procedures, while adhering to safety rules as per facility policy
  - b) Verifying client identification prior to initiating care using two appropriate client identifiers
- c) Maintaining a safe environment with maximum guidance by
  - i) Utilizing proper body mechanics
  - ii) Utilizing appropriate transfer techniques
  - iii) Following restraint protocols per facility policy
- d) Perform head-toe assessment with maximum guidance from instructor
- e) Measuring vital signs accurately with maximum guidance from instructor
- f) Perform the following nursing skills with maximum guidance from instructor within the defined PN Scope of Practice
  - i) Adheres to universal precautions per facility policy
  - ii) Assists client with ADL's
  - iii) Provides appropriate skin care per facility policy
  - iv) Assists client with meal trays
  - v) Assists client with elimination needs
- 3) **CRITICAL THINKING** - begin to identify elements of critical thinking skills and problem solving skills when making decisions regarding the plan of care for clients diagnosed with acute and chronic disorders in a variety of healthcare settings. **(EPSLO #3)**
  - a) Recognize and report any significant changes in client condition to instructor and healthcare team members immediately
  - b) Demonstrate appropriate organizational skills with maximum guidance from instructor
  - c) Begin to utilize critical thinking skills and problem solving skills with maximum guidance while making decisions regarding the client's plan of care
- 4) **COMMUNICATION** - begin to demonstrate the skills required to effectively communicate with individuals, groups, and communities using appropriate verbal, non-verbal, written, and electronic means within the defined PN Scope of Practice
  - a) Maintains confidentiality of client information at all times
  - b) Utilize appropriate medical terminology in oral and written communication
  - c) Utilize proper spelling and grammar in all written communications
  - d) Accurately document vital signs per facility policy with maximum guidance from instructor
  - e) Accurately document I&O's per facility policy with maximum guidance from instructor
  - f) Establish rapport with clients, families, faculty, healthcare team members and peers with maximum guidance from instructor
  - g) Accept constructive criticism and develops an appropriate plan for self-improvement
  - h) Utilize good judgement and seeks assistance as appropriate for clinical level
  - i) Begin to utilize culturally and age appropriate communication styles with maximum guidance from instructor
- 5) **ACCOUNTABILITY** - begin to demonstrate responsibility for personal actions by functioning within the PN Scope of Practice. Students will integrate the Nursing Code of Ethics into practice while advocating for clients and health care consumers diagnosed with acute and chronic disorders in a variety of healthcare settings. Students will also begin to demonstrate

leadership skills while assuming responsibility for personal actions while providing nursing care to clients diagnosed with acute and chronic disorders and their families in a variety of healthcare settings. **(EPSLO #5)**

- a) Communicate an awareness of the PN Scope of Practice
- b) Comply with the Code of Ethics, Standards of Practice, and policies and procedures of the WBACTC, School of Practical Nursing, and assigned clinical agencies with maximum guidance from instructor
- c) Identify and discuss the role of the Practical Nurse as an advocate for clients and health care consumers
- d) Assume responsibility for one's own actions while caring for clients
- e) Demonstrate honesty and truthfulness at all times
- f) Not allow personal issues to interfere with clinical performance
- g) Adhere to attendance policy as per student handbook
- h) Adhere to dress code/grooming standards as per student handbook
- i) Arrive on time and prepared for clinical practice as per student handbook

- 6) **VALUES, ATTITUDES, & PERSONAL QUALITIES** - begin to demonstrate personal qualities reflecting a commitment to respect human dignity and individual rights by adhering to the Nursing Code of Ethics while providing care to clients diagnosed with acute and chronic disorders in a variety of healthcare settings. **EPSLO #6)**

- a) Communicate an awareness of the nurse as an advocate for clients and health care consumers
- b) Respect client's rights to information
- c) Protect your client's Right to Privacy
- d) Demonstrate an understanding of HIPPA policies
- e) Begin to demonstrate sensitivity to cultural influences on the client's reaction to illness with maximum guidance from instructor
- f) Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice) at all times with maximum guidance from instructor

- 7) **EDUCATIONAL OPPORTUNITIES** - begin to correlate theoretical knowledge of the client diagnosed with an acute or chronic disorder while planning care for the client in a variety of healthcare settings. **(EPSLO #7)**
- a) Seek out opportunities for learning experiences as appropriate for clinical level
  - b) Perform available nursing skills as appropriate for clinical level with maximum guidance from instructor



**End of Program Student Learning Outcomes:**

Following successful completion of the program, the graduate of the School of Practical Nursing at WBACTC will:

1. Utilize the nursing process in identifying and prioritizing the health care needs of clients and families experiencing multiple health states in a variety of health care settings. **(NURSING PROCESS)**
2. Practice satisfactory performance of required psychomotor skills while caring for clients and families experiencing multiple health states in a variety of health care settings. **(PSYCHOMOTOR SKILLS)**
3. Demonstrate appropriate critical thinking/problem solving skills while caring for clients experiencing multiple health states in a variety of health care settings. **(CRITICAL THINKING)**
4. Communicate effectively with individuals, groups and communities using appropriate verbal, non-verbal, written and electronic means within the scope of nursing practice. **(COMMUNICATION)**
5. Synthesize principles of personal accountability in nursing practice by:
  - a. Functioning within the scope of practice of the Licensed Practical Nurse.
  - b. Integrating nursing code of ethics into practice.
  - c. Advocating for clients and health care consumers.
  - d. Demonstrating leadership skills while assuming responsibility for personal actions while providing nursing care **(ACCOUNTABILITY)**
6. Demonstrate values, attitudes, and personal qualities that reflect a commitment to respecting human dignity and the individual rights of clients in a variety of health care settings. **(VALUES, ATTITUDES, & PERSONAL QUALITIES)**
7. Utilize educational opportunities for both personal and professional growth in provision of care and health promotion of individual clients and families experiencing multiple health states in a variety of health care settings. **(EDUCATIONAL OPPORTUNITIES)**

## WBACTC – SCHOOL OF PRACTICAL NURSING LEVEL 2 CLINICAL PERFORMANCE OBJECTIVES/COMPETENCIES

*(Clinical Facility Reference)*

(Derived from WBACTC School of Practical Nursing End of Program Student Learning Outcomes. Expected student performance in the clinical setting includes but is not limited to the following objectives/competencies)

THE PRACTICAL NURSING STUDENT WILL UNDER MODERATE GUIDANCE:

