STUDENT HANDBOOK

2025-2026

MARION COUNTY

SCHOOL OF PRACTICAL NURSING

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Introduction

The Marion County School of Practical Nursing (MCSPN) is located at the Academy for Careers and Technology (ACT) in Marion, South Carolina. The nursing program is approved by the South Carolina Department of Labor, Licensing and Regulation, Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN), (3343 Peachtree Rd NE, Suite 850, Atlanta, Ga 30326, (404)975-5000). It is provided support by the South Carolina Department of Education, Office of Health Science Technology. Program objectives are achievable in an eighteen-month course of study, consisting of two nine month segments (Phase I and Phase II) that correspond with the public school calendar. Classes begin annually in August. Phase I students attend classes from 8:30 until 11:10 each day. Phase II students have a full-time schedule, attending classes from 8:30 am until 2:30 pm on 3 days of the week. Clinical is scheduled on 2 days of the week from 7:30 am until 2:30 pm.

The program consists of a total of 1496 clock hours, of which 447 are clinical and/or lab hours. There are no college credit hours given for any of the courses.

The purpose of the Marion County School of Practical Nursing is to provide quality nursing education, incorporating professional work ethics, to meet the changing needs of healthcare. Therefore, some of the policies and requirements expected of a student enrolled in the nursing program will be different from those of other students attending ACT. Those differences include, but are not limited to selection and admission, academic progression, student evaluation and grading, retention, withdrawal, dismissal, graduation requirements, financial aid, transfer of credit, and health requirements.

ACT and the nursing program do not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. Reasonable accommodations may be made that allow disabled students to be successful. Accommodations may be provided for those students who submit appropriate documentation by an outside/independent professional evaluator or agency. Contact the Associate Director/Guidance Counselor for information.

ADMINISTRATION AND STAFF

Michael Stone, Ed. S.
Director of Secondary Education and CTE
ACT

Alicia Whittington, BSN, RN
Instructor
MCSPN – Phase I

Adrian Johnson, Ed. S.
Associate Director of ACT

Tracy Oakley, BSN, RN
Instructor MCSPN – Phase II

John Washington
Associate Director of ACT

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Coordinator-Instructor
MCSPN – Phase II

Angel Cooper
Financial Officer

Kim Byrd
LPN Program Secretary
MCSPN

Carrie Elliott
ACT Financial Officer

Revised June 2025

Marion County School of Practical Nursing

I.   Mission, Philosophy and Organizing Framework
        A.   Mission
The Marion County School of Practical Nursing is committed to excellence in the teaching and preparation of students in a safe learning environment who will be able to assume the standards and expectations of professional nursing. The mission or purpose of the Marion County School of Practical Nursing is to provide quality practical nursing education, incorporating professional work ethics, to meet the changing needs of healthcare.

        B.   Philosophy
As an integral part of the Academy of Careers and Technology (ACT), the faculty of the nursing program supports the mission and philosophy of the ACT and additionally subscribes to the following:

PERSON
A person is a holistic individual who is a unique human being with diverse needs that change throughout his/her lifespan. The needs of a person are affected by the external and internal environment. The person is a member of society. Society is defined as all people collectively and is a very diverse group with changing needs.

ENVIRONMENT
The environment affects a person's ability to meet their needs and includes both internal and external forces that are in a continuous state of change. The nurse becomes part of the environment when interacting with a person and uses critical thinking and the nursing process to assist the person to meet their needs.

HEALTH
Health is a state of complete physical, mental and social well-being and not just the absence of disease or infirmity. One's state of health fluctuates on a continuum related to the successful or unsuccessful adaptation of the person to changes in the internal and/or external environment. Successful adaptation results in high level wellness and unsuccessful adaptation results in illness, infirmity and/or death.

NURSING
Nursing is an art and science which possesses a foundation of knowledge and skills that assist a person to promote, maintain and/or restore health or to assist a person to a peaceful death. Nursing is provided to all persons, treating all members of society with respect and dignity. Practical nursing is entry level into the nursing profession and a vital component of the health care team. This entry level into nursing provides for upward mobility in the various differentiated levels of nursing education (LPN, ADN, BSN, MN, DNP or Phd). The practical nurse provides safe, therapeutic care in uncomplicated, predictable nursing situations when supervised by the registered nurse or physician.

Nursing education is a continuous, goal-oriented, life-long process which promotes the development of a particular body of knowledge, skills, attitudes and values that are required for the practice of nursing. Supportive of that knowledge is an understanding of the importance of communication, professional behavior, management skills, teaching/learning and cultural sensitivity. Emphasis is placed on the progressive development of critical thinking skills using the nursing process.

Nursing education involves the integration of general education and nursing content as well as a variety of supervised nursing clinical experiences, from community settings, hospitals and extended care services. The content of the nursing curriculum is based on current trends in health care and current practice. The faculty is responsible for developing, implementing and evaluating a competency-based sequence of learning for the purpose of preparing graduates who are able to pass the licensure exam and provide safe, competent nursing within the legal scope of practice in a variety of settings.

C.   Organizing or Conceptual Framework

At the center of the organizing framework is the person who is unique, with diverse needs that change throughout his/her lifespan. The needs of the person are affected by the external and internal environment and affect the person's ability to meet his/her needs. The nurse becomes a part of this environment when interacting with the person. Health is a state of complete physical, mental and social well-being and not just the absence of disease or infirmity. It fluctuates on a continuum and is related to the successful or unsuccessful adaptation of the person to adapt to his/her needs. The goal of nursing is to assist the person adapt to his/her needs. In doing so, the nurse will assist to promote, maintain and/or restore health or to assist a person to a peaceful death. This goal is accomplished by the nurse through the integration of the six core concepts: critical thinking; communication; professional behavior; management; teaching/ learning; evidenced based, clinically competent, culturally sensitive nursing care. A definition of each core concept follows:

Critical thinking is the ability to reason and arrive at evidence-based conclusions. It includes being able to develop appropriate strategies for situations relevant to the practice of nursing using the nursing process. Critical thinking is a process that evolves based on experience, reflection and evaluation.

Communication is an interactive process in which information is shared between sender and receiver. It may be verbal or nonverbal and includes written communication.

Professional behavior is characterized by an understanding of the nursing profession, a nurse's duty to society, and work ethics. Professional behaviors may be demonstrated by the adherence to practice standards, legal and ethical considerations, accountability of actions and behaviors, as well as participation in professional development.

Management is a problem-oriented process in which two or more individuals work together towards a common objective. A manager coordinates the activities of the group toward that objective. In order to manage effectively, it is essential that the nurse be able to control his or her own emotions and behaviors.

Teaching/learning process involves the active participation of both the learner and the teacher and includes the following principles: a) the objectives or goals for learning should be written and understood prior to teaching; b) a variety of teaching techniques will increase the likelihood that learning will take place; c) practicing skills is necessary and will facilitate the transfer of learning to a clinical situation; d) frequent reinforcements for the desired behaviors, attitudes and skills will increase the likelihood that learning will take place; e)   both teacher and learner are accountable for learning, however, the primary responsibility for learning rests with the learner.

Clinically competent care is driven by the latest knowledge in nursing. To provide appropriate and effective care, nurses must understand how culturally learned values and customs affect peoples' beliefs and practices and how this should be used to provide evidenced-based clinically competent, culturally sensitive care.

These six core concepts flow from the organizing framework. Program, course and clinical objectives flow from the core concepts. The curriculum is designed so that each nursing course is in a logical sequence. The core concepts have been used to specify the course and clinical objectives.

Upon completion of the program, the graduate of the Marion County School of Practical Nursing should be able to:

1. Use **critical thinking** to assist with assessing, planning, intervening, and evaluating the needs of all persons.
2. Demonstrate the ability to **communicate** and interact effectively and appropriately with all persons involved in the nursing process.
3. Demonstrate ethical and **professional behaviors** according to the established legal and ethical standards for a licensed practical nurse as defined by the South Carolina Board of Nursing Scope of Practice for the practical nurse.
4. Utilize the knowledge and skills necessary to make decisions regarding the **management** of nursing care to achieve the optimal health status for patients and others involved in the nursing process.
5. Use the **principles of teaching/learning** in the care of the patient to facilitate achieving and/or maintaining optimal health.
6. Provide **evidenced-based, clinically competent, culturally sensitive nursing care** in order to promote and assist with the maintenance of the health of all persons.

CONCEPTUAL FRAMEWORK
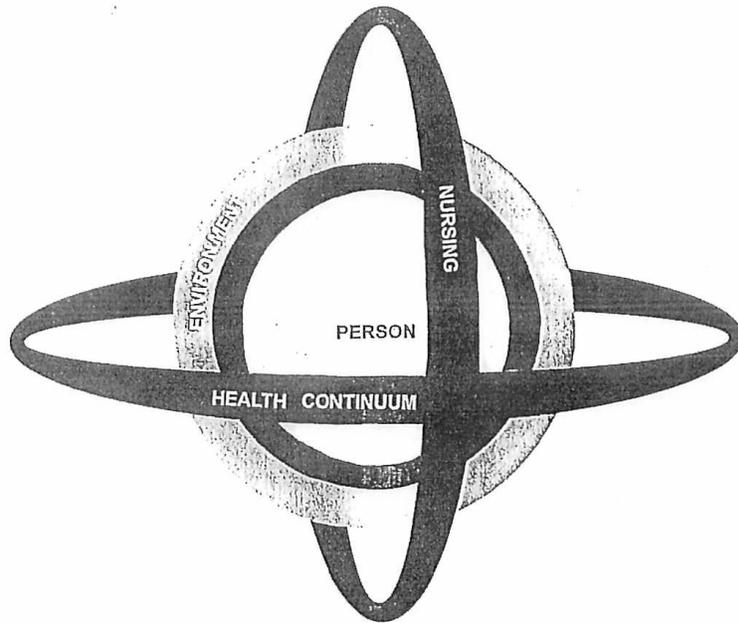
I.   CRITICAL THINKING OBJECTIVES

Definition: Critical thinking is the ability to reason and arrive at evidenced based conclusions. It includes being able to develop appropriate strategies for situations relevant to the practice of nursing using the nursing process. Critical thinking is a process that evolves based on experience, reflection and evaluation.

1. Verbalizes understanding of principles and rationales for interventions prior to implementation of care.
2. Makes sound clinical judgments based on scientific knowledge and pertinent clinical facts.
3. Modifies nursing care according to client's needs based on the evaluation of the nursing care plan.
4. Asks for assistance when problems are beyond current knowledge level or scope of practice.

II.   COMMUNICATION OBJECTIVES

Definition: Communication is an interactive process in which information is shared between sender and receiver. It may be verbal or nonverbal.

5. Demonstrates mutually satisfying, positive, nonjudgmental relationships with staff, clients, instructors, fellow students & visitors.
6. Conveys ideas orally and in writing in a clear, concise, and timely manner using professional terminology and describing the client's clinical picture.
7. Communicates relevant, accurate, and complete information to the appropriate nursing personnel and instructors respectfully and promptly.
8. Reports/records findings.
9. Uses information and communication technologies effectively.
10. Protects the safety and privacy of the client's health care information and record.
11. Participates actively in client-centered discussions.

III.   PROFESSIONAL BEHAVIOR OBJECTIVES

Definition: Professional behavior is characterized by an understanding of the nursing profession, a nurse's duty to society and work ethics. Professional behaviors may be demonstrated by the adherence to practice standards, legal and ethical considerations, accountability of actions and behaviors and participation in professional development.

12. Adheres to the Nursing Code of Ethics.
13. Displays honesty 100% of the time.
14. Prepares for clinical.
15. Recognizes own limits and seeks resources appropriately.
16. Accepts constructive comments as a basis for personal and professional growth.
17. Seeks new learning opportunities.
18. Identifies personal strengths and areas of ongoing improvement of knowledge and skills.
19. Performs nursing roles with self-direction and independence.
20. Takes appropriate action when a breach of professional ethics occurs.

21. Respects the privacy, rights, and dignity of clients and their families.
22. Acts as the client's advocate.
23. Adheres to standard of care and consistently provides quality care.
24. Adheres to nursing school, ACT and affiliating agency policies, including punctuality, absenteeism, dress code, HIPAA, and completion of assignments.
25. Complies with the Nurse Practice Act.
26. Performs fundamental nursing care within the scope of practice under the supervision of a registered nurse or physician, as determined by the Nurse Practice Act.

IV.   MANAGEMENT OBJECTIVES

Definition: Management is a problem oriented process in which two or more individuals work together towards a common objective. A manager coordinates the activities of the group towards that objective. In order to manage effectively, it is essential that the nurse be able to control his or her own emotions and behaviors.

27. Uses basic organizational skills to prioritize client needs.
28. Plans for and completes assignments in allotted time.
29. Delegates to and supervises other students.
30. Recognizes and manages own emotions effectively.
31. Contributes to nursing team in the delivery of health care within the scope of practice.
32. Maintains accountability for care provided.
33. Assist the client and/or his/her family to access available resources and services.

V.   TEACHING/LEARNING OBJECTIVES

Definition: The teaching/learning process involves the active participation of both the learner and the teacher and includes the following principles: a) the objectives or goals for learning should be written and understood prior to teaching; b) a variety of teaching techniques will increase the likelihood that learning will take place; c) practicing skills is necessary and will facilitate the transfer of learning to a clinical situation; d) frequent reinforcements for the desired behaviors, attitudes and skills will increase the likelihood that learning will take place; e) both teacher and learner are accountable for learning, however, the primary responsibility for learning rests with the learner.

34. Includes the client and/or his/her family in planning and providing nursing care.
35. Describes and/or demonstrates a need for life-long learning.
36. Seeks out information on new medications or health care practices when encountered in the clinical setting.
37. Applies nursing theory to clinical situations.
38. Seeks instructor's guidance for all new procedures.
39. Displays competency in carrying out patient care skills.
40. Demonstrates the safe administration of all medications including the purpose, adverse reactions, and accurate calculations.
41. Assists with client teaching.

VI. EVIDENCE-BASED, CLINICALLY COMPETENT/CULTURALLY SENSITIVE CARE OBJECTIVES

Definition: Clinically competent care is driven by the latest knowledge in the field of nursing. This care should be provided by nurses who understand and are able to apply how culturally learned values and customs affect peoples' beliefs and practices and how this should be used to provide care.

42. Collects, assesses and documents data and health history of clients.
43. Contributes to the development of a holistic nursing care plan.
44. Implements the plan of care to promote and assist with the maintenance of health across the lifespan.
45. Prioritizes nursing interventions when implementing the plan of care.
46. Assists in evaluating care.
47. Provide competent, safe, therapeutic, and individualized nursing care.
48. Performs therapeutic and preventive nursing measures in order to promote and assist with the maintenance of optimal health of all persons across the lifespan.

49. Expresses a caring and empathetic connection with clients and their families in order to provide compassionate care.
50. Provides care to clients that is sensitive and consistent with cultural values, beliefs, and customs.

Reviewed June 2025

CURRICULUM GUIDE

PHASE I

SUBJECTS

        Anatomy and Physiology

        Nutrition and Diet Therapy

        Nurses Math

        Fundamentals of Nursing I and II

TIME   Three hours each day Monday through Friday

HOLIDAYS   Same as Marion County Public Schools

1st Semester	Anatomy & Physiology	162 hours
	Fundamentals of Nursing I	111 hours
2nd Semester	Fundamentals of Nursing II	165 hours
	Nutrition & Diet Therapy	54 hours
	Nurses Math – 1 day a week	54 hours

See course transcript for allocation of credit for each course. Course credit represents the actual number of hours involved in each course or clinical rotation.

Students are to have the current edition book or books for each course they take and are expected to bring them to each class every day the class meets.

Reviewed June 2025

CURRICULUM GUIDE

PHASE II

SUBJECTS

        Medical-Surgical Nursing I and II
        Pharmacology I and II
        Maternal-Newborn Nursing
        Pediatric Nursing

HOURS   Six hours each day in the clinical area two days a week

        Five hours in the classroom three days a week.
        (Morning class = ½ day; Afternoon class = ½ day)

HOLIDAYS   Same as Marion County Schools.

1st Semester	Medical-Surgical Nursing I	262 hours
	Pharmacology I	50 hours
	Maternal-Newborn Nursing	163 hours
2nd Semester	Medical-Surgical Nursing II	262 hours
	Pharmacology II	50 hours
	Pediatric Nursing	163 hours

See course transcript for allocation of credit for each course. Course credit represents the actual number of hours involved in each course or clinical rotation.

Students are to have the current edition book or books for each course they take and are expected to bring them to each class every day the class meets.

Reviewed June 2025

Clinical Rotation Schedule – Phase I

2nd Semester – 10 weeks of clinical (1 day a week)

Fundamentals of Nursing	2 weeks - Orientation to Clinical Facility
	4 weeks – Acute Care
	1 week – Helping Hands
	1 week – Funeral Home
	1 week – Cardiac Rehabilitation
	1 week – Disabilities and Special Needs

Clinical Rotation Schedule – Phase II

1st and 2nd Semester – 28 weeks of clinical (2 days a week)

Medical-Surgical Nursing (16 weeks total)	6 weeks – LTC facility
	2 weeks – Leadership
	5 weeks – Acute Care
	1 week – Emergency Room Outpatient Department
	1 week – Medical Clinic
	1 week – Surgeon's office
Maternal-Newborn Nursing (6 weeks total)	1 week – Labor and Delivery
	2 weeks – Postpartum/GYN
	2 week – OB/GYN's office
	1 week – Newborn Nursery
Pediatric Nursing (6 weeks total)	1 week – School Nurse
	1 week – Child Day Care
	2 weeks – Pediatrician's office
	1 week – Elementary school/Special Needs
	1 week – Special Olympics

*Type/location of clinical may vary depending on availability of site and contract.

Reviewed June 2025

MARION COUNTY SCHOOL OF PRACTICAL NURSING
PHASE I

COURSE NAME: <u>ANATOMY AND PHYSIOLOGY</u>

CLOCK HOURS: Lecture   162
Clinical   0 hours

REQUIREMENTS:
Acceptance into nursing program.
COURSE FACULTY:
Alicia Whittington, BSN, RN
Office: LPN I, (843) 423-1941   Fax (843) 423-1943
E-mail: awhittington@marion.k12.sc.us
Office hours: Monday & Thursday   8:00 am – 8:30 am, 11:30 am – 3:15 pm*
              Tuesday   8:00 am – 8:30 am, 11:30 am – 3:15 pm*
                  * Office hours are subject to change according to teaching assignments.
                  Appointments should be made.

COURSE DESCRIPTION:
This course provides a study of normal body structure and function. It emphasizes how the body maintains homeostasis and introduces diseases that occur within each system. This course provides a study of basic human anatomy and physiology, focusing on the nursing process utilizing the standards of practice noted from the National Association for Practical Nurse Education and Service (NAPNES).

PURPOSE:
This course is designed to educate the student in the basic normal body structure and function (physiology) in order for the student to understand how to identify the abnormal anatomy and physiology when caring for clients.

COURSE OBJECTIVES:
At the completion of this course, the student will be able to:
1. Discuss the **nursing process** and use **critical thinking** to assist with assessing, selecting nursing diagnoses, planning, intervening and evaluating the needs of clients as it relate to their disease processes.
2. Describe the importance of effective **communication** when caring for clients and working with members of the healthcare team as it relates to their disease processes.
3. Provide the client and family with **teaching/learning** principles regarding anatomy and physiology for the purpose of health promotion and maintenance of health for the adult client and his/her family.
4. Identify legal, ethical and **professional behaviors** of the nurse as it relates to anatomy and physiology.
5. Describe the knowledge and skills necessary to make decisions regarding the **management** of adult clients as it relates to health.
6. Identify formal and informal education in nursing and explain the importance of life-long learning in nursing.

7. Define **evidenced based, clinically competent, culturally sensitive nursing** care to one adult client as it relates to their individual health/disease process needs.
8. Describe the importance of **health promotion and maintenance of health** across the lifespan with regard to health needs.
9. Identify the roles of selected members of the health care team, recognizing the contributions of all members to meet the clients health needs.

METHODS OF INSTRUCTION:
1. Lecture and class discussion
2. Computer assisted instruction (Nursing Learning Center, ATI)
3. Paper and pencil tests/computer tests
4. Demonstrations
5. Audio-visual aids
6. Reading and written assignments
7. Reference reading
8. Self-directed learning experiences (critical thinking exercises)
9. Interactive learning activities (gaming)

REQUIRED TEXTS: (all text must be the current edition)
Cohen, B.J. and Hull, K. (2020). Memmler's The Human Body in Health & Disease, 14th ed.
   PA: Wolters Kluwer (required) and workbook (recommended).

METHODS OF EVALUATION:
THEORY GRADES:
   The grading policy for Anatomy and Physiology is consistent with the grading policy of the School of Practical Nursing. Students have weekly pop tests that are averaged and count as a unit test. Then all weekly unit tests will count 75% of the course grade. There is a cumulative final exam which will count 25% of final course grade. A student must achieve 80 or above on the course to pass and make satisfactory academic progress and progress in the program. There is no rounding of grades in the nursing program.

   INTERIMS: At the halfway point of each semester, the students are given a written listing of all their grades up to that time.

GRADING SCALE:

   Each semester the student must achieve an 80 or above in theory to make satisfactory progression.

AMERICANS WITH DISABILITIES ACT (ADA) NOTICE:
   Reasonable accommodations will be provided upon request for students with disabilities. See policy in Student Handbook.

COURSE OUTLINE:

Unit 1: General Plan of the Human Body; Cells, Tissue and Tumors; Membranes; Chemistry, Matter and Life
Lecture, computer modules, worksheets, homework, Anatomy Bowl game.
Unit 2: Disease and Disease-Producing Organisms; The Skin
Lecture, computer modules, worksheets, homework.
Unit 3: Bones and Joints
Lecture, computer modules, worksheets, homework, model exploration
Unit 3: The Muscular System
Lecture, computer modules, worksheets, homework, model exploration
Unit 4: The Brain, Spinal Cord and Nerves
Lecture, computer modules, worksheets, homework, model exploration, password game
Unit 4: The Sensory System
Lecture, computer modules, worksheets, homework, model exploration, Jeopardy game
Unit 5: The Blood; The Heart
Lecture, computer modules, worksheets, homework, model exploration, Jeopardy game, films
Unit 5: The Blood Vessels; The Lymphatic System and Lymphoid Tissue
Lecture, computer modules, worksheets, homework, model exploration
Unit 6: Respiratory System
Lecture, computer modules, worksheets, homework, model exploration
Unit 6: The Digestive System and Body Temperature
Lecture, computer modules, worksheets, homework, model exploration
Unit 6: The Urinary System and Body Fluids
Lecture, computer modules, worksheets, homework, model exploration, password game
Unit 6: Glands and Hormones
Lecture, computer modules, worksheets, homework, model exploration
Unit 7: The Reproductive System
Lecture, computer modules, worksheets, homework, model exploration, Anatomy Bowl game
Unit 7: Heredity; Immunity
Lecture, computer modules, worksheets, homework, password game

Syllabus are subject to change at teacher discretion.

MARION COUNTY SCHOOL OF PRACTICAL NURSING
PHASE I

COURSE NAME: <u>FUNDAMENTALS I</u>

CLOCK HOURS: Lecture   57
                        Lab   54

REQUIREMENTS:
        Acceptance into the nursing program

COURSE FACULTY:
        Alicia Whittington, BSN, RN
        Office: LPN I, (843) 423-1941   Fax (843) 423-1943
        E-mail: awhittington@marion.k12.sc.us
        Office hours: Monday & Thursday   8:00 am – 8:30 am, 11:30 am – 3:15 pm*
                           Tuesday   8:00 am – 8:30 am, 11:30 am – 3:15 pm*
                     * Office hours are subject to change according to teaching assignments.
                     Appointments should be made.

COURSE DESCRIPTION:
PURPOSE:
         This course has a theory and laboratory component. It is designed to teach the student
        the fundamental principles and skills involved in giving nursing care. This course
        provides a study of basic fundamental skills involved in nursing, focusing on the nursing
        process with increased emphasis on patient teaching and older adult consideration
        utilizing the standards of practice noted from the National Association for Practical Nurse
        Education and Service (NAPNES).
        The student is given laboratory experience in nursing procedures as the principles and
        techniques of the procedure are taught in class. Fundamentals of Nursing I is taught first
        semester. (Fundamentals of Nursing II is taught second semester after successful
        completion of Fundamentals of Nursing I. Clinical experience occurs in Fundamentals of
        Nursing II.)