- 1) **NURSING PROCESS** - utilize the nursing process while providing care and promoting health for clients diagnosed with acute and chronic disorders in a variety of health care settings. Students will also utilize the nursing process when caring for the families/caregivers of clients diagnosed with acute and chronic disorders in a variety of health care settings.  
**EPSLO #1)**
  - a) Review client chart and/or Kardex and locate pertinent data required to provide safe and effective client care
  - b) Complete prep work for assigned client as appropriate for clinical level
  - c) Participates in shift report with co-assigned nurse
  - d) Competently apply each step of the nursing process from assessment to evaluation while providing client care as appropriate for clinical level with moderate guidance from instructor
  - e) Address client safety needs and prioritize care appropriately in the clinical setting with moderate guidance from instructor
  - f) Implement a plan of care with moderate guidance from instructor
  - g) Decide on appropriate individualized, evidence based nursing interventions with moderate guidance from instructor
  - h) Evaluate client's response to nursing interventions with moderate guidance from instructor
  - i) Identify pertinent data and report this data to instructor and healthcare team members immediately
  - j) Recognize gender, age, and/or cultural concerns while providing care to clients with moderate assistance from instructor
  - k) Assist with reviewing and revising the clients care plan with moderate assistance from instructor
- 2) **PSYCHOMOTOR SKILLS** – demonstrate satisfactory performance of required psychomotor skills necessary to provide safe, effective nursing care for clients diagnosed with acute and chronic disorders in a variety of healthcare settings. **EPSLO #2)**
  - a) Administer thorough physical care, utilizing correct procedures, while adhering to safety rules as per facility policy
  - b) Verify client identification prior to initiating care using two appropriate client identifiers
  - c) Maintain a safe environment with moderate guidance by
    - i) Utilizing proper body mechanics
    - ii) Utilizing appropriate transfer techniques
    - iii) Following restraint protocols per facility policy
    - iv) Adhering to all ordered safety precautions (fall, aspiration, etc.)
  - d) Perform head-toe assessment with moderate guidance
  - e) Measure vital signs accurately (includes height & weight)
  - f) Perform the following nursing skills with moderate guidance from instructor within the defined PN Scope of Practice
    - i) GI Assessment
    - ii) GU Assessment
    - iii) Respiratory Assessment
    - iv) Nutritional Assessment
  - g) Safely and accurately perform the following nursing skills with moderate guidance from instructor within the defined PN Scope of Practice
    - i) Adhere to Universal Precautions and Standards per facility policy
    - ii) Adhere to Isolation Precautions as per facility policy
    - iii) Assist client with ADL's as appropriate
    - iv) Assist client with nutritional needs
    - v) Assist client with elimination needs
    - vi) Apply bandages and binders as per orders
  - h) Safely and accurately perform the following nursing skills with moderate guidance from instructor within the defined PN Scope of Practice
    - i) Insert and/or remove Foley Catheter as per orders and facility policy
    - ii) Perform intermittent catheterization as per orders and facility policy
    - iii) Assess & maintain drainage devices as per facility policy
    - iv) Performing wound care as ordered utilizing sterile techniques
    - v) Performing AccuChecks as per facility policy
    - vi) Maintaining IV infusion sites by
      - (1) Assessing IV insertion sites as appropriate and per facility policy
      - (2) Flushing IV catheters as appropriate and per facility policy
      - (3) Changing IV tubing as per facility policy
      - (4) Discontinuing IV access as per orders and facility policy
  - vii) Utilize hot and cold therapy as per orders
  - viii) Assist with DVT prophylaxis as per facility policy
  - ix) Perform trach care and suctioning as appropriate per facility policy
  - x) Maintain Total Joint Replacement precautions as per facility policy
  - xi) Obtain specimens as ordered and per facility policy
  - xii) Apply oxygen as per orders and/or facility policy
  - xiii) Accurately obtain pulse oximetry readings on assigned clients
  - xiv) Assist clients with coughing, deep breathing, and incentive spirometer as per orders and/or facility policy

- 3) **CRITICAL THINKING** - identify elements of critical thinking skills and problem solving skills when making decisions regarding the plan of care for clients diagnosed with acute and chronic disorders in a variety of healthcare settings. **(EPSLO #3)**
  - a) Continue to correlate theoretical knowledge with client assessments when developing a plan of care for assigned client with moderate guidance from instructor
  - b) Apply critical thinking skills and problem solving skills when making decisions regarding the client's plan of care with moderate guidance from instructor
  - c) Recognize and report any significant changes in client's condition to instructor and healthcare team members immediately
  - d) Recognize client concerns and assists in updating the client's plan of care accordingly with moderate guidance from instructor
  - e) Demonstrate appropriate organizational skills with moderate guidance from instructor
- 4) **COMMUNICATION** - demonstrate the skills required to effectively communicate with individuals, groups, and communities using appropriate verbal, non-verbal, written, and electronic means within the scope of their nursing practice. **(EPSLO #4)**
  - a) Accurately document vital signs, and I&O's as per facility policy
  - b) Accurately document all assessments in a timely manner as per facility policy with moderate guidance from instructor
  - c) Protect client privacy and confidentiality in all communications (written, verbal, oral, and electronic)
  - d) Adhere to HIPPA requirements and facility policies to maintain privacy and confidentiality of protected health information
  - e) Protect EMR access (closes the computer window, logs off when walking away, and does not share login passwords)
  - f) Navigate and document appropriately within the EMR as per facility policy
- g) Accurately report off to co-assigned nurse, instructor, and peers whenever leaving the unit with moderate guidance from instructor
- h) Establish rapport with clients, families, faculty, healthcare team members and peers
- i) Accept constructive criticism and develops a plan for self-improvement
- j) Utilize good judgement and seek assistance as appropriate for clinical level
- k) Utilize culturally and age appropriate communication styles
- 5) **ACCOUNTABILITY** - demonstrate responsibility for personal actions by functioning within the PN Scope of Practice. Students will integrate the Nursing Code of Ethics into practice while advocating for clients and health care consumers diagnosed with acute and chronic disorders in a variety of healthcare settings. Students will also begin to demonstrate leadership skills while assuming responsibility for personal actions while providing nursing care to clients diagnosed with acute and chronic disorders and their families in a variety of healthcare settings. **(EPSLO #5)**
  - a) Communicate an awareness of the PN Scope of Practice
  - b) Comply with Code of Ethics, Standards of Practice, and policies and procedures of WBACTC, School of Practical Nursing, and assigned clinical agencies with moderate guidance from instructor
  - c) Discuss the role of the Practical Nurse as an advocate for clients and health care consumers with moderate guidance from instructor
  - d) Assume responsibility for one's own actions while caring for clients
  - e) Demonstrate honesty and truthfulness at all times
  - f) Not allow personal issues to interfere with clinical performance
  - g) Adhere to attendance policy as per student handbook
  - h) Adhere to dress code/grooming standards as per student handbook
  - i) Arrive on time and prepared for clinical practice as per student handbook
  - j) Maintain professional behavior at all times
- k) Provide comprehensive client care in compliance with clinical agency policy and procedures with moderate guidance from instructor
- l) Demonstrate knowledge of and adhere to evidence-based standards of care/policies/protocols for the assigned clinical facility with moderate guidance from instructor
- 6) **VALUES, ATTITUDES, & PERSONAL QUALITIES** - demonstrate personal qualities reflecting a commitment to respect human dignity and individual rights by adhering to the Nursing Code of Ethics while providing care to clients diagnosed with acute and chronic disorders in a variety of healthcare settings. **(EPSLO #6)**
  - a) Communicate an awareness of the nurse as an advocate for clients and health care consumers with moderate guidance from instructor
  - b) Respect client's rights to information
  - c) Protect the client's Right to Privacy
  - d) Demonstrate and discuss an understanding of HIPPA policies
  - e) Integrate holistic care and ethical principles that are sensitive and compassionate into the client's plan of care with moderate guidance from instructor
  - f) Demonstrate sensitivity to cultural influences on the client's reaction to illness with moderate guidance from instructor
  - g) Advocate for clients/families based on the client/families values, preferences, needs, and diversity with moderate guidance from instructor
  - h) Instruct clients and their families in health promotion and maintenance with moderate guidance from instructor and with respect for client culture and diversity
  - i) Integrate evidence-based practice in client care delivery to support safe, quality client care with moderate guidance from instructor
  - j) Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice) at all times with moderate guidance from instructor