COURSE OBJECTIVES:
At the completion of this course, the student will be able to:
1) Discuss the nursing process and use **critical thinking** to assist with assessing, selecting
   nursing diagnoses, planning, intervening and evaluating the needs of the adult client.
2) Describe the importance of effective **communication** when caring for clients and working
   with members of the healthcare team.
3) Identify legal, ethical and **professional behaviors** of the nurse.
4) Describe the knowledge and skills necessary to make decisions regarding the
   management of nursing care to one adult client.
5) Define **evidenced based, clinically competent, culturally sensitive nursing** care to the
   adult client.

6) Provide the client and family with **teaching/learning** principles for the purpose of health promotion and maintenance of health for the adult client and his/her family.
7) Identify formal and informal education in nursing and explain the importance of life-long learning in nursing.
8) Describe the importance of health promotion and maintenance of health across the lifespan.
9) Identify the roles of selected members of the health care team, recognizing the contributions of all members.

METHODS OF INSTRUCTION:

Lecture, discussion, demonstrations, role modeling, worksheets, homework, computer modules (ATI), audiovisuals (online YouTube & video tapes) student presentations, laboratory practice *, and testing.
*Students should note that additional time will be needed for laboratory practice, depending on the needs of the student. This additional practice will be the student's responsibility.

REQUIRED TEXTS (all texts must be the current edition):

Donnelly-Moreno, LA and Timby, BK (2021). Fundamental Nursing Skills & Concepts, 12th ed. Philadelphia, PA: Wolters Kluwer. (THIS BOOK IS USED BOTH SEMESTERS)

METHODS OF EVALUATION:
THEORY GRADES:

The grading policy for Fundamentals I is consistent with the grading policy of the School of Practical Nursing. A student must achieve 80 or above in theory, complete all lab skills check offs with 100% competency and show an adequate performance of all core competencies to pass Fundamentals of Nursing I and make satisfactory academic progress and progress in the program to Fundamentals of Nursing II.

The student will receive weekly unit grades and interim (nine week) grades each semester. The student will also receive a final course grade and a preclinical evaluation. The preclinical evaluation uses the core concepts as a framework and any behaviors that would be documented evidence of problems the student is having related to the core concepts. If the student does not have an adequate performance in all core concept areas due to the documented problem behaviors, the student will not be able to participate in clinical rotations and will not progress to Fundamentals of Nursing II.

Students have pop tests and student presentations that are averaged and count as a unit test. Students have ATI tests that will be averaged as a pop test grade. All unit tests are averaged and count 75% of the course grade. Then, the cumulative final exam will count 25% of final course grade. The student must score 80 or above each semester to make satisfactory academic progress and continue in the program. A student must achieve 80 in the course to make satisfactory academic progress in the program. There is no rounding of grades in the nursing program.

In the lab the student must perform skills check offs with 100% competency.

INTERIMS: At the halfway point of each semester, the students are given a written listing of all their grades up to that time.

GRADING SCALE:

Each semester the student must achieve an 80 or above in theory to make satisfactory progression.

AMERICANS WITH DISABILITIES ACT (ADA) NOTICE:
Reasonable accommodations will be provided upon request for students with disabilities. See policy in Student Handbook.

COURSE OUTLINE:

Fundamentals of Nursing I – Fall Semester: *

Unit 1: Role of Nurse, Professionalism, Ethics, & Law; Nursing Process; Critical Thinking National Patient Safety Goals; Educational and Nursing Theory.
Lecture, Presentations & Posters on Trends in Health Care, Case studies, Care plans.

Unit 2: Health and illness; Stress; Culture/Global Diversity; Developing a Helping Nurse-Client Relationship; Therapeutic communications.
Lecture, Group Presentations on Cultures, Case studies, Care plans, video tape

Unit 3: Client Teaching and Life-long learning; The Client's Record; Admitting, Referring, Discharging, Managing Nursing Care.
Lecture, Case studies, Care plans.

Unit 4: Practices of Medical and Surgical Asepsis; Infection control
Lecture, Case studies, Demonstrations, Lab practice, Care plans, video tape

Unit 5: Measures to Promote Personal Hygiene; Sleep, Rest, Comfort; Safety
Lecture, Case studies, Demonstration, Lab practice, Group projects teaching patient hygiene, Care plans, video tape, Case study using National Patient Safety Goals

Unit 6: Obtaining Vital Signs
Lecture, Case studies, Demonstration, Lab practice, Care plans, video tape, health fair

Unit 7: Measures to Promote Proper Nutrition; Measures to Correct Body Fluid Imbalances; Gastrointestinal Intubation.
Lecture, Case studies, Group projects on enteral feeding methods, Demonstration, Lab Practice, Care plans.

Syllabus are subject to change at teacher discretion.

Reviewed June 2025

MARION COUNTY SCHOOL OF PRACTICAL NURSING
PHASE I

COURSE NAME: <u>FUNDAMENTALS II</u>

CLOCK HOURS: Lecture   108
                     Lab   57

REQUIREMENTS:
> Acceptance into the nursing program. Satisfactory completion of Anatomy and Physiology, and Fundamentals of Nursing I.

COURSE FACULTY:
> Alicia Whittington, BSN, RN
> Office: LPN I, (843) 423-1941   Fax (843) 423-1943
> E-mail: awhittington@marion.k12.sc.us
> Office hours: Monday & Thursday   8:00 am – 8:30 am, 11:30 am – 3:15 pm*
>   Tuesday   8:00 am – 8:30 am, 11:30 am – 3:15 pm*
>   * Office hours are subject to change according to teaching assignments.
>   *Appointments should be made.*

COURSE DESCRIPTION/PURPOSE:
> This course has a theory, laboratory and clinical component. It is designed to teach the student the fundamental principles and skills involved in giving nursing care. The student is given laboratory experience in nursing procedures as the principles and techniques of the procedure are taught in class. Fundamentals of Nursing I is taught first semester and Fundamentals of Nursing II is taught second semester after successful completion of Fundamentals of Nursing I. Clinical experience occurs in Fundamentals of Nursing II. This course provides a study of basic fundamental skills involved in nursing, focusing on the nursing process with increased emphasis on patient teaching and older adult consideration utilizing the standards of practice noted from the National Association for Practical Nurse Education and Service (NAPNES).

COURSE OBJECTIVES:
At the completion of this course, the student will be able to:
1) Discuss the nursing process and use **critical thinking** to assist with assessing, selecting nursing diagnoses, planning, intervening and evaluating the needs of the adult client.
2) Describe the importance of effective **communication** when caring for clients and working with members of the healthcare team.
3) Identify legal, ethical and **professional behaviors** of the nurse.
4) Describe the knowledge and skills necessary to make decisions regarding the **management** of nursing care to one adult client.
5) Define **evidenced based, clinically competent, culturally sensitive nursing** care to the adult client.
6) Provide the client and family with **teaching/learning** principles for the purpose of health promotion and maintenance of health for the adult client and his/her family.

7) Identify formal and informal education in nursing and explain the importance of life-long learning in nursing.
8) Describe the importance of health promotion and maintenance of health across the lifespan.
9) Identify the roles of selected members of the health care team, recognizing the contributions of all members.

CLINICAL OBJECTIVES:
During clinical rotations, the students will:
1. Describe **evidenced-based clinically competent and culturally sensitive nursing care** of the adult client**.**
2. Demonstrate selected fundamental nursing skills within the role of the practical nurse**.**
3. Demonstrate legal, ethical, and **professional behavior** while providing **evidenced-based clinically competent and culturally sensitive nursing care** to assigned clients.
4. **Communicate** verbally and in writing in a clear, appropriate manner when working with clients, families and co-workers.
5. Define the steps of the nursing process used to provide care to adult clients.
6. Demonstrate progressive use of **critical thinking** and **management** skills throughout clinical experiences.
7. Identify appropriate **teaching/learning** principles to promote and/or maintain health of assigned clients.
8. Identify the role of the nurse as a contributing member of the health care team in assigned health care settings.
9. Demonstrate ability to function with increasing self- direction and reliability while providing care to a client.
10. Describe the need for life-long learning as a practical nurse.

METHODS OF INSTRUCTION:
Lecture, discussion, demonstrations, role modeling, worksheets, homework, computer modules (ATI), audiovisuals (YouTube or video tapes) student presentations, laboratory practice *, clinical practice, and testing.
*Students should note that additional time will be needed for laboratory practice, depending on the needs of the student. This additional practice will be the student's responsibility.

REQUIRED TEXTS (all text must be the current edition):
Donnelly-Moreno, LA and Timby, BK (2021). Fundamental Nursing Skills & Concepts, 12th ed. Philadelphia, PA: Wolters Kluwer. (THIS BOOK IS USED BOTH SEMESTERS)

Silvestri, L. (2025). Comprehensive Review for the NCLEX-PN Examination, 9th ed. St. Louis, MI: Elsevier Saunders.*

METHODS OF EVALUATION:
THEORY GRADES:

   The grading policy for Fundamentals II is consistent with the grading policy of the School of Practical Nursing. A student must achieve 80 or above in theory, complete all lab skills check offs with 100% competency and a have a satisfactory clinical evaluation to pass Fundamentals of Nursing II and make satisfactory academic progress and progress in the program.

   The student will receive weekly unit grades each semester. The student will also receive a final course grade.

   Students have pop tests and student presentations that are averaged and count as a unit test. Students have ATI tests that will be averaged as a pop test grade. All unit tests are averaged and count 75% of the course grade. Then, the cumulative final exam will count 25% of final course grade. The student must score 80 or above each semester to make satisfactory academic progress and continue in the program. A student must achieve 80 in the course to make satisfactory academic progress in the program. There is no rounding of grades in the nursing program.

   In the lab the student must perform skills check offs with 100% competency. Students will be given many opportunities to practice with instructor feedback and 3 opportunities to demonstrate competency on all required skills. This is to be completed by the end of Fundamentals II.

   A clinical grade will be either pass or fail and be determined using the Clinical Performance Evaluation tool. The student will receive a rating of 2 points, 1 point, or 0 points for each of the 50 criterion listed on the evaluation tool. The student must accumulate 40 points in order to have a satisfactory clinical evaluation. This feedback is given at the completion of lab and clinical, which is at the end of Fundamentals of Nursing II. There will also be a Medication Calculation/Measurement Exam that the student must pass with 90 or higher in order to pass (see Policy).

   Additional course requirements include completion of the Assessment Technologies Institute (ATI) proctored examination. Any student making less a proficiency level 2 may be required to complete remediation.

   INTERIMS: At the halfway point of each semester, the students are given a written listing of all their grades up to that time.

GRADING SCALE:

   Each semester the student must achieve an 80 or above in theory to make satisfactory progression.

AMERICANS WITH DISABILITIES (ADA) NOTICE:
Reasonable accommodations will be provided upon request for students with disabilities. See policy in Student Handbook.

CLINICAL OBJECTIVES: See Clinical Evaluation Tool

CLINICAL REQUIREMENTS:
   1) Attend orientation, complete room module, unit scavenger hunt and tour of the facility.
   2) Be on time, dressed professionally in proper uniform and with appropriate ID badge.
   3) Attend a minimum of 80% of clinical days.

4) Be present for pre and post conference each clinical day.
5) Demonstrate through all behaviors that client safety and improved health is the first priority.
6) Demonstrate the ability to do each of the following with minimal assistance: provide a bed bath, change the bed linens on an occupied and unoccupied bed, feed a client, take vital signs, assist with procedures that require medical and/or surgical asepsis, perform a physical assessment.
7) Demonstrate standard precautions at all times.
8) Gather pertinent client information using the Data Collection/Assessment Tool and write nurses notes on this client.
9) Demonstrate professionalism, good communications and the proper management of emotions, time and resources.
10) Write a care plan for each client each clinical day. The care plan must include the following: one appropriate NANDA; one short-term, measurable goal; at least 3 interventions that lead to the goal; at least one teaching and at least one assessment intervention.
11) Turn in all written assignments.
12) Pass the Medication Calculation Exam with a score of a 90% or higher.

COURSE OUTLINE:
Fundamentals of Nursing II – Spring Semester:*
Unit 8: Body Mechanics, Positioning, Moving; Therapeutic Exercise; Mechanical Immobilization; Ambulatory Aids, Case studies, Demonstration, Lab practice, Care plans
Unit 9: Physical Assessment; Special Exams and Tests
Lecture, Case studies, Demonstration, Lab practice, Care plans, video tape
Unit 10: Perioperative care
Lecture, Case studies, Demonstration, Lab practice, Care plans, video tape
Unit 11: Measures to Promote Tissue Healing
Lecture, Case studies, Demonstration, Lab practice, Care plans, video tape
Unit 12: Measures to Promote Elimination from Urinary Bladder
Lecture, Case studies, Lab practice, Care plans, video tape
Unit 13: Measures to Promote Elimination from Large Intestine
Lecture, Case studies, Lab practice, Care plans, video tape
Unit 14: Measures to Promote Cardiopulmonary Functioning
Lecture, Case studies, Lab practice, Care plans, video tape
Unit 15: Medication Administration
Lecture, Case studies, Lab practice, Care plans, video tape
Unit 16: Caring for the Terminally Ill Client and His Family
Lecture, Case studies, Care plans, Individual Portfolio on Dying, field trip to funeral home
*Computer modules, worksheets, homework, class discussions, role modeling and clinical lab for all units of study.

Syllabus are subject to change at teacher discretion.

Reviewed June 2025

MARION COUNTY SCHOOL OF PRACTICAL NURSING
PHASE I

COURSE NAME: <u>NUTRITION</u>

CLOCK HOURS: Lecture   54

REQUIREMENTS:
Satisfactory Completion: Anatomy and Physiology, Fundamentals of Nursing I
COURSE FACULTY:
Alicia Whittington, BSN, RN
Office: LPN I, (843) 423-1941   Fax (843) 423-1943
E-mail: awhittington@marion.k12.sc.us
Office hours: Monday & Thursday   8:00 am – 8:30 am, 11:30 am – 3:15 pm*
                      Tuesday   8:00 am – 8:30 am, 11:30 am – 3:15 pm*
* Office hours are subject to change according to teaching assignments.
Appointments should be made.

COURSE DESCRIPTION:
This course focuses on the major nutrients and the foods in which these nutrients are found, and diet therapy for major disease. Course objectives are based on standards of practice noted from the National Association for Practical Nurse Education and Service (NAPNES).

PURPOSE:
This course is designed to educate the student in the basic nutritional knowledge and diet therapy for major diseases to assist in caring for clients.

COURSE OBJECTIVES:
At the completion of this course, the student will be able to:
1. Discuss the nursing process and use **critical thinking** to assist with assessing, selecting nursing diagnoses, planning, intervening and evaluating the needs of clients as it relate to their nutritional needs.
2. Describe the importance of effective **communication** when caring for clients and working with members of the healthcare team as it relates to nutrition.
3. Provide the client and family with **teaching/learning** principles regarding nutrition for the purpose of health promotion and maintenance of health for the adult client and his/her family.
4. Identify legal, ethical and **professional behaviors** of the nurse as it relates to nutrition.
5. Describe the knowledge and skills necessary to make decisions regarding the **management** of adult clients as it relates to nutrition.
6. Identify formal and informal education in nursing and explain the importance of life-long learning in nursing.
7. Define **evidenced based, clinically competent, culturally sensitive nursing** care to one adult client as it relates to their individual nutritional needs.

8. Describe the importance of health promotion and maintenance of health across the lifespan with regard to nutritional needs.
9. Identify the roles of selected members of the health care team, recognizing the contributions of all members to meet the client's nutritional needs.

METHODS OF INSTRUCTION:
1. Lecture and class discussion
2. Computer assisted instruction (Nursing Learning Center, ATI)
3. Paper and pencil tests/computer tests
4. Demonstrations (projects)
5. Audio-visual aids
6. Reading and written assignments
7. Diet Analysis
8. Self-directed learning experiences (critical thinking exercises)
9. Diet sampling, testing

REQUIRED TEXTS (all text must be the current edition):
Dudek, S.G. (2022). <u>Nutrition Essentials for Nursing Practice</u>, 9th ed. Philadelphia, PA: Wolters Kluwer

METHODS OF EVALUATION:
THEORY GRADES:
The grading policy for Nutrition is consistent with the grading policy of the School of Practical Nursing. Students have weekly pop tests that are averaged and count as a unit test. Then all weekly unit tests will count 75% of the course grade. The cumulative final exam will count 25% of final course grade. A student must achieve a grade of 80 or above on the course to pass and make satisfactory academic progress and progress in the program. There is no rounding of grades in the nursing program.
INTERIMS: At the halfway point of each semester, the students are given a written listing of all their grades up to that time.

GRADING SCALE:

Each semester the student must achieve an 80 or above in theory to make satisfactory progression.

AMERICANS WITH DISABILITIES ACT (ADA) NOTICE:
Reasonable accommodations will be provided upon request for students with disabilities. See policy in Student Handbook.

COURSE OUTLINE:

Unit 1:   Normal Nutrition: CHO, Fats, Proteins, Water, Digestion, Absorption, Metabolism
            Lecture, diet analysis, worksheets, homework, computer modules, films, case studies
Unit 2:   Vitamins, Minerals
            Lecture, diet analysis, worksheets, homework, computer modules, films, case studies
Unit 3:   Lifecycle nutritional needs
            Lecture, diet analysis, worksheets, homework, computer modules, films, case studies
Unit 4: Community nutrition and health care
            Lecture, diet analysis, worksheets, homework, computer modules, films, case studies,
            student presentations for cultural/global food day
Unit 5: Diet therapy
            Lecture, diet analysis, worksheets, homework, computer modules, films, case studies,
            samples of special diets.

* Unit number may not correlate to textbook but material will be taught in this order and testing will occur based on syllabus unit

Syllabus are subject to change at teacher discretion.

MARION COUNTY SCHOOL OF PRACTICAL NURSING
PHASE I

COURSE NAME: <u>NURSES MATH</u>

CLOCK HOURS: Lecture 54

REQUIREMENTS:
> Satisfactory Completion: Anatomy and Physiology, Fundamentals of Nursing I

COURSE FACULTY:
> Alicia Whittingon, BSN, RN
> Office: LPN I, (843) 423-1941   Fax (843) 423-1943
> E-mail: awhittington@marion.k12.sc.us
> Office hours: Monday & Thursday   8:00 am – 8:30 am, 11:30 am – 3:15 pm*
>   Tuesday   8:00 am – 8:30 am, 11:30 am – 3:15 pm*
>   * Office hours are subject to change according to teaching assignments.
>   *Appointments should be made.*

COURSE DESCRIPTION/PURPOSE:
This course is designed to review and reinforce basic math skills as it relates to adding, subtracting, multiplying and dividing whole numbers, fractions and decimals. Students will learn the units of weight and measure in the three commonly used systems (apothecary, household and metric) and how to convert between these three systems. Students will learn how to apply this knowledge to calculate dosage of parenteral and non-parenteral medications. Course objectives are based on standards of practice noted from the National Association for Practical Nurse Education and Service (NAPNES).

COURSE OBJECTIVES:
At the completion of this course, the student will be able to:

1. Identify legal, ethical, and **professional behavior** required when calculating dosages of medication.
2. Identify how **evidenced-base, clinically competent, and culturally sensitive nursing care** are related to understanding medication dosages and methods of administration.
3. Discuss the importance of **critical thinking skills** related to safe calculation of medications.
4. Explain **teaching/learning principles** related to medication calculations.
5. Discuss the importance of effective **communication** as related to medication calculations.
6. Describe the knowledge needed for safe medication calculations and its relation to effective **management** and care of adult clients.

METHODS OF INSTRUCTION:
Lecture and board display, discussions, demonstrations, worksheets, homework, audiovisuals (Youtube or video tapes), laboratory practice, computer modules (ATI), and testing.

REQUIRED TEXTS (all text must be current edition):
Buchholz, S. (2024). <u>Henke's Med-Math</u>, 10th ed. Philadelphia, PA: Wolters Kluwer.

METHODS OF EVALUATION:
THEORY GRADES:
The grading policy for Nurses Math is consistent with the grading policy of the School of Practical Nursing. Weekly unit tests (75%), exam (25%) for the semester. A student must achieve an 80 or above on the course to make satisfactory academic progress and progress in the program. The student will receive a final course grade. There is no rounding of grades in the nursing program.
INTERIMS: At the halfway point of each semester, the students are given a written listing of all their grades up to that time.

GRADING SCALE:

Each semester the student must achieve an 80 or above in theory to make satisfactory progression.

AMERICANS WITH DISABILITIES (ADA) NOTICE:
Reasonable accommodations will be provided upon request for students with disabilities. See policy in Student Handbook.

COURSE OUTLINE:
Unit 1: Roman Numerals
Lecture and board display, worksheets, homework.

Unit 2: Addition, subtraction, multiplication and division of whole numbers, fractions, decimal fractions
Lecture and board display, worksheets, homework, group work.

Unit 3: Equivalent fractions (ratio and proportion)
Lecture and board display, worksheets, homework.

Unit 4: Metric System
Lecture and board display, worksheets, homework.

Unit 5: Apothecaries' System;Household System
Lecture and board display, worksheets, homework.

Unit 6: Conversion between Metric, Apothecaries' and Household systems.
Lecture and board display, worksheets, homework, lab practice, computer module.

Syllabus are subject to change at teacher discretion.

Reviewed June 2025

MARION COUNTY SCHOOL OF PRACTICAL NURSING
PHASE II

COURSE NAME: <u>MEDICAL-SURGICAL NURSING I</u>

CLOCK HOURS: Lecture   166 hours
Clinical   96 hours

REQUIREMENTS:
Satisfactory completion of Phase I:
Anatomy and Physiology
Basic Nutrition and Diet Therapy
Fundamentals
Nurses Math
Recommendation of Coordinator

COURSE FACULTY:
Tracy W. Oakley, RN, BSN
Office: LPN II, (843) 423-1941   Fax (843) 423-1943
E-mail: toakley@marion.k12.sc.us
Office hours: Monday & Wednesday   8:00 am – 8:15 am, 12:10 pm - 3:00 pm*
Tuesday   8:00 am – 8:15 am, 12:10 pm - 3:30 pm*
* Office hours are subject to change according to teaching assignments.
Appointments should be made.

COURSE DESCRIPTION:
This course provides a study of adult health nursing, focusing on the nursing process with increased emphasis on patient teaching and older adult consideration utilizing the standards of practice noted from the National Association for Practical Nurse Education and Service (NAPNES). In maintaining the philosophy of simple to complex, the educational material emphasizes the psychological, physiological, and special care of an adult client. Critical thinking exercises and situations reflecting ethical dilemmas are included in each unit to help prepare students for the realities of practice.

COURSE PURPOSE:
This course is designed to educate the student in the basic principles of nursing care for the adult client in both the acute and long-term setting.

COURSE OBJECTIVES:
At the completion of this course, the student will be able to:
1. Demonstrate legal, ethical and **professional behavior** in a Medical Surgical setting while providing **evidenced-based, clinically competent and culturally sensitive nursing care** for the adult client.
2. Incorporate **teaching/learning principles** for promotion and/or maintenance of health for the adult client and his/her family.

3. Implement progressive development of **critical thinking** skills while utilizing the nursing process in providing nursing care to the adult client.
4. Explain the role of the practical nurse and other members of the health care team in providing care to the adult client.
5. Prioritize nursing interventions in order to provide effective **management** of the plan of care for the adult client with specific disease processes.
6. Integrate professional **communication** techniques when interacting with the adult client, his/her family, and/or other members of the healthcare team.
7. Perform medication administration techniques, within the scope of practice of the practical nurse, that are safe and effective for the adult client with specific disease processes.
8. Explain the pharmacotherapeutic effects of common medications used in the care of the adult client with various disease processes.
9. Outline the nutritional needs and the appropriate diet therapy for the adult client with specific disease processes.
10. Relate fundamental nursing concepts and principles to the care of the adult client.

METHODS OF INSTRUCTION:
1. Lecture and class discussion
2. Computer assisted instruction (Nursing Learning Center, ATI)
3. Supervised clinical experience
4. Observational clinical experiences
5. Paper and pencil tests/computer tests
6. Demonstrations
7. Audio-visual aids
8. Reading and written assignments
9. Reference reading
10. Self-directed learning experiences (critical thinking exercises)
11. Interactive learning activities
12. Clinical conferences

REQUIRED TEXTS (all text must be the current edition):
Williams, Linda S., MSN, RNC, and Hopper, Paula D., MSN, RN (2023). Understanding Medical Surgical Nursing, 7th ed. Philadelphia, PA: F. A. Davis Company.

Deglin, J.H. & Vallerand, A.H. (2023). Davis Drug Guide for Nurses, 18th ed. (or higher) Philadelphia, PA: F.A. Davis Company.

Silvestri, L. (2025). Comprehensive Review for the NCLEX-PN Examination, 9th ed. St. Louis, MI: Elsevier Saunders.*

METHODS OF EVALUATION:
THEORY GRADES:

The grading policy for Medical Surgical Nursing is consistent with the grading policy of the School of Practical Nursing. Testing is done at the completion of a unit or units of material. Pop tests are given periodically during the course. Students have ATI tests that will be averaged as a pop test grade. These pop tests are averaged and that grade is recorded as a unit test grade. Students are shown their individual grade sheet at the end of each semester. The student must have an average of at least an 80 in order to make satisfactory academic progress *(Refer to the PN Student Handbook).* There is no rounding of grades in the nursing program.

There will also be a Medication Calculation/Measurement Exam that the student must pass with 90 or higher in order to make satisfactory academic progress.

A yearly grade sheet is maintained on each student enrolled in Phase II. This grade sheet provides a central site for recording the semester average of Medical-Surgical Nursing I, the final examination grades for Medical-Surgical Nursing I, and the final course grade. Students are asked to sign this sheet at the end of the semester to verify their receipt of grades.

INTERIMS: At the halfway point of each semester, the students are given a written listing of all their grades up to that time.

All unit(s) test grades in the first semester are totaled, averaged together, and count 75% of the Medical Surgical Nursing I grade. A cumulative final exam will be given at the end of the course. The final exam will not be given until all course work is completed, such as unit tests, remediation, written assignments, and project/presentations. This final examination in Medical Surgical Nursing I will count as 25% of the Medical Surgical Nursing I grade.

The student must pass both the clinical component and the theory in order to make satisfactory academic progress and complete Medical Surgical Nursing I and II *(Refer to the Student Handbook).*

Additional course requirements include completion of the Assessment Technologies Institute (ATI) proctored examination. Any student making less a proficiency level 2 may be required to complete remediation.

GRADING SCALE:

Each semester the student must achieve an 80 or above in theory <u>and</u> a satisfactory clinical evaluation to make satisfactory progression.

CLINICAL GRADES:

A subjective-objective assessment of the student's performance in the medical-surgical nursing clinical sites will be determined by utilizing the Marion County School of

Practical Nursing Clinical Performance Evaluation Scale. Clinical evaluations will be performed every nine weeks. The student will receive a rating of 2 points, 1 point, or 0 point by the clinical instructors for each criterion listed on the evaluation scale. The total number of points required will be as follows:

1st nine weeks	50 points	3rd nine weeks	70 points
2nd nine weeks	60 points	4th nine weeks	80 points

With each evaluation, the student should increase the point value to the stated competency level. Failure to accumulate the minimum number of points required results in an unsatisfactory clinical evaluation. Satisfactory academic progress is made by achieving the competency level required for that evaluation period at the end of the semester. Failure to make the minimum score required at mid-semester will result in the student receiving remediation/advisement from the clinical instructor. Satisfactory academic progress will not be met if the student has not met the minimum score required at the end of the semester. If this occurs, the student will not progress to the spring semester. Additionally, all critical skills listed on the clinical checklist must be mastered prior to graduation. Students needing to practice skills are permitted to do so in the skills lab during regular school hours.

CLINICAL OBJECTIVES:
The students will:
1. Incorporate **evidenced-based, clinically competent and culturally sensitive nursing care** in the plan of care for the adult client.
2. Implement **professional behavior** while performing nursing care of the adult client.
3. Integrate professional **communication**, verbally and in writing, when working with the client, his/her family, and other members of the healthcare team.
4. Incorporate **critical thinking** skills while utilizing the nursing process in providing nursing care to the adult client.
5. Implement appropriate **teaching/learning principles** to promote and/or maintain the health of assigned clients.
6. Prioritize nursing interventions in order to provide effective **management** of the plan of care for the adult client.
7. Demonstrate the ability to function with increasing self-direction and reliability while providing care to an increasing number of clients.
8. Justify the need for life-long learning in nursing.
9. Compare/contrast the various leadership styles identified in the clinical setting.

CLINICAL REQUIREMENTS:
During Medical-Surgical Nursing I, students rotate through a long-term care facility and hospital medical-surgical unit. Prior to the beginning of each clinical rotation site, students are given rotation objectives for each clinical site. The objectives are designed to guide the students experience and outline the purpose of each clinical rotation. Upon completion of each of these rotations, students are required to anonymously evaluate each of the clinical rotations. These forms are reviewed by the Coordinator and instructor to assist in providing quality clinical rotations/experiences.

Students are required to submit and receive a satisfactory grade on a medical-surgical nursing care plan (NCP) during the first clinical rotation. Each student will be provided the evaluation criteria that is expected on the NCP. The written nurse's notes and the care plan are to be written for the same client and turned in together. Forms are to be placed in the instructor's mailbox on the assigned date. Points will be deducted for NCPs not turned in on time. The NCP grade will be reflected on the Clinical Performance Evaluation Scale.

Students must write daily nursing notes when caring for clients in a long-term facility and on the hospital medical-surgical units. The nursing note is to include all narrative assessment information on the face side. When in the hospital setting, the reverse side of the Nurse Notes form should be completed to include the following about the client: current medications including dosage, route, frequency, and purpose; lab work (normal and abnormal values), and diagnostic tests with results. In the long-term care facility, the Nursing Home Patient Assessment Sheet should be completed and turned in with narrative nursing notes.

Medical-Surgical Nursing I clinical rotations require a white uniform with a blue apron, and a nursing cap. In addition, students are required to adhere to the Professional Appearance/Behavior policy in the Student Handbook.

AMERICANS WITH DISABILITIES (ADA) NOTICE:
Reasonable accommodations will be provided upon request for students with disabilities. See policy in Student Handbook.

COURSE OUTLINE:
Unit 1:   Critical Thinking and the Nursing Process
               Issues in Nursing Practice
                       Lecture/discussion, power-point, review of national
                       patient safety goals
Unit 2:   Developmental Considerations in the Nursing Care of Adults
               Cultural Influences on Nursing Care
               Alternative & Complementary Therapies
                       Lecture/discussion of social, cultural, ethnic, and geographical
                       diversity, power-point
Unit 3:   Nursing Care of Older Adult Patients
               Nursing Care of the Patient At Home
                       Lecture/discussion, critical thinking exercises
Unit 4:   Nursing Care of Patients with Fluid, Electrolyte, and Acid-Base Balance
                    Imbalances
               Nursing Care of Patients Receiving IV Therapy
                       Lecture/discussion, power-point, video, class activity,
Unit 5:   Nursing Care of Patients with Cancer
               Nursing Care of Patients at the End of Life
                           Lecture/discussion, power-point

Unit 6:   Nursing Care of Patients in Pain
Nursing Care of Patients Having Surgery
        Lecture/discussion, handouts

Unit 7:   Nursing Care of the Patient with Infections
Nursing Care of the Patient in Shock
        Lecture/discussion, power-point, critical thinking exercises, video,

Unit 8:   Nursing Care of Patients with Emergent Conditions and
        Disaster/Bioterrorism Response
Nursing Care of the Patients with Burns
        Lecture/discussion, power-point, guest speaker

Unit 9:   Endocrine System Function, Assessment
Nursing Care of Patients with Endocrine Disorders
Nursing Care of Patients with Disorders of the Endocrine Pancreas
        Lecture/discussion, power-point, handouts, articles

Unit 10:   Neurological Function, Assessment, and Therapeutic Measures
Nursing Care of Patients with Peripheral Nervous System Disorders
        Lecture/discussion, power-point, handouts

Unit 11:   Nursing Care of Patients with Central Nervous System Disorders
Nursing Care of Patient with Cerebral Vascular Disorders
        Lecture/discussion, power-point, handouts

Unit 12:   Mental Health Function, Assessment, and Therapeutic Measures
Nursing Care of Patients with Mental Health Disorders
        Lecture/discussion, handouts, videos, ATI Proctored Assessment

Unit 13:   Musculoskeletal Function and Assessment
Nursing Care of Patients with Musculoskeletal and Connective Tissue
Disorders Lecture/discussion, class activity, power-point

Syllabus is subject to change at teacher discretion.

MARION COUNTY SCHOOL OF PRACTICAL NURSING
PHASE II

COURSE NAME: MEDICAL-SURGICAL NURSING II

CLOCK HOURS: Lecture   166 hours
Clinical   96 hours

REQUIREMENTS:
Satisfactory completion of Medical-Surgical Nursing I

COURSE FACULTY:
Tracy W. Oakley, RN, BSN
Office: LPN II, (843) 423-1941   Fax (843) 423-1943
E-mail: toakley@marion.k12.sc.us
Office hours: Monday and Wednesday   8:00 am – 8:20 am, 12:10 pm - 3:00 pm*
Tuesday   8:00 am – 8:20 am, 12:10 pm - 3:30 pm*
* Office hours are subject to change according to teaching assignments.
Appointments should be made.

COURSE DESCRIPTION:
This course provides a study of adult health nursing, focusing on the nursing process with increased emphasis on patient teaching and older adult consideration utilizing the standards of practice noted from the National Association for Practical Nurse Education and Service (NAPNES). In maintaining the philosophy of simple to complex, this course builds on Medical-Surgical Nursing I, beginning with the normal physiology of each body system, followed by abnormal conditions. Critical thinking exercises and situations reflecting ethical dilemmas are included in each unit to help prepare students for the realities of practice.

COURSE PURPOSE:
This course is designed to educate the student in the basic principles of nursing care for the adult client in both the acute and long-term setting.

COURSE OBJECTIVES:
At the completion of this course, the student will be able to:
1. Demonstrate legal, ethical and **professional behavior** in a Medical Surgical setting while providing **evidenced-based, clinically competent and culturally sensitive nursing care** for the adult client.
2. Incorporate **teaching/learning principles** for promotion and/or maintenance of health for the adult client and his/her family.
3. Implement progressive development of **critical thinking** skills while utilizing the nursing process in providing nursing care to the adult client.
4. Explain the role of the practical nurse and other members of the health care team in providing care to the adult client.

5. Prioritize nursing interventions in order to provide effective **management** of the plan of care for the adult client with specific disease processes.
6. Integrate professional **communication** techniques when interacting with the adult client, his/her family, and/or other members of the healthcare team.
7. Perform medication administration techniques, within the scope of practice of the practical nurse, that are safe and effective for the adult client with specific disease processes.
8. Explain the pharmacotherapeutic effects of common medications used in the care of the adult client with various disease processes.
9. Outline the nutritional needs and the appropriate diet therapy for the adult client with specific disease processes.
10. Relate fundamental nursing concepts and principles to the care of the adult client.
11. Compare/contrast at least four styles of leadership and how each impacts the role of the practical nurse.

METHODS OF INSTRUCTION:
1. Lecture and class discussion
2. Computer assisted instruction (Nursing Learning Center, ATI)
3. Supervised clinical experience
4. Observational clinical experiences
5. Paper and pencil tests/computer tests
6. Demonstrations
7. Audio-visual aids
8. Reading and written assignments
9. Reference reading
10. Self-directed learning experiences (critical thinking exercises)
11. Interactive learning activities
12. Clinical conferences

REQUIRED TEXTS (all text must be the current edition):
Williams, Linda S., MSN, RNC, and Hopper, Paula D., MSN, RN (2023). Understanding Medical Surgical Nursing, 7th ed. Philadelphia, PA: F. A. Davis Company.

Deglin, J.H. & Vallerand, A.H. (2023). Davis Drug Guide for Nurses, 18th ed. (or higher) Philadelphia, PA: F.A. Davis Company.

Silvestri, L. (2025). Comprehensive Review for the NCLEX-PN Examination, 9th ed. St. Louis, MI: Elsevier Saunders.

METHODS OF EVALUATION:
THEORY GRADES:

The grading policy for Medical Surgical Nursing is consistent with the grading policy of the School of Practical Nursing. Testing is done at the completion of a unit or units of material. Pop tests are given periodically during the course. Students have ATI tests that will be averaged as a pop test grade. These pop tests are averaged and that grade is recorded as a unit test grade. Students are shown their individual grade sheet at the end of each semester. The student must have an average of at least an 80 in order to make satisfactory academic progress *(Refer to the PN Student Handbook).* There is no rounding of grades in the nursing program.

There will also be a Medication Calculation/Measurement Exam that the student must pass with 90 or higher in order to make satisfactory academic progress.

A yearly grade sheet is maintained on each student enrolled in Phase II. This grade sheet provides a central site for recording the semester average of Medical-Surgical Nursing II, the final examination grades for Medical-Surgical Nursing II, and the final course grade. Students are asked to sign this sheet at the end of the semester to verify their receipt of grades.

INTERIMS: At the halfway point of each semester, the students are given a written listing of all their grades up to that time.

All unit(s) test grades in the first semester are totaled, averaged together, and count 75% of the Medical Surgical Nursing II grade. A cumulative final exam will be given at the end of the course. The final exam will not be given until all course work is completed, such as unit tests, remediation, written assignments, and project/presentations. This final examination in Medical Surgical Nursing II will count as 25% of the Medical Surgical Nursing II grade.

The student must pass both the clinical component and the theory in order to make satisfactory academic progress and complete Medical Surgical Nursing I and II *(Refer to the Student Handbook).*

Additional course requirements include completion of a Medical-Surgical Nursing and Comprehensive Assessment Technologies Institute (ATI) proctored examination. Any student making less a proficiency level 2 may be required to complete remediation.

GRADING SCALE:

Each semester the student must achieve an 80 or above in theory and a satisfactory clinical evaluation to make satisfactory progression.

CLINICAL GRADES:

A subjective-objective assessment of the student's performance in the medical-surgical nursing clinical sites will be determined by utilizing the Marion County School of Practical Nursing Clinical Performance Evaluation Scale. Clinical evaluations will be performed every nine weeks. The student will receive a rating of 2 points, 1 point, or 0 point by the clinical instructors for each criterion listed on the evaluation scale. The total number of points required will be as follows:

1st nine weeks	50 points	3rd nine weeks	70 points
2nd nine weeks	60 points	4th nine weeks	80 points

With each evaluation, the student should increase the point value to the stated competency level. Failure to accumulate the minimum number of points required results in an unsatisfactory clinical evaluation. Satisfactory academic progress is made by achieving the competency level required for that evaluation period at the end of the spring semester. Failure to make the minimum score required at mid-semester will result in the student receiving remediation/advisement from the clinical instructor. Satisfactory academic progress will not be met if the student has not met the minimum score required at the end of the semester. If this occurs, the student will not graduate. Additionally, all critical skills listed on the clinical checklist must be mastered prior to graduation.

Students needing to practice skills are permitted to do so in the skills lab during regular school hours.

CLINICAL OBJECTIVES:

The students will:
1. Incorporate **evidenced-based, clinically competent and culturally sensitive nursing care** in the plan of care for the adult client.
2. Implement **professional behavior** while performing nursing care of the adult client.
3. Integrate professional **communication**, verbally and in writing, when working with the client, his/her family, and other members of the healthcare team.
4. Incorporate **critical thinking** skills while utilizing the nursing process in providing nursing care to the adult client.
5. Implement appropriate **teaching/learning principles** to promote and/or maintain the health of assigned clients.
6. Prioritize nursing interventions in order to provide effective **management** of the plan of care for the adult client.
7. Demonstrate the ability to function with increasing self-direction and reliability while providing care to an increasing number of clients.
8. Justify the need for life-long learning in nursing.

CLINICAL REQUIREMENTS:

During Medical-Surgical Nursing II, students rotate through a long-term care facility, a hospital medical-surgical unit, Out-patient Surgery (OPS), and the Emergency Room (ER). Prior to the beginning of each clinical rotation site, students are given rotation objectives for each clinical site. The objectives are designed to guide the students experience and outline the purpose of each clinical rotation. Upon completion of each of these rotations, students are required to anonymously evaluate each of the clinical rotations. These forms are reviewed by the Coordinator and instructor to assist in providing quality clinical rotations/experiences.

Students are required to submit clinical paperwork at the end of each clinical day. Students must write daily nursing notes when caring for clients in a long-term care facility and on the hospital medical-surgical units. The nursing notes are to include all narrative assessment information including a description of the client's care and on-going condition. Students are required to complete paperwork reflecting the client's current medications including dosage, route, frequency, and purpose; lab work (normal and abnormal values); and diagnostic tests with results. Points will be deducted from the Clinical Performance Evaluation Tool for clinical paperwork not turned in on time.

Students are required to serve as a Team Leader for the clinical group. The team leader, under the supervision of the instructor, will make clinical assignment and oversee patient care. The Team Leader will also lead clinical pre-conferences, post-conferences, and grade clinical paperwork of each of their team members. The Team Leader will complete a Team Leader evaluation form on themselves. Each team member will complete an evaluation of the Team Leader's performance.

Medical-Surgical Nursing II clinical rotations require a white uniform with a blue apron, and a nursing cap. In addition, students are required to adhere to the Professional Appearance/Behavior policy in the Student Handbook.

AMERICANS WITH DISABILITIES ACT (ADA) NOTICE:

Reasonable accommodations will be provided upon request for students with disabilities. See policy in Student Handbook.

COURSE OUTLINE:

Unit 1:   Hematopoietic & Lymphatic Function, Assessment, & Therapeutic
                Measures
           Nursing Care of Patient with Hematological & Lymphatic Disorders
                Lecture/discussion, power-point, class activity

Unit 2:   Immune System Function, Assessment, & Therapeutic Measures
           Nursing Care of Patients with Immune Disorders
           Nursing Care of Patients with HIV Disease and AIDS
                Lecture/discussion, power-point, articles, video

Unit 3:   Cardiovascular System Function, Assessment, & Therapeutic Measures
Nursing Care of Patients with Hypertension
        Lecture/discussion, handouts, power-point, video, computer tutorials

Unit 4:   Nursing Care of Patients with Valvular, Inflammatory & Infectious Cardiac or Venous Disorders
Nursing Care of Patients with Occlusive Cardiovascular Disorders
        Lecture/discussion, handouts, computer tutorials, power-point

Unit 5:   Nursing Care of Patients with Cardiac Dysrhythmias
Nursing Care of Patients with Heart Failure
        Lecture/discussion, power-points, class activity

Unit 6:   Respiratory System Function and Assessment
Nursing Care of Patients with Upper Respiratory Tract Disorders
Nursing Care of Patient with Lower Respiratory Tract Disorders
        Lecture/discussion, power-point, audio-visuals, stations

Unit 7:   Urinary System Function, Assessment, and Therapeutic Measures
Nursing Care of Patients with Disorders of the Urinary Tract
        Lecture/discussion, video, power-point

Unit 8:   Gastrointestinal, Hepatic, & Pancreatic System Function, Assessment, & Therapeutic Measures
Nursing Care of Patients with Upper GI Disorders
        Lecture/discussion, power-point, handouts, computer activities,

Unit 9:   Nursing Care of Patients with Lower GI Disorders
Nursing Care of Patients with Liver, Gallbladder, and Pancreatic Disorders
        Lecture/discussion, visual aids, article

Unit 10:   Leadership
        Lecture/discussion of leadership styles, educational and nursing theorists; handouts; class activities; computer activities; interviews

Syllabus is subject to change at teacher discretion.

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<center>**.MARION COUNTY SCHOOL OF PRACTICAL NURSING**
PHASE II</center>

COURSE NAME: PHARMACOLOGY I

CLOCK HOURS: Lecture 50 hours

REQUIREMENTS:
        Satisfactory completion of Phase I:
                Anatomy and Physiology
                Basic Nutrition and Diet Therapy
                Fundamentals
                Nurses Math
                Recommendation of Coordinator

COURSE FACULTY:
        Tracy W. Oakley, RN, BSN
        Office: LPN II, (843) 423-1941   Fax (843) 423-1943
        E-mail: toakley@marion.k12.sc.us
        Office hours: Monday and Wednesday   8:00 am – 8:20 am, 12:10 pm - 3:00 pm*
                              Tuesday   8:00 am – 8:20 am, 12:10 pm - 3:00 pm*
                * Office hours are subject to change according to teaching assignments.
                Appointments should be made.

COURSE DESCRIPTION:
        This course provides a study of pharmacology, medication administration, and mathematical calculations focusing on the nursing process with increased emphasis on client teaching and older adult consideration utilizing the standards of practice noted from the National Association for Practical Nurse Education and Service (NAPNES). In maintaining the philosophy of simple to complex, the first semester educational material emphasizes basic mathematics, simple drug calculations, nutrition, herbal therapy, and some medications used in the treatment of those disease conditions being studied in Medical-Surgical Nursing I. Critical thinking exercises are included in the classroom discussions and on unit tests to simulate the realities of practice.

PURPOSE:
        This course is designed to educate the student in the basic principles of pharmacology in order to administer effective nursing care in both the acute and long-term setting.

COURSE OBJECTIVES:
At the completion of this course, the student will be able to:
1. incorporate legal, ethical, and **professional behavior** in a medication administration setting.
2. implement **evidenced-based, clinically competent, and culturally sensitive** nursing care for the adult client.
3. incorporate **teaching/learning principles** related to medications for promotion and/or maintenance of health for the adult client and his/her family.
4. implement progressive development of **critical thinking** skills while administering medications to the adult client.
5. integrate professional **communication** techniques when interacting with the adult client, his/her family, and/or other members of the healthcare team.
6. explain the role of the practical nurse and other members of the health care team in administering medications to the adult client.
7. describe effective **management** of drug therapy for adult clients with specific diseases within the role of the practical nurse.
8. Perform medication administration techniques, within the scope of practice of the practical nurse, that are safe and effective for the adult client with specific disease processes.
9. Explain the pharmacotherapeutic effects of common medications used in the care of the adult client with various disease processes.
10. describe the importance of life-long learning of Pharmacology.

METHODS OF INSTRUCTION:
1. Lecture and class discussion
2. computer assisted instruction (Nursing Learning Center, ATI)
3. supervised clinical experience
4. observational clinical experiences
5. paper and pencil tests/computer tests
6. demonstrations
7. audio-visual aids
8. reading and written assignments
9. reference reading
10. self-directed learning experiences (critical thinking exercises)
11. interactive learning activities

REQUIRED TEXTS (all text must be the current edition):
Clayton, Bruce D., BS, RPh, Pharm D (2022), Basic Pharmacology for Nurses, 19th ed.
        St. Louis, Mo.: Mosby, Inc.

Deglin, J.H. & Vallerand, A.H. (2023). Davis Drug Guide for Nurses, 18th ed. (or higher)
                Philadelphia, PA: F.A. Davis Company.

Silvestri, L. (2025). Comprehensive Review for the NCLEX-PN Examination,
        9th ed. St. Louis, MI: Elsevier Saunders.

METHODS OF EVALUATION:
THEORY GRADES:

The grading policy for Pharmacology I is consistent with the grading policy of the School of Practical Nursing. Testing is done at the completion of a part of a unit, an entire unit, or units of material. No pop tests are given in this course. Students are shown their individual grade sheet at the end of each semester. The student must have an average of at least an 80 in order to make satisfactory academic progress *(Refer to the PN Student Handbook).* There is no rounding of grades in the nursing program.

There will also be a Medication Calculation/Measurement Exam that the student must pass with 90 or higher in order to make satisfactory academic progress.

A course grade sheet is maintained on each student enrolled in Phase II. This grade sheet provides a central site for recording the semester average of Pharmacology I, the final examination grade for Pharmacology I, and the final course grade. Students are asked to sign this sheet at the end of the semester to verify their receipt of grades.

INTERIMS: At the halfway point of each semester, the students are given a written listing of all their grades up to that time.

All unit(s) test grades in the first semester are totaled, averaged together, and count 75% of the Pharmacology I grade. A Pharmacology I examination is given and counts 25%. This grade is the Pharmacology I grade.

Additional course requirements include completion of the Assessment Technologies Institute (ATI) proctored examination. Any student making less a proficiency level 2 may be required to complete remediation.

GRADING SCALE:

Each semester the student must achieve an 80 or above in theory and a satisfactory clinical evaluation to make satisfactory progression.

AMERICANS WITH DISABILITIES (ADA) NOTICE:

Reasonable accommodations will be provided upon request for students with disabilities. See policy in Student Handbook.