7) **EDUCATIONAL OPPORTUNITIES -**  
correlate theoretical knowledge of the client diagnosed with an acute or chronic disorder while planning care for the client in a variety of healthcare settings. **(EPSLO #7)**

- a) Prepare clinical prep-work for assigned client as directed and as appropriate for clinical level
- b) Discuss assigned client's pathophysiology as appropriate for clinical level with moderate guidance from instructor

- c) Discuss client's signs & symptoms as they relate to pathophysiology with moderate guidance from instructor
- d) Discuss pertinent diagnostic tests as they relate to clients diagnosis with moderate guidance from instructor
- e) Discuss all prescribed medications for client with moderate guidance from instructor
- f) Discuss medical management of the assigned client as appropriate for clinical level with moderate guidance from instructor

- g) Discuss nursing management of the assigned client as appropriate for clinical level with moderate guidance from instructor
- h) Perform available nursing skills as appropriate for clinical level with moderate guidance from instructor

**End of Program Student Learning Outcomes:**

Following successful completion of the program, the graduate of the School of Practical Nursing at WBACTC will:

1. Utilize the nursing process in identifying and prioritizing the health care needs of clients and families experiencing multiple health states in a variety of health care settings. **(NURSING PROCESS)**
2. Practice satisfactory performance of required psychomotor skills while caring for clients and families experiencing multiple health states in a variety of health care settings. **(PSYCHOMOTOR SKILLS)**
3. Demonstrate appropriate critical thinking/problem solving skills while caring for clients experiencing multiple health states in a variety of health care settings. **(CRITICAL THINKING)**
4. Communicate effectively with individuals, groups and communities using appropriate verbal, non-verbal, written and electronic means within the scope of nursing practice. **(COMMUNICATION)**
5. Synthesize principles of personal accountability in nursing practice by:
  - a. Functioning within the scope of practice of the Licensed Practical Nurse.
  - b. Integrating nursing code of ethics into practice.
  - c. Advocating for clients and health care consumers.
  - d. Demonstrating leadership skills while assuming responsibility for personal actions while providing nursing care **(ACCOUNTABILITY)**
6. Demonstrate values, attitudes, and personal qualities that reflect a commitment to respecting human dignity and the individual rights of clients in a variety of health care settings. **(VALUES, ATTITUDES, & PERSONAL QUALITIES)**
7. Utilize educational opportunities for both personal and professional growth in provision of care and health promotion of individual clients and families experiencing multiple health states in a variety of health care settings. **(EDUCATIONAL OPPORTUNITIES)**

## WBACTC – SCHOOL OF PRACTICAL NURSING LEVEL 3 CLINICAL PERFORMANCE OBJECTIVES/COMPETENCIES

### *(Clinical Facility Reference)*

(Derived from WBACTC School of Practical Nursing End of Program Student Learning Outcomes. Expected student performance in the clinical setting includes but is **not limited to the following objectives/competencies**)

THE PRACTICAL NURSING STUDENT WILL UNDER MINIMAL GUIDANCE:

- 1) **NURSING PROCESS** - utilize the nursing process while providing care and promoting health for clients diagnosed with acute and chronic disorders in a variety of health care settings. Students will also utilize the nursing process when caring for the families/caregivers of clients diagnosed with acute and chronic disorders in a variety of health care settings.  
**EPSLO #1)**
  - a) Review client chart and/or Kardex and locate pertinent data required to provide safe and effective client care
  - b) Complete prep work for assigned client as appropriate for clinical level
  - c) Participates in shift report with co-assigned nurse
  - d) Competently apply each step of the nursing process from assessment to evaluation while providing client care as appropriate for clinical level with minimal guidance from instructor
  - e) Address client safety needs and prioritize care appropriately in the clinical setting with minimal guidance from instructor
  - f) Implement a plan of care with minimal guidance from instructor
  - g) Decide on appropriate individualized, evidence based nursing interventions with minimal guidance from instructor
  - h) Evaluate client's response to nursing interventions with minimal guidance from instructor
  - i) Identify pertinent data and report this data to instructor and healthcare team members immediately
  - j) Recognize gender, age, and/or cultural concerns while providing care to clients with minimal assistance from instructor
  - k) Assist with reviewing and revising the clients care plan with minimal assistance from instructor
- 2) **PSYCHOMOTOR SKILLS** – demonstrate satisfactory performance of required psychomotor skills necessary to provide safe, effective nursing care for clients diagnosed with acute and chronic disorders in a variety of healthcare settings. **EPSLO #2)**
  - a) Administer thorough physical care, utilizing correct procedures, while adhering to safety rules as per facility policy
  - b) Verify client identification prior to initiating care using two appropriate client identifiers
  - c) Maintain a safe environment with minimal guidance by
    - i) Utilizing proper body mechanics
    - ii) Utilizing appropriate transfer techniques
    - iii) Following restraint protocols per facility policy
    - iv) Adhering to all ordered safety precautions (fall, aspiration, etc.)
  - d) Perform head-toe assessment with minimal guidance
  - e) Measure vital signs accurately (includes height & weight)
  - f) Perform the following nursing skills with minimal guidance from instructor within the defined PN Scope of Practice
    - i) GI Assessment
    - ii) GU Assessment
    - iii) Respiratory Assessment
    - iv) Nutritional Assessment
    - v) Musculoskeletal Assessment
    - vi) Reproductive Assessment
  - g) Safely and accurately perform the following nursing skills with minimal guidance from instructor within the defined PN Scope of Practice
    - i) Adhere to Universal Precautions and Standards per facility policy
    - ii) Adhere to Isolation Precautions as per facility policy
    - iii) Assist client with ADL's as appropriate
    - iv) Assist client with nutritional needs
    - v) Assist client with elimination needs
    - vi) Assist client with ostomy care as per facility policy
    - vii) Apply bandages and binders as per orders
    - viii) Utilize hot and cold therapy as per orders
  - ix) Assist with DVT prophylaxis as per facility policy
  - x) Perform trach care and suctioning as appropriate per facility policy
  - xi) Manage chest drainage devices as per orders and facility policy
  - xii) Maintain Total Joint Replacement precautions as per facility policy
  - xiii) Obtain specimens as ordered and per facility policy
  - xiv) Apply oxygen as per orders and/or facility policy
  - xv) Accurately obtain pulse oximetry readings on assigned clients
  - xvi) Assist clients with coughing, deep breathing, and incentive spirometer as per orders and/or facility policy
- h) Safely and accurately perform the following nursing skills with minimal guidance from instructor within the defined PN Scope of Practice
  - i) Insert and/or remove Foley Catheter as per orders and facility policy
  - ii) Perform intermittent catheterization as per orders and facility policy
  - iii) Assess & maintain drainage devices as per facility policy
  - iv) Performing wound care as ordered utilizing sterile techniques
  - v) Performing AccuChecks as per facility policy
  - vi) Maintaining IV infusion sites by
    - (1) Assessing IV insertion sites as appropriate and per facility policy
    - (2) Flushing IV catheters as appropriate and per facility policy
    - (3) Changing IV tubing as per facility policy
    - (4) Accurately performing dosage calculations and confirming solution type and rate with prescribed orders

- (5) Hang primary and IVPB's as per orders and per facility policy within the defined PN Scope of Practice
  - (6) Discontinuing IV access as per orders and facility policy
- 3) **CRITICAL THINKING** - identify elements of critical thinking skills and problem solving skills when making decisions regarding the plan of care for clients diagnosed with acute and chronic disorders in a variety of healthcare settings. **(EPSLO #3)**
- a) Continue to correlate theoretical knowledge with client assessments when developing a plan of care for assigned client with minimal guidance from instructor
  - b) Apply critical thinking skills and problem solving skills when making decisions regarding the client's plan of care with minimal guidance from instructor
  - c) Recognize and report any significant changes in client's condition to instructor and healthcare team members immediately
  - d) Recognize client concerns and assists in updating the client's plan of care accordingly with minimal guidance from instructor
  - e) Demonstrate appropriate organizational skills with minimal guidance from instructor
- 4) **COMMUNICATION** - demonstrate the skills required to effectively communicate with individuals, groups, and communities using appropriate verbal, non-verbal, written, and electronic means within the scope of their nursing practice. **(EPSLO #4)**
- a) Accurately document vital signs, and I&O's as per facility policy
  - b) Accurately document all assessments in a timely manner as per facility policy with minimal guidance from instructor
  - c) Protect client privacy and confidentiality in all communications (written, verbal, oral, and electronic)
  - d) Adhere to HIPPA requirements and facility policies to maintain privacy and confidentiality of protected health information
- e) Protect EMR access (closes the computer window, logs off when walking away, and does not share login passwords)
  - f) Navigate and document appropriately within the EMR as per facility policy
  - g) Accurately report off to co-assigned nurse, instructor, and peers whenever leaving the unit with minimal guidance from instructor
  - h) Establish rapport with clients, families, faculty, healthcare team members and peers
  - i) Accept constructive criticism and develops a plan for self-improvement
  - j) Utilize good judgement and seek assistance as appropriate for clinical level
  - k) Utilize culturally and age appropriate communication styles
- 5) **ACCOUNTABILITY** - demonstrate responsibility for personal actions by functioning within the PN Scope of Practice. Students will integrate the Nursing Code of Ethics into practice while advocating for clients and health care consumers diagnosed with acute and chronic disorders in a variety of healthcare settings. Students will also begin to demonstrate leadership skills while assuming responsibility for personal actions while providing nursing care to clients diagnosed with acute and chronic disorders and their families in a variety of healthcare settings. **(EPSLO #5)**
- a) Communicate an awareness of the PN Scope of Practice
  - b) Comply with Code of Ethics, Standards of Practice, and policies and procedures of WBACTC, School of Practical Nursing, and assigned clinical agencies with minimal guidance from instructor
  - c) Discuss the role of the Practical Nurse as an advocate for clients and health care consumers with minimal guidance from instructor
  - d) Assume responsibility for one's own actions while caring for clients
  - e) Demonstrate honesty and truthfulness at all times
  - f) Not allow personal issues to interfere with clinical performance
  - g) Adhere to attendance policy as per student handbook
- h) Adhere to dress code/grooming standards as per student handbook
  - i) Arrive on time and prepared for clinical practice as per student handbook
  - j) Maintain professional behavior at all times
  - k) Provide comprehensive client care in compliance with clinical agency policy and procedures with minimal guidance from instructor
  - l) Demonstrate knowledge of and adhere to evidence-based standards of care/policies/protocols for the assigned clinical facility with minimal guidance from instructor
- 6) **VALUES, ATTITUDES, & PERSONAL QUALITIES** - demonstrate personal qualities reflecting a commitment to respect human dignity and individual rights by adhering to the Nursing Code of Ethics while providing care to clients diagnosed with acute and chronic disorders in a variety of healthcare settings. **(EPSLO #6)**
- a) Communicate an awareness of the nurse as an advocate for clients and health care consumers with minimal guidance from instructor
  - b) Respect client's rights to information
  - c) Protect the client's Right to Privacy
  - d) Demonstrate and discuss an understanding of HIPPA policies
  - e) Integrate holistic care and ethical principles that are sensitive and compassionate into the client's plan of care with minimal guidance from instructor
  - f) Demonstrate sensitivity to cultural influences on the client's reaction to illness with minimal guidance from instructor
  - g) Advocate for clients/families based on the client/families values, preferences, needs, and diversity with minimal guidance from instructor
  - h) Instruct clients and their families in health promotion and maintenance with minimal guidance from instructor and with respect for client culture and diversity
  - i) Integrate evidence-based practice in client care delivery to support safe, quality client care with minimal guidance from instructor
  - j) Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and

social justice) at all times with minimal guidance from instructor

7) **EDUCATIONAL OPPORTUNITIES -**

correlate theoretical knowledge of the client diagnosed with an acute or chronic disorder while planning care for the client in a variety of healthcare settings. **(EPSLO #7)**

- a) Prepare clinical prep-work for assigned client as directed and as appropriate for clinical level
- b) Discuss assigned client's pathophysiology as appropriate for clinical level with minimal guidance from instructor
- c) Discuss client's signs & symptoms as they relate to pathophysiology with minimal guidance from instructor
- d) Discuss pertinent diagnostic tests as they relate to clients diagnosis with minimal guidance from instructor
- e) Discuss all prescribed medications for client with minimal guidance from instructor
- f) Discuss medical management of the assigned client as appropriate for clinical level with minimal guidance from instructor
- g) Discuss nursing management of the assigned client as appropriate for clinical level with minimal guidance from instructor
- h) Perform available nursing skills as appropriate for clinical level with minimal guidance from instructor



**End of Program Student Learning Outcomes:**

Following successful completion of the program, the graduate of the School of Practical Nursing at WBACTC will:

1. Utilize the nursing process in identifying and prioritizing the health care needs of clients and families experiencing multiple health states in a variety of health care settings. **(NURSING PROCESS)**
2. Practice satisfactory performance of required psychomotor skills while caring for clients and families experiencing multiple health states in a variety of health care settings. **(PSYCHOMOTOR SKILLS)**
3. Demonstrate appropriate critical thinking/problem solving skills while caring for clients experiencing multiple health states in a variety of health care settings. **(CRITICAL THINKING)**
4. Communicate effectively with individuals, groups and communities using appropriate verbal, non-verbal, written and electronic means within the scope of nursing practice. **(COMMUNICATION)**
5. Synthesize principles of personal accountability in nursing practice by:
  - a. Functioning within the scope of practice of the Licensed Practical Nurse.
  - b. Integrating nursing code of ethics into practice.
  - c. Advocating for clients and health care consumers.
  - d. Demonstrating leadership skills while assuming responsibility for personal actions while providing nursing care **(ACCOUNTABILITY)**
6. Demonstrate values, attitudes, and personal qualities that reflect a commitment to respecting human dignity and the individual rights of clients in a variety of health care settings. **(VALUES, ATTITUDES, & PERSONAL QUALITIES)**
7. Utilize educational opportunities for both personal and professional growth in provision of care and health promotion of individual clients and families experiencing multiple health states in a variety of health care settings. **(EDUCATIONAL OPPORTUNITIES)**

## WBACTC – SCHOOL OF PRACTICAL NURSING **LEVEL 4 CLINICAL PERFORMANCE OBJECTIVES/COMPETENCIES**

### *(Clinical Facility Reference)*

(Derived from WBACTC School of Practical Nursing End of Program Student Learning Outcomes. Expected student performance in the clinical setting includes but is **not limited** to the following objectives/competencies)

THE PRACTICAL NURSING STUDENT WILL INDEPENDENTLY:

- 1) **NURSING PROCESS** - utilize the nursing process while providing care and promoting health for clients diagnosed with acute and chronic disorders in a variety of health care settings. Students will also utilize the nursing process when caring for the families/caregivers of clients diagnosed with acute and chronic disorders in a variety of health care settings. **(EPSLO #1)**
  - a) Review client chart and/or Kardex and locating pertinent data required to provide safe and effective client care
  - b) Complete prep work for assigned client as appropriate for clinical level
  - c) Independently and competently apply each step of the nursing process from assessment to evaluation while providing client care
  - d) Participate in shift report with co-assigned nurse
  - e) Address client safety needs and prioritize care appropriately in the clinical setting
  - f) Implement a plan of care independently
  - g) Decide on appropriate individualized, evidence based nursing interventions
  - h) Evaluate client response to nursing interventions
  - i) Identify pertinent data and report this data to instructor and healthcare team members immediately
  - j) Recognize gender, age, and/or cultural concerns while providing care to clients
  - k) Independently review and revise the clients care plan
- 2) **PSYCHOMOTOR SKILLS** – demonstrate satisfactory performance of required psychomotor skills necessary to provide safe, effective nursing care for clients diagnosed with acute and chronic disorders in a variety of healthcare settings. **(EPSLO #2)**
  - a) Administer thorough physical care, utilizing correct procedures, while adhering to safety rules as per facility policy
  - b) Verify client identification prior to initiating care using two appropriate client identifiers
  - c) Maintain a safe environment by
    - i) Utilizing proper body mechanics
    - ii) Utilizing appropriate transfer techniques
    - iii) Following restraint protocols per facility policy
    - iv) Adhering to all ordered safety precautions (fall, aspiration, etc.)
  - d) Perform head-toe assessment independently
  - e) Measure vital signs accurately (includes height & weight)
  - f) Perform the following nursing skills independently within the defined PN Scope of Practice
    - i) GI Assessment
    - ii) GU Assessment
    - iii) Respiratory Assessment
    - iv) Nutritional Assessment
    - v) Musculoskeletal Assessment
    - vi) Reproductive Assessment
  - g) Safely and accurately perform the following nursing skills independently and within the defined PN Scope of Practice
    - i) Adhere to Universal Precautions and Standards per facility policy
    - ii) Adhere to Isolation Precautions per facility policy
    - iii) Assist client with ADL's as appropriate
    - iv) Assist client with nutritional needs
    - v) Assist client with elimination needs
    - vi) Apply bandages and binders as per orders
    - vii) Utilize hot and cold therapy as per orders
    - viii) Assist with DVT prophylaxis as per facility policy
    - ix) Perform trach care and suctioning as appropriate per facility policy
  - x) Manage chest tube drainage devices as per orders and facility policy
  - xi) Maintain Total Joint Replacement precautions as per facility policy
  - xii) Obtain specimens as ordered and per facility policy
  - xiii) Apply oxygen as per orders and/or facility policy
  - xiv) Accurately obtain pulse oximetry readings on assigned clients
  - xv) Assist clients with coughing, deep breathing, and incentive spirometer as per orders and/or facility policy
  - xvi) Appropriately utilize Snellen Chart to assess visual acuity
- h) Safely and accurately perform the following nursing skills independently and within the defined PN Scope of Practice
  - i) Insert and/or remove Foley Catheter as per orders and facility policy
  - ii) Perform intermittent catheterization as per orders and facility policy
  - iii) Assess & maintain drainage devices as per facility policy
  - iv) Performing wound care as ordered utilizing sterile techniques
  - v) Performing AccuChecks as per facility policy
  - vi) Maintaining IV infusion sites by
    - (1) Assessing IV insertion sites as appropriate and per facility policy
    - (2) Flushing IV catheters as appropriate and per facility policy
    - (3) Changing IV tubing as per facility policy
    - (4) Accurately performing dosage calculations and confirming solution type and rate with prescribed orders
    - (5) Hang primary and IVPB's as per orders and per facility policy within the defined PN Scope of Practice