COURSE OUTLINE: *

      Unit 1:   Definitions, Names, Standards, and Information Sources
                            Principles of Drug Action and Drug Interactions
                                    Lecture, worksheets, power-point

      Unit 2:   Drug Action Across the Life Span
                            The Nursing Process and Pharmacology
                            Patient Education and Health Promotion
                                    Lecture, worksheets, power-point

      Unit 3:   A Review of Arithmetic
                                    Lecture, worksheets, class discussion, math calculations tests

      Unit 4:   Principles of Medication Administration
                            Percutaneous Administration
                            Enteral Administration
                            Parenteral Administration: Safe Preparation of Parental Medications
                            Parenteral Administration: Intradermal, Subcutaneous, and Intramuscular
                                      Routes
                            Parenteral Administration: Intravenous Route
                                    Lecture, worksheets, homework, video tape, power-
                                    point, class activity, stations, math calculations tests, review of
                                    national patient safety goals

      Unit 5:   Herbal & Dietary Supplement Therapy
                            Substance Abuse
                                    Lecture, discussion of cultural and global diversity with
                                    medication usage, power-point, video

      Unit 6:   Nutrition
                                    Lecture, handouts, stations, class activity

      Unit 8:   Drugs Used for Pain Management
                                    Lecture, handouts

      Unit 9:   Antimicrobial Agents (Antibiotics)
                                    Lecture, class activity, handouts

      Unit 10:   Drugs Used to Treat Diabetes Mellitus
                            Drugs Used to Treat Thyroid Disease
                            Corticosteroids
                                    Lecture, handout

Unit 11:   Drugs Affecting the Autonomic Nervous System
            Drugs Used for Parkinson's Disease
            Drugs Used for Seizure Disorders
                    Lecture/discussion, articles

Unit 12:   Drugs Used for Sleep
            Drugs Used for Anxiety Disorders
            Drugs Used for Mood Disorders
            Drugs Used for Psychoses
                    Lecture/discussion, articles

* Math calculation tests will be administered during the first semester with each
    being counted as a unit test.

Syllabus is subject to change at teacher discretion.

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MARION COUNTY SCHOOL OF PRACTICAL NURSING
PHASE II

COURSE NAME: PHARMACOLOGY II

CLOCK HOURS: Lecture 50 hours

REQUIREMENTS:
Satisfactory completion of Pharmacology I

COURSE FACULTY:
Tracy W. Oakley, RN, BSN
Office: LPN II, (843) 423-1941   Fax (843) 423-1943
E-mail: toakley@marion.k12.sc.us
Office hours: Monday and Wednesday   8:00 am – 8:20 am, 12:10 pm - 3:00 pm*
                       Tuesday   8:00 am – 8:20 am, 12:10 pm – 3:30 pm*
* Office hours are subject to change according to teaching assignments.
Appointments should be made.

COURSE DESCRIPTION:
This course provides a study of pharmacology, medication administration, and mathematical calculations focusing on the nursing process with increased emphasis on client teaching and older adult consideration utilizing the standards of practice noted from the National Association for Practical Nurse Education and Service (NAPNES). In maintaining the philosophy of simple to complex, the second semester builds on the first semester with an increasing difficulty of drug calculations and more medications used in the treatment of those disease conditions being studied in Medical-Surgical Nursing II. Critical thinking exercises are included in the classroom discussions and on unit tests to simulate the realities of practice.

PURPOSE:
This course is designed to educate the student in the basic principles of pharmacology in order to administer effective nursing care in both the acute and long-term setting.

COURSE OBJECTIVES:
At the completion of this course, the student will be able to:
1. incorporate legal, ethical, and **professional behavior** in a medication administration setting.
2. implement **evidenced-based, clinically competent, and culturally sensitive** nursing care for the adult client.
3. incorporate **teaching/learning principles** related to medications for promotion and/or maintenance of health for the adult client and his/her family.
4. implement progressive development of **critical thinking** skills while administering medications to the adult client.
5. integrate professional **communication** techniques when interacting with the adult client, his/her family, and/or other members of the healthcare team.

6. explain the role of the practical nurse and other members of the health care team in administering medications to the adult client.
7. describe effective **management** of drug therapy for adult clients with specific diseases within the role of the practical nurse.
8. Perform medication administration techniques, within the scope of practice of the practical nurse, that are safe and effective for the adult client with specific disease processes.
9. Explain the pharmacotherapeutic effects of common medications used in the care of the adult client with various disease processes.
10. describe the importance of life-long learning of Pharmacology.

METHODS OF INSTRUCTION:
1. Lecture and class discussion
2. computer assisted instruction (Nursing Learning Center, ATI)
3. supervised clinical experience
4. observational clinical experiences
5. paper and pencil tests/computer tests
6. demonstrations
7. audio-visual aids
8. reading and written assignments
9. reference reading
10. self-directed learning experiences (critical thinking exercises)
11. interactive learning activities

REQUIRED TEXTS (all text must be the current edition):
Clayton, Bruce D., BS, RPh, Pharm D (2022), Basic Pharmacology for Nurses, 19th ed.
St. Louis, Mo.: Mosby, Inc.

Deglin, J.H. & Vallerand, A.H. (2023). Davis Drug Guide for Nurses, 18th ed. (or higher)
Philadelphia, PA: F.A. Davis Company.

Silvestri, L. (2025). Comprehensive Review for the NCLEX-PN Examination,
9th ed. St. Louis, MI: Elsevier Saunders.

METHODS OF EVALUATION:
THEORY GRADES:
The grading policy for Pharmacology II is consistent with the grading policy of the School of Practical Nursing. Testing is done at the completion of a part of a unit, an entire unit, or units of material. No pop tests are given in this course. The student must have an average of at least an 80 in order to make satisfactory academic progress *(Refer to the PN Student Handbook).* There is no rounding of grades in the nursing program.
There will also be a Medication Calculation/Measurement Exam that the student must pass with 90 or higher in order to pass.

A course grade sheet is maintained on each student enrolled in Phase II. This grade sheet provides a central site for recording the semester average of Pharmacology II, the final examination grades for Pharmacology II, and the final course grade. Students are asked to sign this sheet at the end of the semester to verify their receipt of grades.
INTERIMS: At the halfway point of each semester, the students are given a written listing of all their grades up to that time.

All unit(s) test grades in the second semester are totaled, averaged together, and count 75% of the Pharmacology II grade. A Pharmacology II examination is given and counts 25%. This grade is the Pharmacology II grade.

Additional course requirements include completion of the PN Pharmacology Assessment and Technologies Institute (ATI) proctored assessment. Any student making less than a proficiency level 2 may be required to complete remediation.

GRADING SCALE:

Each semester the student must achieve an 80 or above in theory and a satisfactory clinical evaluation to make satisfactory progression.

AMERICANS WITH DISABILITIES (ADA) NOTICE:
Reasonable accommodations will be provided upon request for students with disabilities. See policy in Student Handbook.

COURSE OUTLINE: *

Unit 1: Drugs Used to Treat Thromboembolic Disorders
            Lecture, handouts, class activity

Unit 2: Drugs Used to Treat Hyperlipidemias
Drugs Used to Treat Hypertension
            Lecture, handouts

Unit 3: Drugs Used to Treat Angina Pectoris
Drugs Used to Treat Peripheral Vascular Disease
            Lecture, handouts

Unit 4: Antiviral and Antifungal Agents
            Lecture, articles

Unit 5: Drugs Used to Treat Dysrhythmias
Drugs Used to Treat Heart Failure
            Lecture, handouts, class activity

Unit 6: Drugs Used to Treat Upper Respiratory Disease
Drugs Used to Treat Lower Respiratory Disease

Antitubercular Agents
Lecture, class activity, visual aids

Unit 7:   Drugs Used to Treat Oral Disorders
               Drugs Used to Treat GERD & PUD
               Drugs Used to Treat Nausea & Vomiting
               Drugs Used to Treat Constipation & Diarrhea
                       Lecture, visual aids

* Math calculation tests will be administered during the second semester with each
    being counted as a unit test. One math test will consist of med station
    calculations.

Syllabus is subject to change at teacher discretion.

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MARION COUNTY SCHOOL OF PRACTICAL NURSING
PHASE II

COURSE NAME: MATERNAL-NEWBORN NURSING

CLOCK HOURS: Lecture   91 hours, Clinical 72 hours
                              Total 163 clock hours

REQUIREMENTS:
       Satisfactory completion of Phase I:
              Anatomy and Physiology
              Basic Nutrition and Diet Therapy
              Fundamentals
              Nurses Math
              Recommendation of Coordinator

COURSE FACULTY:
       Misty D. Owens, MSN, RN
       Office: LPN II, (843) 423-1941   Fax (843) 423-1943
       E-mail: **mowens@marion.k12.sc.us**
       Home: (843) 464-4660   Cell: (843) 617-0385
       Office hours: Monday 0800-0820, 1430-1530
                           Tuesday 0800-1210, 1430-1530
                           appointments recommended

COURSE DESCRIPTION:
       Utilizing the nursing process, this course provides a study of family centered
       maternal-newborn nursing care and holistic nursing care by using the standards of
       practice noted from the National Association for Practical Nurse Education and
       Service (NAPNES). Focus is placed on meeting the needs of the childbearing family
       during pregnancy, labor and delivery, postpartum and care of the newborn.
       Maintaining the philosophy of simple to complex, each phase begins with the normal
       aspects of the childbearing cycle and newborn health, progressing to the more
       complex complicated aspects. Clinical experiences address the care of the
       childbearing client and her family from conception through postpartum and the
       immediate care of the newborn, thus reinforcing classroom theory.

COURSE PURPOSE:

       This course is designed to introduce the student to basic principles of nursing care
       during pregnancy, labor and delivery, postpartum and immediate care of the newborn.

COURSE OBJECTIVES:

Upon successful completion of this course the student will be able to:

1. Explain legal, ethical, and **professional behavior** in maternal-newborn settings.
2. Relate fundamental nursing concepts and principles to care of the childbearing client, her family and newborn.
3. Explain the normal anatomical, physiological, and psychological processes for the childbearing client during each phase of the childbearing cycle.
4. Recognize common maternal complications during each phase of the childbearing cycle.
5. Explain the normal anatomical, physiological, and behavioral responses in the newborn.
6. Recognize common newborn complications during the neonatal period.
7. Explain the pharmacotherapeutic effects of common medications used in the care of the childbearing client and the newborn.
8. Discuss the nutritional needs of the childbearing client and the newborn.
9. Demonstrate legal, ethical and professional behavior while providing **evidenced- based, clinically competent and culturally sensitive nursing care** for the childbearing client, her family and newborn within the role of the practical nurse.
10. Incorporate **teaching/learning** principles for promotion and/or maintenance of health for the childbearing family and newborn.
11. Implement progressive development of **critical thinking** skills while utilizing the nursing process during the **management** of nursing care for maternal-newborn clients.
12. Integrate the development of basic therapeutic **communication** techniques to utilize while interacting with the childbearing family and members of the health care team.
13. Explain the roles of selected members of the health care team in selected maternal-newborn health care settings.
14. Explain the importance of life-long learning in maternal-newborn nursing.
15. Participate in present day trends and issues of maternal-newborn care.

METHODS OF INSTRUCTION:

1. Lecture and class discussion
2. Reading and written assignments
3. Audio-visual aids
4. Reference reading
5. Computer assisted instruction (NLC)/ ATI
6. Critical thinking exercises
7. Paper and pencil tests/computer tests
8. Demonstrations, role playing, games
9. Supervised and observational clinical experiences
10. Clinical conferences

REQUIRED TEXTS (all text must be the current edition):

Leifer, G. (2023). Introduction to Maternity and Pediatric Nursing, 9th ed.
Philadelphia, PA: W.B. Saunders Company.

Deglin, J.H. & Vallerand, A.H. (2023). Davis Drug Guide for Nurses, 18th ed. or
higher. Philadelphia, PA: F.A. Davis Company.

Silvestri, L. (2025). Comprehensive Review for the NCLEX-PN Examination,
9th ed. St. Louis, MI: Elsevier Saunders.

SUPPLEMENTAL TEXTS:

Clayton, B.D. and Stock, Y. N. (2022). Basic Pharmacology for Nurses, 19th ed.
Saint Louis, Missouri: Mosby, Incorporated.

METHODS AND FREQUENCY OF EVALUATION:

THEORY GRADES:

The grading policy for Maternal-Newborn Nursing is consistent with the grading policy of the Marion County School of Practical Nursing.

The student must achieve 80 or above in theory and an overall satisfactory clinical evaluation to successfully pass the Maternal-Newborn Nursing course and continue in the practical nursing program (Refer to the *Student Handbook).* There is no rounding of grades in the Nursing Program.

Unit tests will be given when all content in each unit has been completed. Pop quizzes will be given at intervals during the course. Students have ATI tests that will be averaged as a pop test grade. Pop quizzes, written assignments, and presentations/projects will be averaged and counted as test grade in Maternal-Newborn Nursing. The student must have an average of 80 or better on unit tests for a passing nine week course grade. The cumulative final exam will be given at the end of the course. The final exam will not be given until all course work is completed, such as unit tests, remediation, written assignments, and project/presentations. The Maternal-Infant final theory grade will be calculated as follows: Unit Tests=75% and Final Exam=25%.
There will also be a Medication Calculation/Measurement Exam that the student must pass with 90 or higher in order to make satisfactory academic progress.

Additional course requirements include completion of the Maternal Newborn Assessment Technologies Institute (ATI) proctored examination. Any student making less than a proficiency level 2 may be required to complete remediation.

INTERIMS: At the halfway point each semester, the students are given a written listing of all their grades up to that time. Each student is asked to sign his/her interim report. A copy is made of each interim report containing the student's signature and given to the student. A yearly grade sheet is maintained on all students enrolled in Phase II. This grade sheet provides a central site for recording the nine weeks average grade for each course taken

during the nine weeks period. The final Maternal-Newborn Nursing grade for the nine weeks, the examination grade, and the final course grade are recorded on the yearly grade sheet, along with the other courses taken in the same nine weeks grading period. The student is asked to sign the yearly grade sheet at the end of each nine weeks grading period to verify his/her receipt of their grades.

GRADING SCALE:

Each semester the student must achieve an 80 or above in theory and a satisfactory clinical evaluation to make satisfactory progression.

CLINICAL GRADES:

Evaluation of performance is done at the end of each grading period. The Marion County School of Practical Nursing Clinical Performance Evaluation is used to measure clinical performance for the objectives. The student will receive a rating of 2 points, 1 point, or 0 points for each criterion listed on the evaluation tool.
The total number of points required will be as follows:

1st nine weeks	50 points	3rd nine weeks	70 points
2nd nine weeks	60 points	4th nine weeks	80 points

With each evaluation the student should increase the point value to the stated competency level. In Phase II, failure to make the minimum score required at mid-semester will result in the student receiving remediation/advisement from the clinical instructor.   Satisfactory academic progress will not be met if the student has not met the minimum score required at the end of the semester. If this occurs during the fall semester, the student will not progress to the spring semester. If this occurs during the spring semester, the student will not graduate. Additionally, all critical skills listed on the clinical checklist under the OB Skills section must be mastered prior to progressing to the next grading period.

Students needing to practice additional skills in the skills lab are permitted to do so during regular school hours.

CLINICAL OBJECTIVES:

During clinical rotations, the students will:
1. Incorporate **evidenced-based clinically competent and culturally sensitive nursing care** of the childbearing client, her family, and newborn.
2. Perform selected maternal-newborn and medical-surgical nursing skills within the role of the practical nurse.
3. Demonstrate **legal, ethical**, and **professional behavior** while providing **clinically competent and culturally sensitive nursing care** to assigned clients.
4. **Communicate** verbally and in writing in a clear, appropriate manner when working with clients, families and co-workers.
5. Utilize the nursing process while providing care to maternal-newborn clients and/or medical-surgical clients.
6. Incorporate the progressive use of **critical thinking** and **management** skills throughout clinical experiences.

7. Implement appropriate **teaching/learning** principles to promote and/or maintain health of assigned clients.
8. Participate as a contributing member of the health care team in selected maternity health care settings.
9. Demonstrate ability to function with increasing self-direction and reliability while providing care to an increasing number of clients.
10. Implement professional accountability when providing client care.
11. Discuss the need for life-long learning in maternal-newborn nursing.

CLINICAL REQUIREMENTS:

During Maternal-Newborn Nursing, students rotate through Marion County School District, Labor & Deliver, nursery, and obstetrician's office. These practice sites provide a variety of learning opportunities for maternal-newborn care. Prior to beginning Maternal-Newborn clinical rotations, students are given rotation objectives for each clinical site. The objectives are designed to be accomplished during the specified rotation. In addition, upon the completion of each of these rotations, students are required anonymously to evaluate each of the clinical rotations. These forms are reviewed by the Coordinator and instructor to assist in providing quality clinical rotations. White uniforms and aprons with no caps are to be worn during all MNB rotations.

Nursing Data Collection Forms

Students must submit a Nursing Data Collection Form for intrapartum, postpartum and newborn nursery clinical rotations. Satisfactory grades are required for each data collection form. Unsatisfactory grades will be reflected on the *Clinical Performance Evaluation Scale.* Intrapartum and Newborn Data Collection Forms are to be turned in on Monday of the next week the student completes his/her rotation in each of these areas prior to the beginning of class. (Postpartum form will be turned in with postpartum care plan). Work turned in late will receive an unsatisfactory grade which will be reflected on the student's clinical evaluation.

Postpartum Data Collection Form and Nursing Care Plan

Students are required to submit and receive a satisfactory grade for a postpartum nursing care plan (NCP) for an assigned client (See *Postpartum Nursing Care Plan Instructions).* Forty out of a possible 50 points must be obtained for the NCP to receive a satisfactory grade. Students may rewrite an unsatisfactory NCP only one time. The Post-partum Data Collection Form and NCP are to be written for the same client and turned in at the same time. The completed forms are to be turned in on Monday of the next week the student completes his/her postpartum clinical rotation to the instructor prior to the beginning of class. Points will be deducted from papers not turned in on time (See *Care Plan Evaluation Criteria* guidelines).

Nursing Notes

When applicable, students must write daily nursing notes when caring for patients at the hospital. The nursing note is to include all narrative information on the face side. On the reverse side of the form, the student must complete the current medications, lab work

(normal and abnormal values) with rationale for abnormal findings, and diagnostic tests with results.

AMERICANS WITH DISABILITIES ACT (ADA) NOTICE: Reasonable accommodations will be provided upon request for students with disabilities (see policy in *Student Handbook).*

COURSE OUTLINE:

UNIT I   **The Past, the Present, and the Future of Maternal-Newborn Nursing**
A. Maternity Care in the Past
B. Government Influences in Maternity Care
C. Family-Centered Maternity Care of Today
  a. Trends in Maternal-Newborn Care
  b. Cross-Cultural Considerations
  c. Vital Statistics for Maternal-Newborn Populations
  d. Technological Advances in Maternal-Newborn Care
  e. Health Care Delivery Systems
D. Nursing Process in Family-Centered Maternal-Newborn Care
E. Critical Thinking in Nursing
F. Review National Patient Safety Goals

(Discussion/lecture, computer search for current SC and Marion County birth statistics: www.scdhec.net/hs/epi/state_reports.htm to review the culture, ethnic and geographical differences of pregnancy, and critical thinking sociocultural exercise.

UNIT II   **Human Reproductive Anatomy and Physiology**
A. Puberty
B. Male and Female Reproductive System Review
C. Female Reproductive Cycle and Menstruation
D. Physiology of Coitus
Prenatal Development
A. Cell Division and Gametogenesis
B. Stages of Development after Fertilization
C. Accessory Structures of Pregnancy
D. Prenatal Developmental Milestones
E. Fetal Circulation

UNIT III   **Prenatal Care and Adaptations to Pregnancy**
A. Goals of Prenatal Care
B. Signs of Pregnancy
C. Normal Physiological Changes in Pregnancy
D. Nutrition for Pregnancy and Breastfeeding
E. Pregnancy and Exercise
F. Common Discomforts in Pregnancy
G. Physiological and Psychological Changes

a. Nursing Interventions to Assist with Changes
b. Prenatal Education

UNIT IV   **Nursing Care of Women with Complications during Pregnancy**
A. Pregnancy Related Complications
B. Pregnancy Complicated by Medical Conditions
C. Environmental Hazards and Pregnancy
D. Effects of High-Risk Pregnancy on the Family

UNIT V   **Nursing Care during Labor and Birth**
A. Cultural Influences on the Birth Process
B. The Four "P's" of the Birthing Process
C. Process of Normal Labor and Delivery
D. Nursing Care of the Laboring Client and Fetus Before and During the Stages of Labor and Birth
E. Nursing Care of the Mother and Infant Immediately after Birth
Nursing Management of Pain during Labor and Birth
A. Childbirth Preparation Classes
B. Childbirth and Pain
C. Nonpharmacological Pain Management
D. Pharmacological Pain Management
E. Nurse's Role in Pain Management During Labor and Birth

UNIT VI   **Nursing Care of Women with Complications and Emergencies during Labor and Birth**
A. Procedures to Assist with Complications During Labor and/or Birth
B. Abnormal Labor
C. Premature Rupture of Membranes
D. Preterm Labor
E. Prolonged Labor
F. Emergencies During Childbirth

UNIT VII   **The Family after a Normal Birth**
A. Cultural. Ethnic and Geographical Influences on Postpartum Care
B. Physiological Postpartum Changes in the Mother
C. Emotional Postpartum Changes in the Mother
D. Parenthood
E. Admission Care of the Newborn to the Postpartum or Nursery Unit
F. Breastfeeding
G. Formula Feeding
H. Discharge Teaching: Postpartum Self-Care and Newborn Teaching

Nursing Care of Women with Complications following Birth
    A. Shock
    B. Hemorrhage
    C. Thromboembolic Disorders
    D. Puerperal Infection
    E. Subinvolution of the Uterus
    F. Postpartum Mood Disorders

UNIT VIII   Newborns
    A. Term Newborns
    B. Preterm Newborn
    C. Postterm Newborns
    D. Newborn with a Congenital Malformation

UNIT IX   Women's Health Care after Pregnancy
    A. Preventive Health Care for Women
    B. Menstrual Disorders
    C. Gynecologic Infections
    D. Family Planning
    E. Infertility Care
    F. Menopause
    G. Pelvic Floor Dysfunction

Syllabus are subject to change at teacher discretion.

MARION COUNTY SCHOOL OF PRACTICAL NURSING
PHASE II

COURSE NAME: INTRODUCTION TO PEDIATRIC NURSING

CLOCK HOURS: Lecture 91 hours, Clinical 72 hours
Total 163 clock hours

REQUIREMENTS:
Satisfactory completion of: Medical-Surgical Nursing I
Pharmacology I
Maternal Newborn Nursing

COURSE FACULTY:
Misty D. Owens, MSN, RN
Office: LPN II, (843) 423-1941   Fax (843) 423-1943
E-mail: **mowens@marion.k12.sc.us**
Office hours: Monday 0800-0820, 1430-1530
Tuesday 0800-1210, 1430-1530
appointments recommended

COURSE DESCRIPTION:
The purpose of this course is to introduce the student to Pediatric nursing, different cultural aspects and growth and developmental concepts that are integrated to assist the student in providing caring interventions and holistic nursing care by using the standards of practice noted from the National Association for Practical Nurse Education and Service (NAPNES). It reviews the normal growth and development and identifies the time span of each group. The course describes the child's reaction to illness, to the nurse and hospitalization, it includes diagnostic tests, nursing procedure, and treatments adapted to the child. Basic Concepts are utilized by using the nursing process and critical thinking skills that are integrated in family centered care, health promotion, illness prevention, growth and development of the child and the parent and the care of children and adolescents with acute and chronic health problems.

PURPOSE:
This course is designed to introduce the student to basic principles of nursing care of the Pediatric client.

COURSE OBJECTIVES:

Upon successful completion of this course, the student will be able to:

1. Explain legal, ethical and **professional behavior** in all Pediatric settings.
2. Implement care of the socially and/or **culturally** diverse pediatric client and his/her family.