- (6) Discontinuing IV access as per orders and facility policy
- 3) **CRITICAL THINKING** - identify elements of critical thinking skills and problem solving skills when making decisions regarding the plan of care for clients diagnosed with acute and chronic disorders in a variety of healthcare settings. **(EPSLO #3)**
- Correlate theoretical knowledge with client assessments when developing a plan of care for assigned client
  - Apply critical thinking skills and problem solving skills when making decisions regarding the client's plan of care
  - Recognize and report any significant changes in client's condition to instructor and healthcare team members immediately
  - Recognize client concerns and assist in updating the client's plan of care accordingly
  - Demonstrate appropriate organizational skills
- 4) **COMMUNICATION** - demonstrate the skills required to effectively communicate with individuals, groups, and communities using appropriate verbal, non-verbal, written, and electronic means within the scope of their nursing practice. **(EPSLO #4)**
- Accurately document vital signs, and I&O's as per facility policy
  - Accurately document all assessments in a timely manner as per facility policy
  - Protect client privacy and confidentiality in all communications (written, verbal, oral, and electronic)
  - Adhere to HIPPA requirements and facility policies to maintain privacy and confidentiality of protected health information
  - Protect EMR access (closes the computer window, logs off when walking away, and does not share login passwords)
  - Navigate and document appropriately within the EMR as per facility policy
  - Accurately report off to co-assigned nurse, instructor, and peers whenever leaving the unit
  - Establish rapport with clients, families, faculty, healthcare team members and peers
- Accept constructive criticism and develops a plan for self-improvement
  - Utilize good judgement and seek assistance as appropriate for clinical level
  - Utilize culturally and age appropriate communication styles
- 5) **ACCOUNTABILITY** - demonstrate responsibility for personal actions by functioning within the PN Scope of Practice. Students will integrate the Nursing Code of Ethics into practice while advocating for clients and health care consumers diagnosed with acute and chronic disorders in a variety of healthcare settings. Students will also begin to demonstrate leadership skills while assuming responsibility for personal actions while providing nursing care to clients diagnosed with acute and chronic disorders and their families in a variety of healthcare settings. **(EPSLO #5)**
- Communicate an awareness of the PN Scope of Practice
  - Comply with Code of Ethics, Standards of Practice, and policies and procedures of WBACTC, School of Practical Nursing, and assigned clinical agencies
  - Discuss the role of the Practical Nurse as an advocate for clients and health care consumers
  - Assume responsibility for one's own actions while caring for clients
  - Demonstrate honesty and truthfulness at all times
  - Not allow personal issues to interfere with clinical performance
  - Adhere to attendance policy as per student handbook
  - Adhere to dress code/grooming standards as per student handbook
  - Arrive on time and prepared for clinical practice as per student handbook
  - Maintain professional behavior at all times
  - Provide comprehensive client care in compliance with clinical agency policy and procedures
  - Demonstrate knowledge of and adhere to evidence-based standards of care/policies/protocols for the assigned clinical facility
- 6) **VALUES, ATTITUDES, & PERSONAL QUALITIES** - demonstrate personal qualities reflecting a commitment to respect human dignity and individual rights by adhering to the Nursing Code of Ethics while providing care to clients diagnosed with acute and chronic disorders in a variety of healthcare settings. **(EPSLO #6)**
- Communicate an awareness of the nurse as an advocate for clients and health care consumers
  - Respect client's rights to information
  - Protect the client's Right to Privacy
  - Demonstrate and discuss an understanding of HIPPA policies
  - Integrate holistic care and ethical principles that are sensitive and compassionate into the client's plan of care
  - Demonstrate sensitivity to cultural influences on the client's reaction to illness
  - Advocate for clients/families based on the client/families values, preferences, needs, and diversity
  - Instruct clients and their families in health promotion and with respect for client culture and diversity
  - Integrate evidence-based practice in client care delivery to support safe, quality client care
  - Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice) at all times
- 7) **EDUCATIONAL OPPORTUNITIES** - correlate theoretical knowledge of the client diagnosed with an acute or chronic disorder while planning care for the client in a variety of healthcare settings. **(EPSLO #7)**
- Prepare clinical prep-work for assigned client as directed and as appropriate for clinical level
  - Discuss assigned client's pathophysiology as appropriate for clinical level
  - Discuss client's signs & symptoms as they relate to client's pathophysiology
  - Discuss pertinent diagnostic tests as they relate to clients diagnosis
  - Discuss all prescribed medications for client