3. Participate in **clinically competent** nursing care for the pediatric client within the role of the practical nurse.
4. Provide client and family teaching for the purpose of health promotion and maintenance of health for the pediatric client and his/her family.
5. Determine the normal growth and development of the child ages 0-18 years.
6. Differentiate between the normal and abnormal findings in the well/sick infant, child and adolescent.
7. Implement **critical thinking** while providing family-centered care for infants and children in diverse settings.
8. Apply effective **management** of nursing care in the pediatric client.
9. Utilize professional **communication** at the level understandable to a child.
10. Recognize the roles of selected members of the health care team in selected pediatric settings.
11. Analyze specific diseases that affect the pediatric client.
12. Administer drug therapy to pediatric clients within the role of the practical nurse.
13. Determine appropriate diet therapy for pediatric clients.
14. Participate as an integral member of the health care team and utilize the nursing process and assist the registered nurse in writing a plan of care for a pediatric client.
15. Explain the importance of life-long learning in pediatric nursing.

METHODS OF INSTRUCTION:
1. lecture and class discussion
2. audio-visual aids
3. reading and written assignments
4. reference reading
5. computer assisted instruction (Nursing Learning Center)/ATI
6. supervised clinical experience
7. observational clinical experiences
8. self-directed learning experiences (critical thinking exercises)
9. demonstrations
10. role playing
11. games
12. clinical conferences
13. paper and pencil tests/computer tests

REQUIRED TEXTS (all text must be the current edition):

Leifer, Gloria, MA, RN (2023). Introduction to Maternity and Pediatric Nursing, 9th ed. St. Louis, MO: Mosby.

Deglin, J.H. & Vallerand, A.H. (2023). Davis Drug Guide for Nurses, 18th ed. Or higher. Philadelphia, PA: F.A. Davis Company.

Silvestri, L. (2025). Comprehensive Review for the NCLEX-PN Examination, 9th ed. St. Louis, MI: Elsevier Saunders.

SUPPLEMENTAL TEXTS:

Clayton, B.D. and Stock, Y. N. (2017). <u>Basic Pharmacology for Nurses,</u> 17th ed.
Saint Louis, Missouri: Mosby, Incorporated.

METHODS AND FREQUENCY OF EVALUATION:

THEORY GRADES:
The grading policy for Pediatric Nursing is consistent with the grading policy of the School of Practical Nursing.

An 80 or above must be achieved in theory and a satisfactory clinical evaluation to receive credit for Introductory to Pediatrics. There is no rounding of grades in the Nursing Program.

Unit test will be given when all chapters in that unit have been completed. Pop-tests will be given at intervals during the course. Students have ATI tests that will be averaged as a pop test grade. The remaining grades will be averaged and will count as a test grade. At the end of the course, a final exam will be given. This exam will be twenty-five percent of the course grade. An overall satisfactory grade in the clinical area is required to pass Introduction to Pediatrics. You must pass both the clinical and the theory and make satisfactory academic progress to pass Pediatrics.
For complete information regarding failure/continuation/readmission in the nursing program see *PN Student Handbook.*

Additional course requirements include completion of the Pediatric Assessment Technologies Institute (ATI) proctored examination. Any student making less than a proficiency level 2 may be required to complete remediation.

There will also be a Medication Calculation/Measurement Exam that the student must pass with 90 or higher in order to make satisfactory academic progress.
A yearly grade sheet is maintained on each student enrolled in Phase II. This grade sheet provides a central site for recording Pediatric grades, the final examination grade, and the final course grade. Students are asked to sign this sheet at the end of the grading period to verify their receipt of grades.

GRADING SCALE: Each semester the student must achieve an 80 or above in theory <u>and</u> a satisfactory clinical evaluation to make satisfactory progression.
INTERIMS: At the halfway point of each semester, the students are given a written listing of all their grades up to that time. Each student is asked to sign this sheet. A copy is made of each sheet containing a signature and this copy is given to the student.

CLINICAL GRADES:
Evaluation of performance is done at the end of each grading period. The Marion County School of Practical Nursing Clinical Performance Evaluation is used to measure clinical

performance for the objectives. The student will receive a rating of 2 points, 1 point, or 0 points for each criterion listed on the evaluation tool.

The total number of points required will be as follows:

1st nine weeks	50 points	3rd nine weeks	70 points
2nd nine weeks	60 points	4th nine weeks	80 points

With each evaluation the student should increase the point value to the stated competency level. In Phase II, failure to make the minimum score required at mid-semester will result in the student receiving remediation/advisement from the clinical instructor.   Satisfactory academic progress will not be met if the student has not met the minimum score required at the end of the semester. If this occurs during the fall semester, the student will not progress to the spring semester. If this occurs during the spring semester, the student will not graduate. Additionally, all critical skills listed on the clinical checklist under the Pediatric section must be mastered prior to progressing to the next grading period.

Students needing to practice additional skills in the skills lab are permitted to do so during regular school hours.

CLINICAL OBJECTIVES:

During clinical rotations, the students will:

1. Incorporate **evidenced-based clinically competent and culturally sensitive nursing care** of the pediatric client**.**
2. Perform selected pediatric and medical-surgical nursing skills within the role of the practical nurse.
3. Demonstrate legal, ethical, and **professional behavior** while providing **clinically competent and culturally sensitive nursing care** to assigned clients.
4. **Communicate** verbally and in writing in a clear, appropriate manner when working with clients, families and co-workers.
5. Utilize the nursing process while providing care to pediatric clients and/or medical-surgical clients.
6. Demonstrate progressive use of **critical thinking** and **management** skills throughout clinical experiences.
7. Implement appropriate **teaching/learning** principles to promote and/or maintain health of assigned clients.
8. Function as a contributing member of the health care team in selected maternity health care settings.
9. Demonstrate ability to function with increasing self-direction and reliability while providing care to an increasing number of clients.
10. Demonstrate professional accountability when providing client care.
11. Discuss the need for life-long learning in pediatric nursing.

CLINICAL REQUIREMENTS:

When applicable, students must present nurses notes daily when caring for the pediatric client in the clinical area. This note is to include all narrative assessment information on

the face side. On the reverse side of the Nurses Note form the student should complete the following about the client: current medications, lab work (normal and abnormal values), diagnostic test with results, specific childhood theorist appropriate for the client's age and milestones the child has achieved during growth and development. In addition to this form, the student is also required to complete a growth chart and Denver Developmental Screening form for each pediatric client.

At the end of the semester, students are required to complete a pediatric nursing care plan (NCP). Each student is provided with the evaluation criteria that are expected on the NCP. This written assignment should be completed within the specific time and according to established guidelines as set by the instructor. A required 40 out of a possible 50 points must be met to successfully pass the care plan assignment. The student may remediate this care plan only one time.

During the Pediatric rotation to the daycare center. Each student is required to enter each class with each age group at the daycare center. These ages are divided into separate classrooms: infants, 1 year old, 2 year olds, 3 year olds and 4 year olds.

Annually, students are required to participate in Special Olympics of the Pee Dee of part of their Pediatric course. This is a six hour clinical day for students. This experience allows students to take pride in knowing they are an important part of a global movement that provides athletes with intellectual disabilities an opportunity to experience the excitement, joy and personal fulfillment associated with sport training and competition.

During the Pediatric course students rotate out to a variety of clinical settings including: Troy-Johnson Learning Korner, Inc., local pediatrician's office, Marion County School System disability classes, and Marion County School Nurses. These practice sites provide students with a diverse background necessary to prepare them to make complex clinical decisions. Upon the completion of each Pediatric Clinical rotation students are required to fill out an evaluation form of that clinical area. These evaluations are turned in on Monday of the following week prior to beginning of class to the nursing secretary. No name is required on the evaluation forms. These forms are given to the Coordinator and assist in providing quality rotations. Students are allotted *forty-five minute* lunch breaks during these rotations.

Prior to beginning Pediatric rotations students receive rotation objectives for each clinical site. The objectives are designed to be accomplished during these rotations.

Blue scrub uniforms are to be worn during all Pediatric rotations.

AMERICANS WITH DISABILITES ACT (ADA) NOTICE:

Reasonable accommodations will be provided upon request for students with disabilities. See policy in Student Handbook.

COURSE OUTLINE:

Unit 1: The Child's Experience of Hospitalization
Health care adaptations for the Child and Family
(Review National Patient Safety Goals)
> Lecture, worksheets, homework, power-point, hands-on work stations, computer math assignments

Unit 2: An Overview of Growth, Development, and Nutrition
Care of the Infant
Care of the Toddler

> Lecture, worksheets, homework, power-point, class presentations, charades, Jeopardy game

Unit 3: Care of the Preschooler
Care of the School-Age Child
Care of the Adolescent

> Lecture, worksheets, homework, power-point, class activity, Jeopardy game

Unit 4: Care of the Child with a Sensory or Neurological condition
Care of the Child with a Musculoskeletal Condition

> Lecture, worksheets, homework, power-point, class activity

Unit 5: Care of the Child with a Respiratory Condition
> Lecture, worksheets, homework, power-point, case studies

Unit 6: Care of the Child with a Cardiovascular Disorder

> Lecture, worksheets, homework, power-point, class activity, model exploration

Unit 7: Care of the Child with a condition of the Blood, Blood forming
Organs or Lymphatic System
Care of the Child with a Skin Condition

> Lecture, worksheets, homework, power-point, class activity

Unit 8: Care of the Child with a Gastrointestinal Condition
Care of the Child with a Genitourinary Condition

> Lecture, worksheets, homework, power-point, class activity

Unit 9: Care of the Child with a Metabolic Condition
Care of the Child with a Communicable Disease
Care of the child with an Emotional or Behavioral Condition

Lecture, worksheets, homework, power-point, guest speaker

Syllabus are subject to change at teacher discretion.

Policy Revisions

Purpose: To provide a mechanism by which all students understand how policies are changed and how this will be communicated to them.

1.   All current nursing program policies are subject to revision annually in June. All students are required to read all policies annually to be aware of any policy revisions.

2.   Other changes in policy are done only when immediate action is needed. When this occurs, a written document will be provided to the students outlining the policy change. The student will then be given a form to sign acknowledging that he or she has read, understands and agrees to abide by the policy.

Reviewed June 2025

Faculty Office Hours

Purpose: To assure that faculty are available to students and that students understand the importance of professional behavior regarding time with faculty (making and keeping appointments, etc).

1. The faculty should be available, in their offices to counsel, advise and/or refer students as needed per appointment.

2. The faculty will make available to students their office hours in which they are available to students. This should be part of the faculty member's course syllabus and posted outside the office.

3. Students should notify the faculty member if she/he is unable to keep a scheduled appointment.

4. Students should seek counsel and/or advisement from the appropriate faculty member (the instructor for the course or the clinical instructor).

Reviewed June 2025

Admission Requirements

Purpose: To provide standard criteria for unbiased selection of qualified applicants for entry into the nursing program, progression to Phase II.

Policy for the acceptance of students for nursing school, applicants for readmission, and transfer will be determined by the Admissions Committee. When space for admission is limited, priority will be given to Marion County residents. Failure to satisfy any requirement prior to the beginning of the school year will result in non-admission.

Admission Requirements Phase I
1. Students must be as least 17 years old prior to graduating from high school.
2. High school students must be entering grade 12 and have a letter of recommendation from their guidance counselor. Current high school students are not eligible to receive federal financial assistance.
3. Adult students are accepted. If high school education is incomplete, the student must successfully pass and provide a General Education Diploma (GED) and/or provide a high school diploma obtained through adult education prior to admission into the program.
4. Completed application and fee ($20.00). High school students do not pay a fee.
5. A satisfactory score on pre-entrance tests. These tests must have been taken within 3 years of meeting satisfactory scores.
6. A satisfactory interview with the coordinator.
7. Acceptable drug screen and criminal background check and approval by all clinical sites.
8. A birth certificate, marriage license (if married), and divorce papers (if divorced).
9. Completed health forms (physical, current immunizations). Proof of health insurance. Students are required to have proof of all required immunizations. Additionally, students should have proof of negative 2-step TB skin test or QuantiFERON-TB Gold test verification. If positive, a healthcare provider must declare the student non-communicable.
10 Students must have current immunizations and CPR Healthcare Provider certification (American Heart Association, adult, child, and infant skills).
11. Payment of all fees (tuition, etc.)

Admission Requirements- Phase II
1. High School students must have graduated.
2. Students must be in good physical and mental health and have a documented physical examination on record.
3. Students must have current immunizations and CPR certification (American Heart Association adult, child, infant skills).
4. Students must have proof of negative TB skin test, or if positive, a healthcare provider must declare the student non-communicable. Proof of health insurance.
5. Acceptable drug screen and criminal background check and approval by all clinical sites.
6. Students must have successfully completed all subjects in Phase I and have the recommendation of the coordinator.
7. See policy regarding transfer students.
8. Payments of all fees (tuition, etc.)

Revised June 2025

Disciplinary Action Dismissal/Termination

Purpose: To establish the standards for appropriate and inappropriate behaviors that will lead to dismissal from the program and /or disciplinary action while in the program.

Behavior leading to disciplinary actions includes:
1. habitual tardiness (see Attendance policy).
2. noncompliance with school, technical center, or clinical site policies.
3. evidence of incompetent clinical skills.
4. insubordination towards faculty of nursing program, ACT, or clinical site personnel.
5. evidence of poor emotional health to the point of endangering the clients and/or others.
6. leaving school and/or clinical site grounds without permission.
7. abusing school and/or clinical site property.
8. misbehavior on transportation vehicles.
9. disruptive behavior during learning process, field trips, HOSA meetings and activities.

A repeat of the same behavior each semester leading to disciplinary action for number 2-9 above will result in termination from the program.

Dismissal/Termination
Termination from the school of nursing is immediate on the following grounds:
1. grades are unsatisfactory.
2. not meeting the minimum standard on the clinical evaluation at the end of a semester.
3. not scoring 90 or higher on the Medication Calculation/Measurement exam.
4. absences exceed the stated minimum. (See Attendance Policy)
5. possession, selling or consumption of drugs or alcohol during any school related activity or reasonable evidence to suspect the student is under the influence of drugs and/or alcohol. (see drug/alcohol policy)
6. a student lies and/or falsifies a client's record.
7. a student steals from the school of nursing, ACT, clinical site.
8. unprofessional, unethical conduct. (See code of ethics, Appendix)
9. breach of confidentiality/violation of HIPAA.
10. non-payment of nursing program fees at the designated time
11. cheating on any test, including any ATI assignments, NCLEX PN, or any assignment
12. possession of a weapon or an object that may be used as a weapon.
13. abandonment of the client.
14. failure to provide current health, immunization and/or CPR requirements.

Reviewed June 2025

Evaluation of Performance

Purpose: To provide specific information about performance evaluations. The student should be aware that both theory and clinical performance must be satisfactory to progress through the program and graduate.

EVALUATION OF PERFORMANCE / THEORY

1. The theory objectives of each course specify the content that is to be learned. A grade of 80 or above must be made on each course each semester in order to receive academic credit/clock hours for that course. All courses must be passed each semester in order to proceed to the next semester. Final course grades are not rounded up to the whole number.
2. Chapter or unit tests follow instruction and significantly determine the semester grade. "Pop" tests, presentations, projects and written assignments may also count towards the semester grade.
3. Final exams are given at the end of each course, constituting 25% of the final course grade. There are no exemptions for any tests or exams. Final exams will not be given until all unit tests and course work have been completed.
4. If the student is absent the day a chapter or unit test or exam is given, the student must take the test or exam the day he/she returns to school/clinical or the student will receive a zero (0) on that test or exam. The chapter or unit test or exam may or may not be the original version. Testing will begin promptly after Phase I and Phase II. If this occurs on a clinical day, the student should return to the school for the 3:00 pm testing. This will count as an Early Dismissal.
5. When a student fails a unit test or exam, it is the student's responsibility to remediate on this content.
6. ATI comprehensive assessments are given at the completion of Phase I and at the end of each Phase II course and are used to assess the student's progress through the program. Any student making less than the required performance standard (proficiency level two) on the ATI assessments may be required to complete computer remediation, as specified by the instructor.

EVALUATION OF PERFORMANCE / CLINICAL

1. Theoretical content is applied to the clinical objectives. These objectives specify the behaviors expected of the student practical nurse in each clinical area.
2. An evaluation tool is used to measure clinical performance of the objectives.
3. With each evaluation period, the student should increase the point value to the stated competency level (see Clinical Performance Evaluation, Appendix).
4. In Phase I, the student must have adequate performance in all core concepts using the preclinical evaluation to progress to the clinical that is part of Fundamentals of Nursing II. Then, there is only one clinical evaluation period in Phase I. Satisfactory academic progress is made by achieving the competency level required for that evaluation period at the end of the spring semester in Fundamentals of Nursing II.

5. Students must also pass a Medication Calculation/Measurement Exam with a score of 90 or higher in order to make satisfactory academic progress. This exam will be given at the following times:
   a. At the end of second semester in Phase I.
   b. Prior to each clinical rotation in Phase II. (see Policy: Medication Calculations/Measurement Exam)
6. Evaluation of overall clinical performance is done at mid-semester and at the end of the semester in Phase II.
7. In Phase II, failure to make the minimum score required at mid-semester will result in the student receiving remediation/advisement from the clinical instructor. Satisfactory academic progress will not be met if the student has not met the minimum score required at the end of the semester. If this occurs during the fall semester, the student will not progress to the spring semester. If this occurs during the spring semester, the student will not graduate.
8. Additionally, all critical skills listed on the Clinical Skills Checklist (see Appendix) must be mastered before graduation. The student who has to repeat any clinical course must repeat all critical skills (that were previously completed) prior to graduation. If the critical skills have not been mastered in the clinical area, the student must master them in the lab before graduation.

Attendance

Purpose: To provide specific information about attendance requirements. The student should be aware of the importance of punctuality and attendance and the development of professional work ethic in nursing.

1. Attendance is expected and necessary for the educational process of the student practical nurse.
    Theory: For students taking **all courses** offered each semester, missing more than 5 days per semester will result in failure to make satisfactory academic progress and the student will be dismissed from the program.
    Theory: For students taking **less than all courses** offered each semester, missing more than 10% of the course will result in failure to make satisfactory academic progress and the student will be dismissed from the program.
    Clinical: All students must be present 80% of the clinical days each nine week clinical evaluation period. Banked time cannot be applied towards any clinical absence. Failure to meet this requirement results in failure to make satisfactory academic progress and the student will be dismissed from the program.
2. A written explanation and/or doctor's note explaining your absence is due the day you return to school. This does not excuse the absence.
3. It is required that **the student** call/text **the instructor** at least 30 minutes prior to the time of class if he/she will not be present. Students must communicate with the appropriate instructor (speak to, text message or leave a voice mail) at least 30 minutes prior to the time of clinical if he/she will not be present on a clinical day. Failure to follow policy will result in disciplinary action with a subsequent infraction of this policy resulting in dismissal from the program.
4. Being tardy and/or being dismissed early is discouraged. A **tardy** is not being present at the assigned time and an **early dismissal** is leaving class or clinical before it is over. Four tardies and/or four early dismissals are counted as one absence. **Habitual tardiness** is defined as being tardy or leaving class/clinical early four or more times. Habitual tardiness will result in disciplinary action. A subsequent infraction (four more tardies and/or early dismissals) during the semester will result in dismissal from the program.
5. If the student reports that he/she will be more than 30 minutes late for clinical or makes a request to leave clinical more than 30 minutes early, that student should not report to clinical. This will count as an absence. If the student will miss more than 30 minutes of class in Phase I or Phase II, this will count as an absence from that class.
6. In the event of unusual circumstances that results in the student missing 3 or more consecutive days, the student may request special permission to make up missed time. (A majority of the nursing faculty and the coordinator must agree that the student's circumstances are unusual and merit consideration.) If this permission is granted, the student is responsible for payment to the instructor and coordinating the clinical time at the instructor's convenience. This clinical time should be made up before the end of the next nine weeks in which it was missed. All time must be completed prior to graduation.
7. In the event that the opportunity for banked time occurs and the student accrues banked time, this time may only be used when the student has exceeded attendance requirements. This banked time cannot be used for clinical absences.

Reviewed June 2025

Financial Assistance - Legal/Ethical Responsibilities

Purpose: To inform students who are receiving financial assistance about their legal and ethical responsibilities.

1. Students receiving any financial assistance are encouraged to read all literature given to them by the agency providing funding. Special attention should be given to all information regarding the student's responsibility to provide accurate information and to adhere to all rules and regulations of their funding agency.
    Falsification of any information is fraud and subject to penalties.
2. Students receiving Workforce Innovation and Opportunity Act (WIOA) funds should provide documentation of funding to the financial officer prior to the time any payment is due.
3. Attendance verification sheets should be turned in on the designated day before class begins. Attendance verification sheets that fail to provide accurate information will not be signed.
4. Students receiving Veterans Administration funding should report to the Financial Officer and provide all required documentation.
5. Students who wish to receive Federal Pell Grants should apply electronically and may request the assistance of the Academy for Careers and Technology (ACT) Financial Officers. Information about standards and policies related to Federal Pell Grants will be made available to the students.
6. Students receiving Federal Pell Grants should understand that there is a verification process.
7. Students receiving Federal Pell Grants should understand that a drug or alcohol conviction may result in the loss of Title IV eligibility.
8. Students who are receiving financial aid who are notified during a semester that the financial aid will not cover the entire tuition and/or fees will be responsible for payment before continuing class. Additionally, if this bill is not paid in full by the end of the semester, the student will not progress to the next semester. If this occurs during the last semester of the program, this student will not be eligible for graduation and/or endorsed for licensure until the entire bill is paid in full.

Revised June 2025

Background Check and Drug Screening

Purpose: To provide information regarding procedures that will be followed for all applicants and the follow up that will occur if a criminal background check is positive and or has a positive drug screen. Additionally, to protect the public from potentially unsafe health care providers.

1. Applicants to Marion County School of Practical Nursing will have a comprehensive background check and drug screen done prior to admission into Phase I and Phase II of the program. This will be done by CastleBranch.com.
2. Residency will be established by this background check.
3. All clinical entities that provide clinical instruction will be provided access to the background screening results.
4. In the event any of the clinical facilities will not allow an applicant to work as a direct caregiver, that applicant will be denied enrollment into the nursing program.
5. In the event of a positive drug screen, applicants will not be accepted into the nursing program that have detectable levels of illegal drugs and/or alcohol in their system or those who have detectable levels of legal drugs in their system which is not disclosed and/or for which no prescription can be produced.
6. Applicants who have been denied admission due to an unacceptable background check who have since had the arrest record expunged will be allowed to reapply to the program. This applicant must submit to a new background check during a subsequent application period.
7. Applicants who have been denied admission due to a positive, unacceptable drug screen can seek admission during other school years. (Information regarding drug and alcohol counseling is available at the Academy of Careers and Technology (ACT) and the nursing program.)
8. See Alcohol/Drug Use policy for information regarding students who are admitted to the nursing program who are suspected to be under the influence of drugs and/or alcohol.

Reviewed June 2025

Learning Resources

Purpose: To provide student with an adequate understanding of how to use
available learning resources. To assure availability and protection of learning resources.

1.   Students will be provided information regarding the learning resources available: Skills
      Lab, Nursing Learning Center, Florence Darlington Technical College (FDTC) Library,
      and DISCUS.
2.   Skills Lab: This resource room and its equipment are available to Phase I students for
      scheduled instruction Monday through Friday, 8:30 am until 11:10 am. It is available to
      all nursing students after these hours each day the ACT is open. Equipment and supplies
      that are used for practice are to be returned to their appropriate places so that the room is
      kept in neat order. Students should not make any adjustments to the thermostat or eat or
      drink in this room.
3.   Nursing Learning Center: This resource room is open to any nursing student before and
      after class, during the operational hours of ACT. In order to use the NLC, the student
      must agree to terms of usage and sign this form, as well as an Internet usage agreement.
      (See Appendix: NLC Agreement and ACT Internet policy). An orientation to basic
      computer usage and other resources will be provided upon entry into the nursing
      program. The use of headphones is encouraged in this room to reduce noise since group
      and individual study areas are available. Reference materials are to be used in the room
      only. One copy may be made of any copyrighted material. (See Appendix for the
      copyright law. Failure to follow the law could result in criminal or civil fines.)   Students
      should bring their own printer paper for any copies made. Students should not make any
      adjustments to the thermostat. There is no eating or drinking in this room. Students
      should see the instructor if they are experiencing technical problems. For a complete list
      of rules see NLC Code of Conduct in the Appendix.
4.   Florence Darlington Technical College libraries: The main campus Wellman Inc. Library
      is located at 2715 Lucas Street, Florence, SC. The Health Science Campus library is the
      Segars Library, located at 320 West Cheves Street, Florence, SC. Students have use of
      all library resources at this facility and with their on-line learning resources. Each
      student must attend an orientation provided by this facility and sign an agreement to
      abide by their policies in order to gain access to services. Additionally, the student must
      wear an ACT student ID to enter the library. Any student who has overdue, lost or
      damaged materials must pay fines directly to FDTC libraries before beginning the next
      semester. In the event that the student does not pay the library fine by this time, the
      student will be dismissed from the nursing program.
5.   Digital Information for South Carolina Users (DISCUS): Students have access to any
      healthcare information available at any library in South Carolina through a computerized
      database known as DISCUS.

Reviewed June 2025

Grievance

Purpose: To provide information about students' rights to due process and resolving concerns.

Operational Definitions:
Complaint - Formal written correspondence outlining and discussing specific concerns regarding the nursing program.
Grievance Procedure- A system to channel complaints.
Complaint Resolution- Conclusion resulting from the grievance procedure.

1.   Every effort should be made to prevent problem situations and to seek resolution of concerns as soon as possible. Students are encouraged to communicate with their class representative (Phase I, Vice-President HOSA and Phase II, President HOSA) so that concerns can be shared at monthly faculty meetings.
2.   Students who seek resolution of concerns are encouraged to talk with the appropriate instructor and work towards resolution of the concern.
3.   Students who are unable to resolve concerns are then encouraged to schedule an appointment with the coordinator.
4.   Students who feel that their concerns are still unresolved are instructed to follow the grievance procedure found in the appendix of the Student Handbook, as well as complete the form at www.che.sc.gov/CHE_Docs/academicaffairs/SARA/ComplaintForm.pdf. This will constitute a formal complaint (See Appendix for ACT's Student Complaints and Grievances policy and form).

Reviewed June 2025

ATI Assignments and Proctored Assessments

Purpose: To assess the student's progress throughout the nursing program with standardized testing from the Assessment Technologies Institute (ATI).

1. ATI fees are paid by the student at the beginning of the semester.
2. Students must have access to a computer or laptop with adequate technical requirements for ATI. The technical requirements can be found on the ATI website.
3. All ATI homework and/or classwork assignment tests that are required will be averaged and counted as a pop test grade. The first attempt score will be the grade documented. Failure to complete the ATI homework and/or classwork assignment test by the assigned time will result in a "0" being recorded as the grade for the pop test.
4. ATI homework and/or classwork assignments that are required that are a Skills Module tutorial, a minimum of 30 minutes is required. All ATI tests that are part of the homework or classwork assignment require a score of at least 80%. Any student making less than 80 on ATI tests will be required to remediate by retesting on those objectives until a score of 80 is made. (The original failing grade is used towards the determination of a pop test grade.)
5. All ATI's must be completed before exams.
6. All students must complete the ATI proctored assessments as part of completion of Phase I and/or the end of each course in Phase II.
7. Any student making less than the required performance standard (proficiency level 2) on any ATI proctored examination may be required to complete remediation, as specified.

Academic Progression/Program Requirements

Purpose: To provide the student with information concerning specific requirements for progression in the nursing program.

1.   In order to progress in the nursing curriculum, the student <u>must</u>:

   a.   submit evidence of good health as documented on the physical form upon entry into the program. The student should be able to meet the physical demands of program requirements which are outlined as follows: lifting, positioning, pushing and/or transferring patients utilizing proper body mechanics. Hearing, visual and verbal abilities are required. Color vision is required to perceive changes in the patient's condition and colors of medications and solutions. Be able to read medications and equipment labels. Be able to endure prolonged, extensive or considerable standing and walking. Finger dexterity is required to write, prepare and give medications. Be able to lift 50 pounds and transfer patients with assistance. Be able to move from standing to sitting to squatting to kneeling positions in order to accomplish resuscitation of a patient. Considerable reaching, stooping, bending, kneeling and crouching is required.

         Any change in health status (surgery, communicable illness, complications of pregnancy, etc.) should be reported to each instructor and the coordinator immediately.

         If the student is unable to meet the physical demands of the program and/or there has been any change in the health status of the student, the student will be required to obtain a signed Physician Release Form (See Appendix) in order to progress in the program. This should be presented to the instructor and the coordinator prior to return to class and/or clinical and should include the exact date that the student will be allowed to return to class and/or clinical.

   b.   maintain current immunizations, including annual testing for exposure to tuberculosis.

   c.   submit evidence of current CPR certification prior to any clinical course. This certification course is required to cover Healthcare Provider topics, including adult, child and infant basic life support (BLS) and must be American Heart Association. This must be provided prior to any clinical rotation.

   d.   provide evidence of payment of all fees at the beginning of each semester. Students who are receiving financial aid who are notified during a semester that the financial aid will not cover the entire tuition and/or fees will be allowed to set up a payment plan that will be due in full by the end of that semester. Additionally, if this bill is not paid in full by the end of the semester, the student will not progress to the next semester. If this occurs during the last semester of the program, this student will not be eligible for graduation and/or endorsement for licensure until the entire bill is paid in full.

   e.   meet all course requirements, including behavioral objectives and attendance, according to the policies stated in each course syllabus and the Student Handbook.

2.   In order to progress in the program the student must:

   a.   earn a score of 80 or higher on each course in order to receive academic credit/clock hours for that course. There is no rounding of grades in the nursing program.

b.   pass all courses each semester to proceed to the next semester. This includes all academic terms (fall and spring). Clock hours/course credit is awarded at the completion of the semester.

c.   pass 5 timed medication calculation/measurement exams with a score of 90 or higher.

d.   pass clinical each semester. In Phase I, the student must have adequate performance in all core concepts using the preclinical evaluation to progress to the clinical that is part of Fundamentals of Nursing II. Then, there is only one clinical evaluation period in Phase I. Satisfactory academic progress is made by achieving the competency level required for that evaluation period at the end of the spring semester. In Phase II, failure to make the minimum score required at mid-semester will result in the student receiving remediation/advisement from the clinical instructor. Satisfactory academic progress will not be met if the student has not met the minimum score required at the end of the semester. If this occurs during the fall semester, the student will not progress to the spring semester. If this occurs during the spring semester, the student will not graduate.

3.   Any student who fails to meet the requirements for satisfactory academic progression will not continue in the program. The student may apply for readmission if they can complete the program in 6 semesters (150% of the program's length).

Reviewed June 2025

Readmission

Purpose: To provide criteria which must be met for readmission into the nursing program. Readmission students must meet all admission requirements, in addition to the following:

Phase 1:

1.   Each candidate for readmission to the nursing program will be considered on the basis of space available in both theory and clinical and must:

   a.   submit a written request to the coordinator. This must be done by day 45 of the Spring semester for admission into the Fall semester or by day 45 of the Fall semester for admission into the Spring semester.*
   b.   have completed courses that were previously taken within the past 3 years.
   c.   complete the program in no more than 6 semesters, which equals 150% of the program length.
2.   The order of readmissions will be determined by most courses completed. When applicants for readmission have completed the same amount of courses, a determination for who will be readmitted will be made on the basis of the highest cumulative average, in Phase I.
3.   Readmission of students to the nursing program are made on the basis of recommendations of the Admission Committee.
4.   Readmission is permanently denied for any student who was terminated for infractions #6-14 of Dismissal/Termination Policy.

   *Students who withdraw from the program after the deadline may submit a written request for readmission to the coordinator no later than the last day of that semester.

Note: Students readmitted to the nursing program must contact the Office of Financial Aid to evaluate their financial assistance eligibility.

Phase 2

1.   Each candidate for readmission to the nursing program will be considered on the basis of space available in both theory and clinical and must:
   a.   submit a written request to the coordinator. This must be done by day 45   of the Spring semester for admission into the Fall semester or by day 45 of the Fall semester for admission into the Spring semester.*
   b.   have completed courses that were previously taken within the past 3 years.
   c.   complete the program in no more than 6 semesters, which equals 150% of the program length.
2.   When space is limited in Phase II, priority is given to students coming from Phase I first, then readmissions, then transfers.
3.   The order of readmissions will be determined by most courses completed. When applicants for readmission have completed the same amount of courses, a determination

for who will be readmitted will be made on the basis of the highest cumulative average in Phase I.
4.   Readmission of students to the nursing program are made on the basis of recommendations of the Admission Committee.
5.   Readmission is permanently denied for any student who was terminated for infractions #6-14 of Dismissal/Termination Policy.

    *Students who withdraw from the program after the deadline may submit a written request for readmission to the coordinator no later than the last day of that semester.

Note: Students readmitted to the nursing program must contact the Office of Financial Aid to evaluate their financial assistance eligibility.

Revised June 2025

Admissions (Late)

Purpose: To promote student success in the program by minimizing the amount of
           instructional time that is missed.

           Students will not be admitted to any course in the nursing program after the
           second day of the class/clinical/lab.

Reviewed June 2025

Transfer Students (Phase II)

Purpose: To provide criteria for consideration of transfer students.

Transfer students who meet the following criteria will be considered on an individual basis.
1. Candidates for transfer must:
    a. submit an application for admission and pay the application fee.
    b. provide complete college transcripts showing satisfactory completion of all courses (or their equivalency) that are included in Phase I within the past three years. *
    c. provide a written recommendation from a clinical nursing instructor from the previous school attended.
    d. meet all admission requirements, including testing, that are necessary to enter Phase I and/or Phase II. (See Student Admission Requirements Policy)
    e. provide any of the following optional criteria that may be required. This includes but is not limited to the following: ATI testing, teacher made final exams, oral testing and/or demonstration of skills.
2. Transfers to the nursing program are determined by the Admissions Committee if there is available space in Phase II.
3. The total number of students that can be admitted in Phase II will vary, depending upon the number of available faculty and the point of student entry into the program.
4. When space is limited in Phase II, priority will be given to students coming from Phase I, then readmissions, then transfers.
5. When space is available but limited, priority will be given to Marion County residents.
6. The transfer student will have 3 semesters to complete Phase II.

*   Determination of acceptance of transfer credit will include a comparison of the transcript and course syllabus for currency, comparability, relevance to the course and nursing program, calculation of credit and satisfactory grade. The semester or quarter hours should be equivalent to the clock hours in the Marion County School of Practical Nursing. A grade of C or higher is a satisfactory grade for transfer credit.

Reviewed June 2025

Course Requirements

Purpose: To provide guidelines and requirements for successful completion of any course.

To successfully complete any course in the nursing program, the student is required to:

1. Meet all course and clinical objectives.

2. Complete all assignments according to the guidelines in the course syllabus (including standardized tests and remediation retesting).

3. Submit all assignments on the date due. Assignments accepted after the due date will be at the discretion of the instructor.

4. Adhere to all policies and procedures as stated in the Student Handbook.

Reviewed June 2025

Americans with Disabilities Act

Purpose: To provide guidelines to assist students with special needs related to disabilities.

1.   Students with disabilities may volunteer to inform the coordinator and/or the Instructor about their disability and associated classroom limitations, if applicable.

2.   The student who volunteers this information should then contact the associate director for further information.

3.   Reasonable accommodations may be made that allow disabled students to be successful in the nursing program. Accommodations may be provided for those students who submit the appropriate documentation by an outside/independent professional evaluator or agency.

4.   Any student eligible for and needing academic adjustments or accommodations because of a disability should inform the instructor during the first week of class and provide the Instructor with a copy of the letter of accommodation.

Reviewed June 2025

Remediation/Advisement of High Risk Students

Purpose: To provide additional counseling and assistance to any student enrolled in a nursing course that is in danger of academic failure, NCLEX-PN failure or withdrawing from the nursing program. High risk students include those whose:

a.   Mid-semester grade (end of the first 9 weeks of a semester) is less than 80 on any course.
b.   Clinical progress is considered unsatisfactory at mid-semester.
c.   Score less than proficiency level 2 on ATI end of course Proctored Comprehensive Assessments.

1.   Any student who is at high risk is encouraged to make an appointment with the Instructor and/or coordinator for discussion of academic and/or clinical difficulties as soon as possible, to ensure success in the program.
2.   The instructor and/or coordinator should explore with the student various strategies to improve chances for academic success.
3.   After counseling, the student is expected to develop, write and adhere to a plan for improvement. The student should give this plan to the instructor. The instructor will copy this and place it in the student's record.
4.   The student is encouraged to review materials that have been provided in Phase I and that are available in the Nursing Learning Center (NLC) on test taking, study skills and stress reduction. Additionally, www.LearningExpressLibrary.com is a resource for remediation in grammar for writing, practical math, reading comprehension, vocabulary and spelling, workplace skills, etc. Adult Education in the student's home county is a valuable resource for additional assistance.
5.   Students who make an unsatisfactory clinical score for the mid-semester evaluation period will be provided a list of possible strategies for remediation by the clinical instructor. See Appendix for Remediation Possibilities Form.
6.   When a student fails a unit test or exam, it is the student's responsibility to remediate on this content.
7.   Any student making less than proficiency level 2 on the ATI end of course Proctored Comprehensive Assessments may be required to complete remediation, as specified by the Instructor.

Reviewed June 2025

Student Withdrawal Procedures

Purpose: To provide information and guidelines that will assist students who wish
to withdraw from the nursing program.

1.   Students who elect to withdraw from the nursing program are expected to notify
        the coordinator and all instructors.
2.   Students who withdraw are expected to sign a Withdrawal Form and give this to
        the coordinator, documenting the reason for the withdrawal. The Withdrawal
        Form is then forwarded to the Financial Aid office.
3.   Fees are non-refundable, with the exception of tuition. A written request for
        tuition reimbursement must be submitted.
4.   Students receiving Federal Title IV aid (Pell Grants) who withdraw will be
        required to follow the Return of Title IV Funds policy and procedures outlined in
        the appendix.
5.   A private pay student is refunded 75% of the tuition during the first five (5)
        academic days of the term. Fifty percent (50%) of the tuition will be refunded
        during academic day number six (6) through ten (10). There are no refunds after
        the 10th academic day of the term enrolled.
6.   Refunds are computed from the date of the official withdrawal.
7.   All requests for refunds must be made during the term for which tuition was paid.
8.   Refunds are held pending the settlement in full of all outstanding and current
        obligations payable to the Academy of Careers and Technology (ACT).

Revised June 2025

Students with Prior Convictions

Purpose: To provide information to students who may need to pursue strategies to meet the requirements for taking NCLEX-PN for licensure.

1.   Any student convicted of any crime other than a minor traffic violation may not be authorized to take NCLEX-PN even if he or she completes all program requirements.
2.   Those students are encouraged to notify the South Carolina Board of Nursing (BON) in the early spring of the year they will graduate to obtain current information about additional requirements that will need to be submitted. The student should contact the BON at 803-896-4550 or go to their website at www.llr.sc.gov.

Reviewed June 2025

Appearance/Behavior (Professional)

Purpose: To provide information concerning the expectations of students in clinical settings. To assure that students demonstrate appropriate behavior in the clinical setting.

1. <u>Good hygienic habits</u> – Meticulous personal hygiene is required to prevent body and breath odors which may be offensive to others. Bathe daily to ensure against common body odors.
2. <u>Fingernails</u> - These should be neatly shaped and trimmed. No nail polish is to be worn in uniform. Long nails and chipped nail polish tend to harbor microorganisms. Artificial nails of any kind are not allowed.
3. <u>Eyelashes-</u> Artificial eyelashes of any kind are not allowed.
4. <u>Hair</u> - This should be neat, clean and attractively arranged. The style should be kept simple and held in place so it need not be touched or rearranged while on duty. Hair must be kept off the collar. No hair ornamentation is to be used except that which is a must to secure hair off the collar. Items used to secure the hair must be small, inconspicuous and hair-colored.
5. <u>Uniform</u> (includes apron)- It should be clean, pressed and allow for sufficient and easy movement. It should be reasonable in length to ensure modesty in reaching, bending, and stooping. You should appear professional and well-groomed. For warmth or comfort a plain non-patterned white shirt (t-shirt type) may be worn under the uniform top. The pants should be hemmed (not pinned or rolled into a cuff) so that they touch the top of the shoe. White lab jackets may be worn with uniforms and must be changed every day.
A cap is considered part of the uniform and should be placed on the head upon entering the clinical facility and removed prior to leaving. The cap must be worn at all times while on duty. It is to be worn on the "crown" of the head and visible from all sides. Photo name badges must be worn on the left front bodice of the uniform or lab coat. Navy Scrub uniforms should be worn in the OR suite and all Pediatric rotations. No stethoscope ornamentation is allowed.
6. <u>Jewelry</u> - Students who have pierced ears are allowed to wear small, inconspicuous stud-type earrings in the earlobe while on duty (one pair only). No other type of piercing should be visible. Wedding bands and/or wedding rings are also permitted. A simple watch with a second hand is required. <u>No</u> smart watches are allowed during clinical. <u>No</u> other jewelry is allowed while in uniform.
7. <u>Stockings</u> - (white hose) - This should be changed daily. They should be clean and fit properly. Only plain white trouser socks, panty hose, and/or knee high hosiery are acceptable to wear with pants. An additional pair of plain white socks can be worn over other stockings to secure shoes. However, no footies or anklet socks are allowed.
8. <u>Shoes</u> - These should be comfortable and give sufficient support. They must be kept clean and polished every day. No athletic or canvas shoes are allowed. Clogs that are secured with a back strap are permissible if allowed by the facility. Shoestrings must also be kept clean and replaced as needed.
9. <u>Makeup</u> - This is an important constituent that should enhance your appearance. Never use cosmetics excessively. Cologne, perfume, or any other scented toiletries are not to be used in the clinical area.

10.   Eating –This is not permitted while in uniform whether in class or clinical, except during the assigned lunch time. Students are not allowed to chew gum, eat candy, drink sodas, drink coffee, or eat while performing patient care unless on an approved break in an approved area.
Breakfast should be eaten prior to arriving at the clinical facility.

11.   Tattoos – Must be appropriate for a professional environment or otherwise concealed.

12.   Smoking – Health promotion is important, therefore smoking is strongly discouraged. There is to be no smoking within or on the grounds of the Academy for Careers and Technology (ACT) or at any school related off campus activities.

13.   Valuables - These should be left at home or locked in the student's car. No books should be brought into the clinical facility, except for the clinical notebook, student handbook and drug book. A clear, plastic book bag/tote bag is permissible but not required.

14.   All Field Trips and In-services - When on field trips for observational experiences or in-services, a pressed white lab jacket is to be worn over appropriate street clothes. The following cannot be worn: scrubs, jeans or jean skirts, capris or cropped pants, shorts, sweats, miniskirts, sandals, leggings, tight-fitting clothing, t-shirts, sweat shirts or tennis shoes or heels higher than one inch. Failure to adhere to this policy will result in the student being sent home and will be counted as an absence.

15.   Miscellaneous- a) No cell phones or other electronic devices are allowed to be visible or audible at the ACT. No cell phones or electronic devices are permitted in any clinical agency; b) Students are not permitted to leave the clinical site except for an emergency. Students are not permitted to return if they leave clinical; c) All required forms for clinical must be brought by the student. Student use of the facility's copier is prohibited.

16.   Required items for clinical - school uniform (including apron) and cap, white shoes and hose (see # 6), a simple watch with a sweep second hand, bandage scissors, identification badge with picture, sphygmomanometer and stethoscope, black ink pin, clinical notebook (including all required forms), pen light and drug book (current edition).

17.   Behavior – A student nurse's behavior and conversation should be professional at all times. Students should not sit at the nurses' station or sit on the floor or any other unclean area clinically. Conversations of a personal nature should not occur in the clinical setting.

18.   Noncompliance - Failure to adhere to all aspects of this policy will result in the student being sent home from clinical. This will count as an absence.

Revised June 2025

Testing and Test Review

Purpose: To provide guidelines for testing and test review.

The following guidelines will be used to assist students to understand protocol when testing and to provide opportunity for test review:

1. For all unit tests, exams and ATI proctored tests, students will not be allowed to go to the restroom unless accompanied by an employee of ACT.
2. For all unit tests, exams and ATI proctored tests, all cell phones should be turned off and kept and stored in designated area. The course instructor will direct the students where the cell phones will be stored.
3. For all unit tests, exams and ATI proctored tests, books and notes should not be visible and headsets/earbuds of any kind may not be used.
4. After the test and answer sheet has been turned into the instructor, students may not ask for the test and answer sheet to make changes.
5. Instructors will provide students the opportunity for test review only on the day the test is returned to them. If the student is absent on the day of the test review, the student may request to review the test on the day they return to class. No cell phones are permitted during any test review.
6. Test questions may not be written, photographed or copied. Additionally, the test may not be used to highlight test content in the book and/or notes.
7. All tests and answer sheets must be returned to the instructor prior to any student leaving the room.
8. Student who wish to challenge the answer to a test question(s) should do the following within 24 hours of the return of the test (weekends will be excluded):
   a. Provide, in writing, to the instructor, the page number from the textbook where supporting documentation for the answer can be found for the particular test question that is challenged.
   b. Provide, in writing, to the instructor, the correct rationale for why the student's answer is the correct answer, for the particular test question that is challenged.
9. The faculty will maintain confidentiality regarding all student personal and academic information and will not provide such information to other students, family members, etc.

Revised June 2025

Makeup Tests or Exams

Purpose: To provide information concerning missed tests or exams.

1.   If a student is absent the day a chapter or unit test or exam is given, the student must take the test or exam the day he/she returns to school. The chapter or unit test or exam may or may not be the original version.

2.   Testing will begin promptly after class in Phase I and Phase II. If this occurs on a clinical day, the student will return to the school for the 3:00 pm testing. This will result in a zero (0) on number 24 on the Clinical Performance Evaluation tool for that evaluation period.

3.   Failure to comply with this policy will result in the student receiving a 0 on that test or exam.

4.   The time of the makeup test or exam can be rescheduled, at the Instructor's discretion.

Confidentiality

Purpose: To assure that students respect the confidentiality of all patient information and records and shall comply with all applicable laws and regulations concerning their maintenance and protection, including the Health Insurance Portability and Accountability Act (HIPAA).

1.   All students are required to complete each clinical facility's orientation, which includes content on HIPAA. Additionally, all students are required to complete the ATI module on HIPAA prior to beginning clinical in Phase I and Phase II.

2.   All students must sign the Confidentiality agreement and comply with the HIPAA guidelines (See Appendix).

3.   Students will not under any circumstance, discuss any patient, clinical facility, or staff information outside the confines of the classroom, clinical, or post-conference area and/or without the guidance of an instructor.

4.   Students are not allowed in the program secretary or any instructor's office when test and/or exam construction is being word processed.

5.   Any breech of confidentiality will result in termination from the program.

Reviewed June 2025

Secretarial Support

Purpose: To provide students with information about the nursing program secretary.

1.   The secretary for the nursing program provides many services for the nursing program, primarily by way of requests made by the instructors and the coordinator.

2.   Students are not to ask the secretary to perform services that are of a personal nature, such as place phone calls, make copies, etc. Additionally, students are not allowed to use any copiers at the school.

Reviewed June 2025

Alcohol/Drug Use Regulation

Purpose: To provide students with information that the use of alcohol and drugs will not be tolerated in the nursing program and to make clear the actions that will be taken if there is reason to suspect a student is under the influence of alcohol or drugs.

1.   See ACT Student Handbook for Alcohol Use/Drug Use policy information.

2.   No student in the nursing program who is believed to be under the influence of alcohol or other drugs will be allowed to attend class or clinical and/or remain on campus or in the clinical agency.

3.   Should there be reasonable evidence to suspect that a student is under the influence of alcohol and/or drugs, a urine drug test will be requested. Reasons to suspect that a student is under the influence of alcohol and/or drugs include but are not limited to 1) a noticeable change in behavior, 2) slurred speech and/or 3) smell of ethanol on the breath.

4.   The student who is suspected of being under the influence of alcohol and/or drugs, and who agrees to a urine drug test, will be required to provide a urine sample immediately. The urine will be collected from the student following all instructions provided from the service provider, CastleBranch. The provided specimen will be sealed in the presences of both the student, nursing faculty member and/or designee witness of the ACT and all legal documentation will be signed upon the sealing of the specimen and delivered to the designated lab that will conduct the screening (LabCorp). This testing should occur within 1 hour of the behaviors warranting suspicion. The student will be responsible for the cost of this service.

5.   A student may refuse to consent to the urine drug screen. However, in such cases the student must voluntarily withdraw from the nursing program or be subject to disciplinary action including, but not limited to, removal from the nursing program.

6.   Students receiving Federal Pell Grants should understand that a drug or alcohol conviction may result in the loss of Title IV eligibility.

7.   All clinical facilities have the right to drug screen a student, just as they would any employee who meets that facility's criteria for drug screening.