- f) Discuss medical management of the assigned client as appropriate for clinical level
- g) Discuss nursing management of the assigned client as appropriate for clinical level
- h) Perform available nursing skills as appropriate for clinical level

**End of Program Student Learning Outcomes:**

Following successful completion of the program, the graduate of the School of Practical Nursing at WBACTC will:

1. Utilize the nursing process in identifying and prioritizing the health care needs of clients and families experiencing multiple health states in a variety of health care settings. **(NURSING PROCESS)**
2. Practice satisfactory performance of required psychomotor skills while caring for clients and families experiencing multiple health states in a variety of health care settings. **(PSYCHOMOTOR SKILLS)**
3. Demonstrate appropriate critical thinking/problem solving skills while caring for clients experiencing multiple health states in a variety of health care settings. **(CRITICAL THINKING)**
4. Communicate effectively with individuals, groups and communities using appropriate verbal, non-verbal, written and electronic means within the scope of nursing practice. **(COMMUNICATION)**
5. Synthesize principles of personal accountability in nursing practice by:
  - a. Functioning within the scope of practice of the Licensed Practical Nurse.
  - b. Integrating nursing code of ethics into practice.
  - c. Advocating for clients and health care consumers.
  - d. Demonstrating leadership skills while assuming responsibility for personal actions while providing nursing care **(ACCOUNTABILITY)**
6. Demonstrate values, attitudes, and personal qualities that reflect a commitment to respecting human dignity and the individual rights of clients in a variety of health care settings. **(VALUES, ATTITUDES, & PERSONAL QUALITIES)**
7. Utilize educational opportunities for both personal and professional growth in provision of care and health promotion of individual clients and families experiencing multiple health states in a variety of health care settings. **(EDUCATIONAL OPPORTUNITIES)**

## WBACTC SCHOOL OF PRACTICAL NURSING MEDICATION PASS CLINICAL PERFORMANCE OBJECTIVES/COMPETENCIES

### *(Clinical Facility Reference)*

(Derived from WBACTC School of Practical Nursing End of Program Student Learning Outcomes. Expected student performance in the clinical setting includes but is not limited to the following objectives/competencies)

THE STUDENT WILL UNDER MODERATE GUIDANCE:

- 1) **NURSING PROCESS/CRITICAL THINKING** – INCORPORATE PRINCIPLES OF THE NURSING PROCESS AND CRITICAL THINKING WHILE PERFORMING MEDICATION ADMINISTRATION (EPSLO # 1, 2, 3, 6, 7).
  - a) Complete necessary focused assessments in a timely manner
  - b) Identify pertinent data with moderate guidance
  - c) Identify actual and potential problems based on assessment data with moderate guidance
  - d) Organize time to complete medication pass within acceptable time frame
  - e) Decide on individualized, evidenced-based interventions
  - f) Implement a plan of care
  - g) Evaluate client's individual response to nursing interventions
- 2) **SAFETY** -DEMONSTRATE ADHERENCE TO SAFETY PRINCIPLES AT ALL TIMES WITH MODERATE GUIDANCE FROM INSTRUCTOR WHILE ADMINISTERING MEDICATIONS (EPSLO # 1, 2, 3, 4, 5, 6).
  - a) Maintain standard precautions at all times
  - b) Correctly follows appropriate isolation precautions as ordered
  - c) Follow accepted facility policies and procedures while administering medications
  - d) Address client safety needs in the clinical setting
  - e) Comply with all ordered precautionary measures (thickened liquids, swallowing, etc.)
  - f) Read medication sheets & labels correctly with moderate guidance from instructor
- 3) **KNOWLEDGE** -IDENTIFY COMMON HEALTH PROBLEMS WHILE

ADMINISTERING MEDICATIONS TO ASSIGNED CLIENTS USING KNOWLEDGE LEARNED IN LEVELS 1 & 2 CLASSES/LABS/CLINICALS (EPSLO # 1, 2, 3, 4, 5, 6).

- a) Recognizes deviations from normal anatomy and physiology of assigned clients
- b) Identifies common signs & symptoms for known pathophysiology of assigned client
- c) Discusses rationale for specific medications used in assigned client's care

- 4) **SKILLS** - DEMONSTRATE CORRECT TECHNIQUE WHEN PERFORMING MEDICATION ADMINISTRATION (EPSLO # 1, 2, 3, 4, 5, 6).
  - a) Demonstrate ability to accurately perform palpation
  - b) Demonstrate ability to accurately perform auscultation
  - c) Perform basic head-to-toe assessment accurately
  - d) Performs previously learned nursing skills correctly (PPE, gloves, etc.)
  - e) Gathers appropriate equipment necessary for procedures
  - f) Performs supplemental skills (i.e.: PEG tube flush) following correct procedures, either facility or textbook as appropriate
  - g) Demonstrates correct use of all equipment required for administering medications

- 5) **COMMUNICATION** - UTILIZE ACCEPTABLE COMMUNICATION TECHNIQUES AS REQUIRED (EPSLO #4, 5, 6).
  - a) Maintain confidentiality of client information
  - b) Utilize appropriate medical terminology in oral and written communication

- c) Utilize proper spelling and grammar
- d) Report pertinent data to staff and instructor immediately
- e) Communicate in professional manner with members of all members of the healthcare team
- f) Establish rapport with clients, families, faculty, interdisciplinary team members, and peers
- g) Utilize communication styles that are culturally/age appropriate

- 6) **PROFESSIONALISM** - DEMONSTRATE ETHICAL AND LEGAL RESPONSIBILITIES NECESSARY FOR THE NURSING PROFESSION (EPSLO # 4, 5, 6).
  - a) Adhere to clinical institution policies
  - b) Keep all knowledge of client's personal information and client situations confidential
  - c) Remain professional in all interactions with clients, families, faculty, healthcare team members, and peers
  - d) Seek assistance from instructor when necessary
  - e) Demonstrate honesty and truthfulness at all times
  - f) Demonstrate an initiative to seek out learning activities
  - g) Arrive on time and prepared for the clinical day
  - h) Not allow personal issues to interfere with clinical performance
  - i) Accept feedback from instructor and implement an appropriate plan for self-improvement

- 7) **PLANNING** – APPROPRIATELY PREPARE TO ADMINISTER MEDICATIONS TO ASSIGNED CLIENTS (EPSLO # 1, 3, 4, 5, 7)
  - a) Review client chart and/or Kardex and obtain a current listing of all prescribed medications for assigned client in accordance with facility privacy policy