Reviewed June 2025

Graduation and Endorsement

Purpose: To provide students with information regarding all that is required to graduate from the Marion County School of Practical Nursing and be endorsed to take the National Council Licensure Examination – Practical Nursing (NCLEX-PN).

1. If the student has satisfactorily completed the entire 18 months of the nursing program, the student is eligible to graduate from the Marion County School of Practical Nursing. Satisfactory completion of the program includes:
    a. Completing all course work (including make-up tests, course evaluations, ATI, etc.);
    b. Passing each course (theory);
    c. Successful completion of all clinical requirements and passing clinical;
    d. Receipt of all required administrative paperwork;
    e. Payment of all fees.

2. Upon successful completion of the program, an endorsement will be made by the coordinator to the South Carolina Department of Labor, Licensing and Regulation – South Carolina Board of Nursing on the student's behalf. This endorsement is the signal to the Board that they can process the student's application to take NCLEX-PN.

3. The Board of Nursing makes the final decision regarding who may take the exam.

Reviewed June 2025

Clinical Safety Guidelines

Purpose: To inform students of possible safety hazards within the clinical setting and to assure student safety.

1.   Due to chemical (anesthetic gases, pharmaceutical agents, etc.) and radiation (x-ray, nuclear medicine, etc.) hazards that occur in health care facilities, the student who is pregnant or suspects she may be pregnant has the responsibility to notify the instructor prior to engaging in experiences which may be hazardous.

2.   Students undergoing any treatment and/or procedure requiring a recuperation period (including delivery of a baby) must submit a written statement from their physician stating the date they may safely resume both classroom and clinical activities. This should be on a signed, stamped Physician Release Form.

3.   The student with an immune deficiency is cautioned that nursing requires caring for individuals who have infectious processes.

4.   The following are required to be updated each year in the program:
    a.   CPR certification (American Heart Association course: Basic Cardiac Life Support for Healthcare Providers)
    b.   Annual TB skin testing or if history of positive PPD, negative screen
    c.   Update of immunizations, if needed
    d.   Physical exam (if change in health status) including Physician Release Form
    e.   Accident Insurance (included in fees)
    f.   Liability Insurance (included in fees)
    g.   Acceptable drug screen and criminal background check.

5.   Students are not allowed to accept or ask for the controlled substances keys or codes in any clinical agency. An instructor must go with the student to obtain controlled substances for his/her assigned client only. The instructor must co-sign for and observe the administration of any controlled substance.

6.   Students are responsible for successfully completing the unit in Fundamentals of Nursing entitled "Practices of Medical or Surgical Asepsis and Infection Control" prior to the beginning of any clinical experience.

7.   All students must have all required immunizations, acceptable TB screening and current required CPR certification prior to the beginning of any clinical experience. The student will not be allowed to attend any clinical rotation without these and each day missed will be counted as a clinical absence. It is the student's responsibility to provide this documentation to the coordinator.

8.   Any change in health status requires a signed, stamped Physician Release Form. This form should specify any student limitations and the exact date(s) that the student can resume class and/or clinical. See Program Requirements policy for specific concerns related to this. See Appendix for Physician Release Form.

Injury Follow-Up

Purpose: To provide guidelines for prompt and appropriate follow up of all incidents involving personal injury of a student.

1. Any incident in which personal injury may or may not be manifested by immediate signs and symptoms requires an incident report be filed according to specific clinical facility policy. The student will be advised to seek medical attention for development of signs and symptoms which he/she believes may be related to the incident.

2. Any incident in which personal injury is evidenced by immediate signs and symptoms requires immediate evaluation and treatment according to the policy of the specific facility. An incident report will be filed and a copy provided to the injured person.

3. When injury is evident, and evaluation and treatment are necessary, a copy of the incident report should be submitted by or on behalf of the injured person to the administration of the Academy for Careers and Technology (ACT) and appropriate forms for Workman's Compensation will be completed.

4. Instructors who accompany students to any clinical agency are responsible for acquiring knowledge of the specific clinical agency's policy and procedure prior to any student clinical experiences to assure that faculty and/or students who are injured will receive appropriate care in a timely manner.

Reviewed June 2025

Blood and/or Body Fluid Exposure Follow-Up

Purpose: To provide guidelines for prompt and appropriate follow-up of all blood and/or body fluid exposure.

1.   The instructor will implement the policy and procedure of the assigned clinical facility when the student is exposed to blood and/or body fluids. All exposures are to be reported immediately to the Employee Health Department or other individual designated for exposure follow up in that facility. The student will receive follow-up care (first aid, evaluation and prophylaxis as indicated). Post exposure protocol will be implemented within one hour following exposure to known or highly suspected HIV positive clients.

2.   Any incident report will be filed according to the specific facility's policy. A copy will be provided to the student exposed and the original will be maintained in the administration office of the Academy for Careers and Technology (ACT) and appropriate forms for Workman's Compensation will be completed.

3.   Instructors who accompany students to any clinical facility are responsible for acquiring knowledge of the specific clinical facility's policy and procedure prior to any student clinical experiences to assure that students who are exposed to blood and/or body fluids will receive appropriate care in a timely manner.

Reviewed June 2025

Bringing Children to Class or Clinical

Purpose: To provide an optimal learning environment for all students.

1.   Children are not allowed in the classroom or in the clinical setting.

2.   Children may not be left unattended in the halls or other areas.

3.   Students who bring children will be dismissed from class or clinical to care for them. The dismissal will count as an absence.

Reviewed June 2025

Student Travel

Purpose: To clarify the student's responsibility for travel related to the nursing program requirements.

1.   Students can expect to travel to a variety of clinical sites within a 50 mile radius of the Academy of Careers and Technology (ACT).

2.   Students are responsible for their individual travel to and from the ACT or to any assigned clinical experiences or field trips.

Reviewed June 2025

Purpose: To allow students to evaluate the following: the effectiveness of each instructor's performance in the classroom and clinical settings, clinical rotations and program satisfaction. To assist faculty in improving performance and planning for the upcoming year.

1.   Each student will perform the following evaluations according to the following time frames and instructions:
   a.   Student Evaluation of Instructor Effectiveness - at the completion of Phase I and Phase II for full time instructors and at the end of the semester for the part-time instructor. All surveys ensure student anonymity and are kept confidential. The coordinator will compile the scores and share with each instructor.
   b.   Course Evaluations – at the end of each course. All surveys ensure student anonymity and are kept confidential. The coordinator will compile scores and share with each instructor.
   c.   Clinical Evaluations – at the end of each clinical rotation. The coordinator will review the evaluations and share the results with the faculty and coordinator.
   d.   Graduate Satisfaction – in the spring after graduation. The coordinator will gather these and share the results with the faculty.
2.   All forms of student evaluations will be used as a part of the Program Evaluation Plan and information gathered will be used to assist with planning for improvements in the following year (See Appendix for all evaluation forms).

Reviewed June 2025

Student Records/Release of Information/FERPA

Purpose: To assure the protection of rights and privacy of all student records.
The Marion County School of Practical Nursing is in accordance with the Family Educational
Rights and Privacy Act (FERPA) of 1974 and is required to maintain confidentiality of the
records.

1.   Only students, graduates and employees of the Marion County School of Practical
      Nursing have access to the student record. Students must sign a written release
      authorizing others to view their records. All records are kept locked and are confidential.

2.   Students may request copies of all or parts of these records. The student's signature
      granting permission for the release will be required and there will be a cost of $5.00 per
      copy of each piece of the record (See Appendix).

3.   Phase I and Phase II student records are kept locked on file in the coordinator's office.
      All other graduate records are kept locked in the records room at Academy of Careers
      and Technology (ACT).

4.   All financial records of currently enrolled students will be kept locked on file in the
      office of the ACT Financial Officer. Upon graduation, financial records will become part
      of the student record and are kept locked in the records room at ACT.

5.   Eligible students have the right to file written complaints concerning alleged violations of
      the Family Educational Rights and Privacy Act. Written complaints should be sent to the
      following:

The Family Educational Rights and Privacy Act Office
Department of Education
330 Independence Avenue, S.W.
Washington, DC 20201

Reviewed June 2025

Student Organization

Purpose: To provide students with an avenue to develop leadership and professional skills, promote community service and enhance learning. Additionally, to unite all students within the nursing program and provide a common bond in service to others.

1. HOSA-Future Healthcare Professionals (FHP) will serve as the student organization that will be an integral part of the curriculum of the Marion County School of Practical Nursing. (see Appendix for Bylaws)
2. Local, state and national dues will be combined and listed on the annual fee sheet distributed to students prior to the beginning of the school year.
3. The workload of the organization will be divided into committees with one faculty member serving as an advisor to each committee. The coordinator will work with the executive committee. The committees will be as follows:
    a. Executive – Shall consist of the elected officers (President, Vice-President, Secretary, Treasurer and Parliamentarian). They shall provide leadership and be role models for the group, plan and manage all business meetings, and come to a consensus regarding decisions that are needed. The President shall be a Phase II student and the Vice-President shall be a Phase I student. Elections should occur within the first two months of the school year.
    b. Fundraising – Shall provide ideas and leadership regarding all official functions that generate funds for the organization.
    c. Community Service – Shall provide ideas and leadership regarding all official functions that provide a service to others.
    d. Scrapbook/Public Relations – Shall provide ideas and leadership regarding all functions that preserve the work of Marion County HOSA-FHP via the media.
4. There will be monthly meetings of the full membership.
5. The elected President and Vice-President shall serve as student representatives and are invited to attend monthly Faculty meetings. Additionally, these student representatives will be members of the Nursing Program Advisory Committee and will be invited to those meetings.
6. Students who have program concerns should utilize the student representative for their class as a mechanism for program improvement and/or resolution of concerns.
7. Each student is expected to assist with providing simple refreshments at one HOSA membership meeting during the school year. (The exception to this will be the two students from Phase II who assist with set-up for meetings and the two students from Phase I who will assist with clean-up after meetings.) Groupings for refreshments will be made at the beginning of the school year.

Scholarships

Purpose: To provide information to students about the availability of scholarships and access to these monies.

1.   The following are scholarships that are available to students at the completion of Phase I:
        a.   Pilot Club*
        b.   Marion County Healthcare Foundation*

        Application must be made for these scholarships before the 45th day of the last semester in Phase I (See Appendix for Scholarship Application).

2.   A variety of other scholarships are available to all students in the nursing program as a result of membership in the student organization. Information about HOSA scholarships can be found at the following websites: www.schosa.org and www.hosa.org.

*Subject to change upon availability

Phone Use

Purpose: To provide guidelines that should be followed regarding phone usage.

1.   Incoming and outgoing phone calls should only be made in the case of an emergency during class and/or clinical.
2.   All incoming emergency phone calls should come through the nursing program secretary at 843-423-1941. All outgoing emergency phone calls should be made through the nursing program secretary.
3.   No phone calls should be made at the main office of the Academy for Careers and Technology (ACT).
4.   Telephone messages that are not an emergency and are taken by the program secretary will be placed in the student's mailbox. All students should check this prior to leaving class each day.
5.   In the event of an emergency while a student is in clinical; all emergency phone calls must come through the Clinical Instructor.
6.   ACT policy prohibits paging devices or cellular telephones being visible or audible on school property. No cell phones are permitted in any clinical facility. Phones and/or pagers can be confiscated by ACT administrators.

Reviewed June 2025

Support Services

Purpose: To provide the student with a variety of academic and non-academic services, some of which include:
- Guidance Counseling
- Financial Aid
- Career Placement
- Accident and Liability Insurance
- Technical Services and Support

1. The Academy for Careers and Technology (ACT) associate director who assists with career placement and guidance counseling and the Financial Officer are located in the main office to assist students with these needs.

2. For the purpose of reference, a current listing of local service agencies is available in the Nursing Learning Center.

3. Limited accident insurance is provided with the payment of tuition. Liability insurance coverage is provided when this required fee is paid.

4. Orientation to all learning resources and related technology and technology support will be provided each year.

5. Students are encouraged to make an appointment to see their instructor if they have needs that interfere with the learning process.

Reviewed June 2025

Academy for Careers and Technology
Satisfactory Academic Progress Policy
For
Continuing Financial Assistance

Minimum Standards for Financial Aid Eligibility

Students who receive financial assistance from any federal program authorized by Title IV for the Higher Education Act of 1965 must meet minimum standards of academic progress. These programs include Federal Pell Grants.

Students receiving Title IV funds are required by regulation to be making satisfactory academic progress towards a certificate in practical nursing. Academy for Careers and Technology (ACT) is required to deny financial aid to any student not making measurable progress until the student reestablishes their eligibility. The standards by which satisfactory academic progress is measured at ACT are indicated below.

Standards of Satisfactory Academic Progress

ACT has determined that the students are considered to be making satisfactory academic progress if they meet the following minimum standards:

1. Receive admission to and are enrolled in the Marion County School of Practical Nursing (MCSPN).
2. Meet grade standards and attendance requirements, as published in the program materials. A student must make an 80 or higher on each course, each semester and pass clinical each semester. A full-time student may miss no more than 5 class days per semester and must attend at least 80% of clinical each semester.
3. Pass 100% of courses attempted each semester to proceed to the next semester. This includes all academic terms (fall and spring). Clock hours/course credit is awarded at the completion of the semester.
4. Complete the program in no more than 6 semesters, which is 150% of program length.

Termination of Financial Assistance Eligibility

The satisfactory academic progress of all students receiving financial assistance is checked at the end of fall and spring semesters. At the end of the semester, students not making satisfactory academic progress are notified and encouraged to re-enroll at the next appropriate semester. Financial assistance eligibility is reinstated when satisfactory academic progress has been met. At the time of re-admittance, if satisfactory academic progress has not been met, the student is not eligible for federal financial assistance.

Reinstatement of Financial Assistance Eligibility

Financial assistance is not automatically reinstated when the student brings their grades into compliance with the Satisfactory Academic Progress Policy. Students must request that the Office of Financial Aid evaluate their satisfactory progress and reinstate their financial assistance eligibility.

Academic Dismissal

A student who has been academically dismissed from the MCSPN must appeal separately to the Admissions Committee for readmission to the program.

Reviewed June 2025

Inclement Weather

Purpose: To provide students with information about what to do if the weather is bad and to provide for the safety of students.

1. In the event of severe weather such as a hurricane, snow, etc., please be advised to watch and/or listen to local media for closures of the Marion County School District.

2. Should there be a "2 hour delay," this will only apply to students in Phase II. Students in Phase I will not come to school if there is a "2 hour delay" for the nursing program.

3. Students in Phase II who are on a "2 hour delay" will always report to the Academy of Careers and Technology for the afternoon class only. Students in Phase II will never report to the clinical facility on clinical days if there is a "2 hour delay."

The following are a suggested list of local media that will carry advisories
about the Marion County School of Practical Nursing: WBTW, WPDE, WIS-TV, WMBF, WJAY.

Expenses

Purpose: To provide information about fees so that students can explore financing options and budget their resources.

1.   All fees are subject to change each year. Fees are reviewed and/or revised prior to July 1 of each year.
2.   Tuition is $1500.00 per semester for Marion County residents and $1800.00 per semester for out-of-county students.
3.   There is no tuition for high school seniors who are admitted to the program.
4.   Book prices vary but usually cost about $400-500 per year.
5.   There are annual miscellaneous expenses such as SLED check, ATI fee, liability insurance, etc.
6.   Clinical supplies are required. These costs vary. All students are required to purchase the following prior to clinical: school uniforms and caps, white shoes and hose, sphygmomanometer and stethoscope, watch with a sweep second hand, bandage scissors, a black ink pen and clinical notebook.
7.   Students are responsible for payment of all fees and/or providing documentation of agency payment by the deadline for payment.

Reviewed June 2025

General Safety Guidelines

Definitions:

    a. Risk reduction-Strategies that assist with reducing the incidence of any crime.

    b. Awareness program-All activities that assist to increase awareness about the risk of real and/or potential crimes.

    c. Bystander intervention-All activities that assist any witness to a real and/or potential crime to reduce the incidence of a crime.

    d. Primary prevention programs-All activities and safeguards, including instructional activities that are involved in reducing the incidence of any crime. Primary prevention programs will be provided for incoming students and any new employee.

    e. Ongoing prevention and awareness campaigns-All activities and safeguards that continuously occur, including instructional activities that are provided to increase awareness of or reduce the incidence of any crime. These activities and safeguards are provided to all students and all employees.

    f. Rape – 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.

    g. Proceeding- The prompt, fair and impartial meeting that takes place to discuss alleged crimes.

    h. Result- The written findings that are gathered as a result of the proceeding.

Purpose: To inform students of safety guidelines and to assure student safety.

1.   Plans for the following are posted on classroom and lab doors at the Academy for Careers and Technology (ACT): the fire escape evacuation plan and the tornado shelter plan. Instructions for these types of emergencies as well as general safety and injury guidelines are included in the ACT Student and Parent Handbook. All students and employees will receive a current copy of this book at the beginning of each school year.

2.   A current copy of the Emergency Management Guide for Marion County School District will be available to all employees of ACT and will be used as a guide for all emergencies. All suspicious or criminal activity should be reported immediately to any ACT employee. Students should report all emergencies to their instructor or any available employee of ACT immediately. This includes but is not limited to sexual offenses or other crimes.

3.   All employees of ACT will be instructed to call the appropriate emergency responder for the emergency at hand via 911. All employees of ACT have the availability of a telephone in all departments.

4.   The buildings at ACT remain locked at all times and hallways and outside perimeters of the building are under constant camera surveillance. The parking lots are well lit.

5.   ACT complies with the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). Campus crime in the form of an Annual Security Report will be provided to all current students and employees of ACT each year. Applicants and prospective students may obtain a copy of the Annual Security Report upon request to the

director of ACT. The director of ACT is responsible for compiling the Annual Security Report and Campus Crime statistics.

6. The Clery Act requires eligible institutions to report on certain basic categories of crime which include: murder; sex offenses (including rape), forcible or nonforcible; robbery; aggravated assault; burglary; motor vehicle theft; manslaughter; arson; and arrests of persons for campus disciplinary action for liquor law violations, drug-related violations, and weapons possession. Statistics include crimes reported during the most recent calendar year and the two prior years. Statistics will include crimes reported on "public property" as that term is defined by the Clery Act.

7. ACT and the nursing program prohibit any crimes, including those of dating violence, domestic violence, sexual assault, and stalking. A primary prevention and awareness program and campaign as well as an ongoing prevention program will include defining these crimes and what "consent" in reference to sexual activity means. These programs will also include a description of safe and positive options for bystander intervention, information on risk reduction and information on the policies and procedures after a crime occurs. These programs will include but are not limited to written information as well as other instructional formats.

8. Any victim or witness of any crime should voluntarily report the crime to the administration of ACT. This information will remain confidential. The administration will call the appropriate agency for investigation and/or prosecution. See # 4 for protective measures at ACT. Other protective measures for alleged victims of a crime include but are not limited to encouraging the alleged victim to file a restraining order, etc.

9. Disciplinary methods, sanctions, and protective measures following a crime are described in the ACT Student Handbook, Marion County School District Code of Conduct and the Marion County School of Practical Nursing Student Handbook. ACT will provide for a prompt, fair and impartial disciplinary proceeding in cases against any alleged crime (dating violence, domestic violence, sexual assault, stalking, etc). The proceeding will provide for : 1) officials who are appropriately trained and do not have a conflict of interest or bias for or against the accuser or the accused; 2) the accuser and the accused have equal opportunities to have others present, including an advisor of their choice; 3) the accuser and the accused receive simultaneous notification, in writing, of the result of the proceeding; 4) the proceeding is completed in a reasonably prompt time frame; 5) the accuser and the accused are given timely notice of meetings at which one or the other or both may be present; and 6) the accuser, the accused, and the appropriate officials are given timely and equal access to information that will be used during informal and formal disciplinary meetings and hearings.

Reviewed June 2025

Medication Calculation/ Measurement Exam

Purpose: To provide for the safety of the patient, student and clinical instructor as students measure and give medications and measure other liquids clinically.

1. All nursing students must take and pass 5 timed medication calculation/measurement exams with a score of 90% or higher to graduate from the nursing program.
2. The design of the exam may consist of but may not be limited to the following: reading measurements, intake and output, measurement of height and weight and medication calculations and administration. The exam will be a combination of paper exam and stations demonstration of medication administration. Any stations demonstration of medication administration will allowed 5 minutes of time given for safe administration.
3. An exam will be given at the following times:
   a. At the end of the second semester in Phase I.
   b. Prior to each clinical rotation in Phase II.
4. At each exam testing opportunity, if a student does not score at 90% or higher on the first attempt, the student will be given a second opportunity to take the exam.
5. Any student who does not score a 90% or higher on the second exam will fail to make satisfactory academic progress. In Phase I, this means that they will not move to Phase II. In Phase II, this will mean that they will not be able to progress. Those students my apply for readmission.

Reviewed June 2025

APPENDIX

1st	First day for 240 Employees	
9th	First day for 220 Employees	
4th	Independence Day	
16th	First day for 210 Employees	
17th	First Day for 200 Day Employees	
23rd -29th	Staff Development	
30th	First Day for Students	

JULY 2025

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2026

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1st -2nd	Winter Break
5th	Staff Return/Staff In-Service Day
6th	Students Return to School
19th	MLK Holiday

28th	Early Dismissal/ Professional Development Day

AUGUST 2025

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2026

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

10th	Interim Reports Sent Home
10th -12th	Interim Report Pick- Up/Parent Teacher Conferences
20th	Early Dismissal/ Professional Development Day
23rd -27th	Winter Intersession
23rd – 24th	Inclement Weather Days

1st	Labor Day
9th	Interim Reports Sent Home
9th -11th	Interim Report Pick-Up/ Parent Teacher Conferences
25th	Early Dismissal/ Professional Development Day

SEPTEMBER 2025

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MARCH 2026

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

17th	135th Day of School (End of 3rd Nine Weeks)
19th	Early Dismissal/ Professional Development Day
25th	Report Cards Sent Home

1st	45th Day of School (End of 1st Nine Weeks)
3rd	Staff Development/ Comp Day
6th -10th	Fall Intersession
6th 7th	Inclement Weather Days
14th	Report Cards Sent Home
30th	Early Dismissal/ Professional Development Day

OCTOBER 2025

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2026

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3rd-10th	Spring Break
30th	Interim Reports Sent Home

18th	Interim Reports Sent Home
18th – 20th	Interim Report Pick-Up/ Parent Teacher Conferences
24th -28th	**Thanksgiving Holiday**

NOVEMBER 2025

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2026

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

25th	Memorial Day
27th-28th	Half Days for Students
28th	Graduation
29th	Staff Development

17th	Early Dismissal/ Professional Development Day
18th	Half Day for Students 90th Day of School (End of 2nd Nine Weeks)
19th-31st	Winter Break

DECEMBER 2025

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1st	Staff Development
2nd	Staff Development/ Comp Day
2nd	Report Cards Mailed Home
10th	Last day 200 Day Employees
17th	Last day 210 Day Employees
24th	Last day 220 Day Employees
30th	Last Day 240 Day Employees

American Nurses Association Code of Ethics for Nurses

Provision 1	The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
Provision 2	The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
Provision 3	The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
Provision 4	The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to provide optimal patient care.
Provision 5	The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
Provision 6	The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
Provision 7	The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
Provision 8	The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
Provision 9	The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Source: American Nurses Association. (2015). *Code of ethics with interpretative statements.* Silver Spring, MD: Author. Retrieved from http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-For-Nurses.html

ATI Content Mastery Proficiency Levels

 A student meeting the criterion for **Proficiency Level 1**:
- is expected to just meet NCLEX-PN® standards in this content area.
- should demonstrate the minimum level of knowledge in this content area required to support academic readiness for subsequent curricular content.
- should meet the absolute minimum expectations for performance in this content area.

A student meeting the criterion for **Proficiency Level 2**:
- is expected to readily meet NCLEX-PN® standards in this content area.
- should demonstrate a level of knowledge in this content area that more than adequately supports academic readiness for subsequent curricular content.
- should exceed minimum expectations for performance in this content area.

A student meeting the criterion for **Proficiency Level 3**:
- is expected to exceed NCLEX-PN® standards in this content area.
- should demonstrate a high level of knowledge in this content area that confidently supports academic readiness for subsequent curricular content.
- should exceed most expectations for performance in this content area.

Note that these definitions were based on the expertise of the nurse educators who participated in the cut score study. No empirical study was conducted relating NCLEX-RN® performance to performance on the Content Mastery Series, nor was any study conducted demonstrating a statistical relationship between Content Mastery Series performance and actual job performance. These Proficiency Level definitions were used by cut score study participants for the purpose of making their empirical ratings of item difficulty.