- b) Compare current medications with original provider orders checking for accuracy (date, medication, dose, route, frequency)
  - c) Complete appropriate prep work on provided medication prep sheet
  - d) Utilize appropriate resources as sources for information.
  - e) Discuss rationale for specific medications used in assigned client's care with moderate guidance from instructor
  - f) Implement a plan of care with moderate guidance from instructor
  - g) Complete necessary assessments in a timely manner with moderate guidance from instructor
  - h) Identify pertinent data and report data to healthcare team members and instructor immediately
  - i) Discuss gender, age, and/or cultural concerns while providing care for clients with moderate guidance from instructor
- 8) **MEDICATION ADMINISTRATION - DEMONSTRATE COMPETENCY IN DRUG COMPUTATIONS & DRUG ADMINISTRATION (EPSLO # 1, 2, 3, 4, 5, 6, 7).**
- a) Correctly identify client using two appropriate identifiers
  - b) Safely administer oral medications using the "10 Medication Rights"
  - c) Safely administer parenteral medication using the "10 Medication Rights"
  - d) Remain with the client until all medications have been taken
  - e) Demonstrate safe and effective organizational skills and time management with moderate guidance from instructor
  - f) Demonstrate appropriate psychomotor skills for administering medications with moderate guidance from instructor
  - g) Correctly administer parenteral medications with moderate guidance by:
    - i. Selecting appropriate syringe
    - ii. Selecting appropriate needle size
    - iii. Preparing vial/ampule appropriately using proper aseptic technique
    - iv. Selecting appropriate inject site
    - v. Explaining procedure to the client
    - vi. Wearing gloves
    - vii. Properly cleansing injection site with antiseptic per facility policy
    - viii. Injecting medications accurately
    - ix. Engaging needle safety device immediately after administration
    - x. Properly disposing of needle per facility policy
  - h) Accurately document medication administration per facility policy with moderate guidance from instructor
  - i) Evaluate effectiveness/therapeutic response of administered medications with moderate guidance from instructor
  - j) Provide relevant client education to assigned client in regards to administered medications with moderate guidance from instructor

**End of Program Student Learning Outcomes:**

Following successful completion of the program, the graduate of the School of Practical Nursing at WBACTC will:

1. Utilize the nursing process in identifying and prioritizing the health care needs of clients and families experiencing multiple health states in a variety of health care settings. **(NURSING PROCESS)**
2. Practice satisfactory performance of required psychomotor skills while caring for clients and families experiencing multiple health states in a variety of health care settings. **(PSYCHOMOTOR SKILLS)**
3. Demonstrate appropriate critical thinking/problem solving skills while caring for clients experiencing multiple health states in a variety of health care settings. **(CRITICAL THINKING)**
4. Communicate effectively with individuals, groups and communities using appropriate verbal, non-verbal, written and electronic means within the scope of nursing practice. **(COMMUNICATION)**
5. Synthesize principles of personal accountability in nursing practice by:
  - a. Functioning within the scope of practice of the Licensed Practical Nurse.
  - b. Integrating nursing code of ethics into practice.
  - c. Advocating for clients and health care consumers.
  - d. Demonstrating leadership skills while assuming responsibility for personal actions while providing nursing care **(ACCOUNTABILITY)**
6. Demonstrate values, attitudes, and personal qualities that reflect a commitment to respecting human dignity and the individual rights of clients in a variety of health care settings. **(VALUES, ATTITUDES, & PERSONAL QUALITIES)**
7. Utilize educational opportunities for both personal and professional growth in provision of care and health promotion of individual clients and families experiencing multiple health states in a variety of health care settings. **(EDUCATIONAL OPPORTUNITIES)**



**WBACTC PRACTICAL NURSING**  
**PEDIATRIC CLINICAL EXPERIENCE**  
**LEVEL IV**

**In order to successfully pass Maternal/Child Nursing –Pediatrics, the student must meet all of the following objectives:**

1. Recognizes normal growth and development for age, thereby identifying abnormal aspect when present.
2. Recognizes normal assessment findings (i.e.: vital signs, etc.) in the pediatric patient as contrasted with those of the adult patient.

**Pediatric clinical rotation may include observational/clinical/virtual/simulation experiences, and written assignments.**

3. Observational/clinical/virtual/simulation experiences may be completed at pediatric clinics, pediatrician offices, day care, and nursery schools. Student role will be determined dependent on available site.
4. Written assignments are completed and submitted as per instructions.

# **WBACTC PRACTICAL NURSING**

## **GERONTOLOGY (LONG-TERM CARE) CLINICAL EXPERIENCE**

### **STUDENT INSTRUCTIONS**

All students from Level II will attend a gerontology experience in a long-term care setting. Students will utilize a specific assessment tool each week to complete a comprehensive assessment on an assigned client, as well as discuss/demonstrate the skills and knowledge required to care for the geriatric patient.

#### **Purpose:**

To allow students the opportunity to gain experience regarding the nursing care of older individuals living in an institutionalized health care setting.

#### **Objectives:**

- Assess older adults' individual aging patterns and functional statuses using standardized assessment tools.
- Use effective communication techniques to recognize, respond to, and respect older adults' strengths, wishes, and expectations.
- Include findings or assessment of older adults' cognitions, moods, physical functions, and comfort to fully assess the individuals' aging patterns.

#### **Guidelines:**

1. The assigned Advancing Care Excellence for Seniors (ACES) assessment for each week will be determined by each group's instructor.
2. Students are to access the ACES website to **print** the appropriate assessment tool and review instructions for use PRIOR to arriving at the clinical site. (Link available on our website. Go to "useful links," then select "gerontology").
3. During pre-conference at the site, the instructor will review and discuss the performance of the assigned assessment tools and assign 1 or more clients to each student.
4. Students will perform the appropriate assessment utilizing the assigned tool. (Students may aid with care as needed, but focus will be on the specific assignment – discuss with instructor if necessary).
5. Additional assessments, skills, and assignments may be given to enhance the learning experience. This will vary according to level, facility, and instructor preference.
6. Post-conference will be held to discuss overview of findings and issues with the assigned assessment/screening tool. Students will submit documented findings to their clinical instructor **before** the post-conference.
7. Throughout the rotation students will identify and discuss distinct differences in the healthcare needs and concerns specific to the geriatric patient.