Reviewed June 2025

Appendix

Change of Name or Address Form

Previous Name: _____

New Name: _____

Previous Address and Phone #:

                                          _____

                                          _____

                                          _____

Current Address and Phone #:

                                          _____

                                          _____

                                          _____

Reviewed June 2025

EVALUATION OF CLINICAL

NAME OF FACILITY:

Directions: Rate the clinical facility and/or experience using the following scale. Additional comments may be added at the end of the survey.

                   5 = Excellent   2 = Fair
                   4 = Very good   1 = Poor
                   3 = Average

1._____ The quality of the clinical experiences sufficient to meet objectives.
2._____ The quantity of the clinical experiences sufficient to meet objectives.
3._____ The adequacy of the physical facility
4._____ The overall attitude of staff in regard to students nurses and learning.
5._____ The availability of resources for learning.
6._____ The extent to which patient confidentiality was maintained.
7._____   The extent to which the patients were treated with dignity and respect.
8. _____ The extent to which staff adhered to safety and infection control standards.
9. _____ The extent to which the staff demonstrated professionalism
10. _____ The overall experience at this clinical facility.

ADDITIONAL COMMENTS:

Reviewed June 2025

MARION COUNTY SCHOOL OF PRACTICAL NURSING
CLINICAL PERFORMANCE EVALUATION

STUDENT NAME _____   PHASE I: _____   PHASE II: _____

CLINICAL PERFORMANCE EVALUATION SCALE

0 point: The student required continuous guidance and/or assistance. The student was unprepared for the learning experience.

1 point: In addition to performing the expected or described behaviors in a safe, therapeutic manner, the student has usually been self-directed. She/he demonstrated initiative and accepted responsibility for the enhancement of her/his own learning in each situation.
Opportunity was not available for performing the task.

2 point: In addition to performing the expected or described behaviors in a safe, therapeutic manner, the student has consistently been self-directed. She/he demonstrated initiative and accepted responsibility for the enhancement of her/his own learning. The student participated as an integral entry level member of the health care team, recognizing the contributions of all members.

SCORING   Using the Clinical Performance Evaluation Scale, all instructors will evaluate each student at mid-semester and end of the semester.

The total number of points required to progress satisfactorily are as follows:

PHASE I

Spring Semester   40

PHASE II

Fall Mid-Semester	50	Spring Mid-Semester	70
Fall End of Semester	60	Spring End of Semester	80

In Phase I, there is only one clinical evaluation period. Satisfactory academic progress is made by achieving the competency level required for that evaluation period at the end of the spring semester. In Phase II, failure to make the minimum score required a mid-semester will result in the student receiving remediation/advisement from the clinical instructor. Satisfactory academic progress will not be met if the student has not met the minimum score required at the end of the semester. If this occurs fall semester, the student will not progress. If this occurs spring semester, he/she will not graduate.

PHASE I:
   Signed: _____   Date: _____

PHASE II:
Fall Mid-Semester:
   Signed: _____   Date: _____

Fall End of the Semester:
   Signed: _____   Date: _____

Spring Mid-Semester:
   Signed: _____   Date: _____

Spring End of the Semester:
   Signed: _____   Date: _____

CLINICAL PERFORMANCE EVALUATION

I. CRITICAL THINKING

	PHASE I	PHASE II			
		1ST	2ND	3RD	4TH
1. Verbalizes understanding of principles and rationales for interventions prior to implementation.					
2. Makes sound clinical judgments based on scientific knowledge and pertinent clinical facts.					
3. Modifies nursing care according to client's needs based on the evaluation of the nursing care plan.					
4. Asks for assistance when problems are beyond current knowledge level or scope of practice.					

II. COMMUNICATION

5. Demonstrates mutually satisfying, positive, nonjudgmental relationships with staff, clients, family, instructors, fellow students & visitors.					
6. Conveys ideas clearly and concisely orally and in writing.					
7. Communicates relevant, accurate, and complete information to the appropriate nursing personnel and instructors respectfully and promptly.					
8. Reports/records findings.					
9. Uses information and communication technologies effectively.					
10. Protects the safety and privacy of the client's health care information and record.					
11. Participates actively in client-centered discussions.					

III. PROFESSIONAL BEHAVIOR

12. Adheres to the Nursing Code of Ethics					
13. Displays honesty 100% of the time.					
14. Prepares for clinical.					

15. Recognizes own limits and seeks resources appropriately.					
16. Accepts constructive comments as a basis for personal and professional growth.					
17. Seeks new learning opportunities.					
18. Identifies personal strengths and areas of ongoing improvement of knowledge and skills.					
19. Performs nursing roles with self-direction and independence.					
20. Takes appropriate action when a breach of professional ethics occurs.					
21. Respects the privacy, rights, and dignity of clients and their families.					
22. Acts as the client's advocate.					
23. Adheres to standard of care and consistently provides quality care.					
24. Adheres to nursing school, ACT, and affiliating agency Policies. including punctuality, absenteeism, dress code, HIPAA, and completion of assignments.					
25. Complies with the Nurse Practice Act.					
26. Performs fundamental nursing care within the scope of practice under the supervision of a registered nurse or physician, as determined by the Nurse Practice Act.					

IV. MANAGEMENT

27. Uses basic organizational skills to prioritize client needs.					
28. Plans for and completes assignments in allotted time.					
29. Delegates to and supervises other students.					
30. Recognizes and manages own emotions effectively.					
31. Contributes to nursing team in the delivery of health care within the scope of practice.					

32. Maintains accountability for care provided.					
33. Assist the client and/or his/her family to access available resources and services.					

V. TEACHING/LEARNING

34. Includes the client and/or his/her family in planning and providing nursing care.					
35. Describes and/or demonstrates a need for life-long learning.					
36. Seeks out information on new medications or health care practices when encountered in the clinical setting.					
37. Applies nursing theory to clinical situations.					
38. Seeks instructor's guidance for all new procedures.					
39. Transfers new information in the area of pharmacology and treatments into practice.					
40. Demonstrates the safe administration of all medications including the purpose, adverse reactions, and accurate calculations.					
41. Assists with client teaching.					

VI. EVIDENCE-BASED, CLINICALLY COMPETENT/ CULTURALLY SENSITIVE CARE

42. Collects, assesses and documents data and health history of clients.					
43. Contributes to the development of the nursing care plan.					
44. Implements the plan of care to promote and assist with the maintenance of health across the lifespan.					
45. Prioritizes nursing interventions when implementing the plan of care.					
46. Assists in evaluating care.					

47. Provide competent, safe, therapeutic, and individualized nursing care.					

48. Performs therapeutic and preventive nursing measures in order to promote and assist with the maintenance of optimal health of all persons across the lifespan.					

49. Expresses a caring and empathetic connection with clients and their families in order to provide compassionate care.					

50. Provides care to clients that is sensitive and consistent with cultural values, beliefs, and customs.					

Reviewed June 2025

CLINICAL SKILLS CHECKLIST

STUDENT: _____

AW Alicia Whittington
TO Tracy Oakley
MO Misty Owens
JG Jessica Garris

INITIAL DATE	SKILL/PROCEDURE	INITIAL DATE	SKILL/PROCEDURE
	SAFETY		**POSITIONING**
	Adjust side rails/bed height		Prone
	Locate fire alarms		Sims
	Locate fire extinguishers		Lithotomy
	GROOMING		High Fowler's/Semi-Fowler's
	*Handwashing		Low Fowler's
	Shave male client		Supine
	Mouth care		Assistance with standing
	Bed bath		Ambulate
	Upright shower		Transfer to wheelchair
	Assisting with dressing client		Transfer to stretcher
	ACTIVITIES OF DAILY LIVING		Transfer using lift (Hoyer, Arjo)
	Passive range of motion		**GASTROSTOMY/NASOGASTRIC TUBE**
	Assist/feed client		Intermittent feeding
	Make an occupied bed		Continuous feeding
	VITAL SIGNS		*Placement/residual
~~	**Temperature**		Irrigate/remove NG tube
	*Oral		**BOWEL/BLADDER**
	*Axillary		*Bowel sounds
	Rectal		*Measure/record intake and output
	Tympanic		Colostomy care
	Temporal		Check for fecal impaction
~~	**Pulses**		Bladder scan
	*Radial		Bladder irrigation: CBI/Intermittent
	*Apical		
	*Carotid	~~~~~~	**Elimination:**
	*Pedal		Bedpan
	Respirations		Urinal
	**Auscultate breath sounds		Bedside commode
	O2 Saturation		*Straight catheter/Foley catheter
	Blood Pressure		Removal of catheter
	Postural hypotension		Cleansing/soapsuds/Fleets enema
	PERRLA	~~~~~~	**Collection of specimen for:**
	CLIENT HEIGHT/WEIGHT		Urinalysis
	*Standup scales (wgt)		24 hour urine
	*Standup scales (hgt)		Collection from catheter port
	PHYSICAL EXAM (assist with)		Stool specimen
	Male		Hemoccult
	Female		**TELEMETRY**
	Neurological check: perform/record		Apply/discsontinue
	Neurovascular check: perform/record		EKG
	Post-mortem care		Stress Test (observe)

	MEDICATION ADMINISTRATION		OBSERVE/ASSIST MD WITH:
	*Orals		Bone marrow aspiration
	Sublingual		Lumbar puncture
	Chewable		Endoscopy (EGD, Colonoscopy)
	Digitalis (apical pulse)		Thoracentesis
	*NG/G-tube		Paracentesis
	*IM		Chest tube insertion
~~	Sub-Q		Sterile tray setup
	Lovenox/heparin		**OB SKILLS**
	*Insulin/flexpen		Pregnancy test (urine)
	Intradermal		Observe vaginal culture collection
	Mix two parenterals		Fetal heart tones with doppler
	Transdermal		Observe C-section/vaginal delivery
	Topical		Observe epidural
	Eye drops	~~~~~~	**External Fetal Monitor**
	Ear drops		Applies
	Nose drops		Monitors rate
	Rectal suppository	~~~~~~	**Post-Partum**
~~	Intravenous fluids		Breast care
	*Monitor rate and site		Perineal care/pad count
	Calculate flow rate		Pap smear
	Discontinue IV fluids		Assess bladder/fullness/fundus
	Remove INT		Sitz bath
	BLOOD TRANSFUSION		Discharge OB client
	Monitor vital signs and reaction	~~~~~~	**Nursery**
	DRESSING CHANGES		Admit newborn
	*Sterile		Evaluate APGAR score
	*Clean		Eye ointment
	*Wet-to-dry		IM (Vit K/Hep B)
	Wound vac application		Weight of newborn
	Collection of wound culture		Height of newborn
	Care of client in isolation		Bili-light/blanket
	APPLICATION OF:		Cord care
	Ice packs		Observe circumcision
	K-pad		Papoose board
	Warm compresses		Bathe newborn
	Wrist or ankle ACE bandage		Feed newborn
	Stump ACE bandage		Teach mother infant care at discharge
	Compression (TED) hose/SCDs		**PEDIATRIC SKILLS**
	Sling		Growth chart documentation
	REMOVAL OF		Measuring length
	Sutures/staples		Care for clients in croup tent
	Penrose drain		U-bag
	Jack Pratt drain		RSV testing
	SET UP		Use of otoscope
	Wall suction		Braslow scale
	Oxygen		Rapid strep test
	OTHER SKILLS/PROCEDURES		Throat cultures
	Glucometer stick		Burette system
	Oral suctioning		Nebulizer treatments
	Tracheostomy care/suction		Hemoglobin testing
	Admission/discharge/transfer		Immunizations (observe only)

Revised June 2025

Appendix

Confidentiality Agreement

Consent to the Confidentiality Policy.

I have completed the Health Insurance Portability and Accountability Act (HIPAA) in-service training. I have been given an opportunity to ask any questions about this policy. I understand my responsibilities in complying with HIPAA regulations.

I understand that if I am in violation of the Confidentiality Agreement of Marion County School of Practical Nursing then I will be terminated from the program.

Signed this ____day of _____, 20___.

_____
(Signature)

_____
(Witness)

Confirmation/Signature

I have received a copy of the Student Handbook and have had an opportunity to ask questions. I understand the information presented in the Student Handbook and agree to abide by all program requirements and policies of any affiliating agency, ACT and the Marion County School of Practical Nursing.

I am in good physical and mental health and able to meet the demands of the nursing program.

Signature: _____

Witness: _____

Date:_____

Reviewed June 2025

Copyright and Fair Use Guidelines for Teachers

TECHNOLOGY & LEARNING

This chart was designed to inform teachers of what they may do under the law. Feel free to make copies for teachers in your school or district, or download a PDF version at www.techlearning.com. More detailed information about fair use guidelines and copyright resources is available at **www.halldavidson.net**.

Medium	Specifics	What you can do	The Fine Print
Printed Material (short)	• Poem less than 250 words; 250-word excerpt of poem greater than 250 words • Articles, stories, or essays less than 2,500 words • Excerpt from a longer work (10 percent of work or 1,000 words, whichever is less) • One chart, picture, diagram, or cartoon per book or per periodical issue • Two pages (maximum) from an illustrated work less than 2,500 words, e.g., a children's book	• Teachers may make multiple copies for classroom use, and incorporate into multimedia for teaching classes. • Students may incorporate text into multimedia projects.	• Copies may be made only from legally acquired originals. • Only one copy allowed per student. • Teachers may make copies in nine instances per class per term. • Usage must be "at the instance and inspiration of a single teacher," i.e., not a directive from the district. • Don't create anthologies. • "Consumables," such as workbooks, may not be copied.
Printed Material (archives)	• An entire work • Portions of a work • A work in which the existing format has become obsolete, e.g., a document stored on a Wang computer	• A librarian may make up to three copies "solely for the purpose of replacement of a copy that is damaged, deteriorating, lost, or stolen."	• Copies must contain copyright information. • Archiving rights are designed to allow libraries to share with other libraries one-of-a-kind and out-of-print books.
Illustrations and Photographs	• Photograph • Illustration • Collections of photographs • Collections of illustrations	• Single works may be used in their entirety, but no more than five images by a single artist or photographer may be used. • From a collection, not more than 15 images or 10 percent (whichever is less) may be used.	• Although older illustrations may be in the public domain and don't need permission to be used, sometimes they're part of a copyright collection. Copyright ownership information is available at **www.loc.gov** or **www.mpa.org**.
Video (for viewing)	• Videotapes (purchased) • Videotapes (rented) • DVDs • Laserdiscs	• Teachers may use these materials in the classroom. • Copies may be made for archival purposes or to replace lost, damaged, or stolen copies.	• The material must be legitimately acquired. • Material must be used in a classroom or nonprofit environment "dedicated to face-to-face instruction." • Use should be instructional, not for entertainment or reward. • Copying OK only if replacements are unavailable at a fair price or in a viable format.
Video (for integration into multimedia or video projects)	• Videotapes • DVDs • Laserdiscs • Multimedia encyclopedias • QuickTime Movies • Video clips from the Internet	• Students "may use portions of lawfully acquired copyright works in their academic multimedia," defined as 10 percent or three minutes (whichever is less) of "motion media."	• The material must be legitimately acquired (a legal copy, not bootleg or home recording). • Copyright works included in multimedia projects must give proper attribution to copyright holder.
Music (for integration into multimedia or video projects)	• Records • Cassette tapes • CDs • Audio clips on the Web	• Up to 10 percent of a copyright musical composition may be reproduced, performed, and displayed as part of a multimedia program produced by an educator or students.	• A maximum of 30 seconds per musical composition may be used. • Multimedia program must have an educational purpose.
Computer Software	• Software (purchased) • Software (licensed)	• Library may lend software to patrons. • Software may be installed on multiple machines, and distributed to users via a network. • Software may be installed at home and at school. • Libraries may make copies for archival use or to replace lost, damaged, or stolen copies if software is unavailable at a fair price or in a viable format.	• Only one machine at a time may use the program. • The number of simultaneous users must not exceed the number of licenses; and the number of machines being used must never exceed the number licensed. A network license may be required for multiple users. • Take aggressive action to monitor that copying is not taking place (unless for archival purposes).
Internet	• Internet connections • World Wide Web	• Images may be downloaded for student projects and teacher lessons. • Sound files and video may be downloaded for use in multimedia projects (see portion restrictions above).	• Resources from the Web may not be reposted onto the Internet without permission. However, links to legitimate resources can be posted. • Any resources you download must have been legitimately acquired by the Web site.
Television	• Broadcast (e.g., ABC, NBC, CBS, UPN, PBS, and local stations) • Cable (e.g., CNN, MTV, HBO) • Videotapes made of broadcast and cable TV programs	• Broadcasts or tapes made from broadcast may be used for instruction. • Cable channel programs may be used with permission. Many programs may be retained by teachers for years—see Cable in the Classroom (**www.ciconline.org**) for details.	• Schools are allowed to retain broadcast tapes for a minimum of 10 school days. (Enlightened rights holders, such as PBS's *Reading Rainbow*, allow for much more.) • Cable programs are technically not covered by the same guidelines as broadcast television.

COURSE EVALUATION

Please answer the questions to the best of your ability. This will help the faculty to make needed changes in the curriculum and to capitalize on our strengths.

1.   What are the strengths of this course?

2.   What are the areas that need improvement?

3.   What would you change about this course?

4.   Do you feel you have been graded fairly? Yes   No
        If you do not feel you have been graded fairly, please explain below.

5.   Any additional comments are welcomed.

6.   Using the following scale, please rate the course and the extent to which course
        objectives were met. _____

        5 = excellent   3 = good   1= objectives not met
        4 = very good   2 = fair

Reviewed June 2025

GRADUATE SATISFACTION
MARION COUNTY SCHOOL OF PRACTICAL NURSING

NAME _____ GRADUATION DATE _____

ADDRESS _____

Using the following scale, please rate how you feel about the following statements:

    5 = completely agree   3 = agree   1 = totally disagree
    4 = mostly agree   2 = disagree slightly

In general, I feel that the knowledge and skills I possessed upon graduation from Marion County School of Practical Nursing were based on current trends in health care necessary to be able to:

1. _____ Integrate **critical thinking** to assist with assessing, planning, intervening, and evaluating the needs of all persons.

2. _____ Demonstrate the ability to **communicate** and interact effectively and appropriately with all persons involved in the nursing process.

3. _____ Demonstrate ethical and **professional behaviors** according to the established legal and ethical standards for a licensed practical nurse as defined by the South Carolina Board of Nursing Scope of Practice for the practical nurse.

4. _____ Utilize the knowledge and skills necessary to make decisions regarding the **management** of nursing care to achieve the optimal health status for patients and others involved in the nursing process.

5. _____ Incorporate the **principles of teaching/learning** in the care of the patient to facilitate achieving and/or maintaining optimal health.

6. _____ Provide **evidenced-based, clinically competent, culturally sensitive nursing care** in order to promote and assist with the maintenance of the health of all persons.

Using a scale the following scale, please rate how you feel about the following statements:

    5 = completely satisfied   3 = satisfied   1 = totally dissatisfied
    4 = mostly satisfied   2 = mostly dissatisfied

1. _____ Ability to achieve the objectives of the nursing program in the established length.
2. _____ Ability to practice within the healthcare delivery system (community settings, hospitals and long term care).

3. _____ Overall support services:
   _____ Administrative support services
   _____ Clerical support services
   _____ Financial support services
   _____ Technical support services
4. _____ Adequacy of learning resources:
   _____ Comprehensive learning resource
   _____ Current learning resources
   _____ Accessible learning resources
5. _____ Sufficiency of physical resources to achieve the end-of-program student learning outcomes and program outcomes.
6. _____ Learning activities, instructional materials, evaluations appropriate for didactic and clinical and consistent with student learning outcomes.
7. _____ Overall satisfaction with my nursing education at Marion County School of Practical Nursing.

PLEASE GIVE A COMPLETE RECORD OF EMPLOYMENT SINCE GRADUATION AND ANY ADDITIONAL COMMENTS YOU WOULD LIKE TO MAKE:

Reviewed June 2025

GRIEVANCE POLICY AND PROCEDURE

The purpose of ACT's Grievance Procedure is to provide an orderly means whereby an employee or a student who believes he/she has been subjected to unfair, discriminatory or abusive treatment may be heard in a prompt, fair and judicious manner. At the beginning of the year, the Director will appoint a Student Grievance Committee to hear student grievances if necessary. This committee will consist of three students, one instructor and one administrator other than the Director, will be approved by the Board and will serve for a term of one year.

When an **employee** believes that he/she has been subjected to unfair, discriminatory, or abusive treatment, he/she may request the form from the administrative office for submitting a written grievance (see appendix). The written grievance must be submitted to the Director within 10 days following either the event giving rise to the grievance or the time when the employee reasonably should have gained knowledge of its occurrence. Should the employee believe that resolution requires a decision beyond the Director's level of authority; the employee should so state such belief upon submitting the grievance form. If the Director is in agreement with the employee concerning authority to hear the grievance, the Director must immediately pass the grievance on to the Superintendent, who will handle the matter as a first-level grievance. The Director may determine that a resolution of the grievance is not outside his/her authority and hear the grievance. If the Director decides to hear the grievance, he/she must arrange a meeting with the employee within 5 days of receipt of the grievance. The Director must provide a written response to the employee giving his/her decision concerning the grievance within 5 days following the meeting. If the employee is not satisfied with the decision of the Director, he/she may appeal the decision to the Superintendent in writing within 5 days following the Director's written response to the grievance. The Superintendent will notify the grievant in writing of its decision whether or not to meet with the grievant to discuss the grievance within 10 days of receiving the request.

When a **student** believes that he/she has been subjected to unfair, discriminatory or abusive treatment, he/she may request the form from the administrative office for submitting a written grievance (see appendix for form). The written grievance must be submitted to the Director within 10 days following either the event giving rise to the grievance or the time when the student reasonably should have gained knowledge of its occurrence. Should the student believe that resolution requires a decision beyond the Director's level of authority; the student should so state such belief upon submitting the grievance form. If the Director is in agreement with the student concerning hearing the grievance, the Director must immediately pass the grievance on to the Student Grievance Committee, who will handle the matter as a first-level grievance. The Director may determine that a resolution of the grievance is not outside his/her authority and hear the grievance. If the Director decides to hear the grievance, he/she must arrange a meeting with the student within 5 days of receipt of the grievance. The Director must provide a written response to the student giving his/her decision concerning the grievance within 5 days following the meeting. If the student is not satisfied with the decision of the Director, he/she may request a hearing with the Student Grievance Committee within 5 days following receipt of the Director's response. This meeting with the Student Grievance Committee will be held within 5 days of the request by the student. Within 5 days of the meeting, the Student Grievance Committee will provide a written response to the student of its decision concerning the grievance. The decision of the Student Grievance Committee may be appealed to the Superintendent in writing within 5 days if the student is not satisfied with the decision of the Committee. The Superintendent will notify the grievant in writing of its decision whether or not to meet with the grievant to discuss the grievance within 10 days of receiving the request.

ACADEMY OF CAREERS AND TECHNOLOGY

GRIEVANCE FORM

TO: Academy of Careers and Technology Director
2697 E. Hwy 76
Marion, South Carolina 29571

FROM: Name _____Telephone _____

Address _____

_____

I believe that I have been subjected to unfair, discriminatory or abusive treatment.

    A. Please describe in detail the nature of alleged events or conditions constituting this grievance.

_____

_____

_____

_____

    B. Please list individual(s) responsible:

_____

I have made an attempt to informally resolve my grievance but have received an unsatisfactory response. I seek the following solution.

_____

_____

_____

Signature _____ Date _____

MARION COUNTY HEALTH OCCUPATIONS STUDENTS OF AMERICA

BYLAWS

ARTICLE I – NAME

The name of this organization shall be Health Occupations Students of America (HOSA), Marion County Chapter.

ARTICLE II – PURPOSE

The purposes of this organization are:

1. To unite in a common bond without regard to race, creed, or national origin of students enrolled in Health Occupations Education class or classes.
2. To develop leadership that is competent and self-reliant.
3. To improve scholarship and develop skills that will enable young men and women to participate effectively in health occupations.
4. To create more interest and understanding in the intelligent choice of health occupations.
5. To engage in individual and group projects of an educational/community awareness nature.
6. To recognize outstanding leadership in the health care field.
7. To create school loyalty and help preserve the principles of democracy.
8. To develop leadership in health occupations.

ARTICLE III – ORGANIZATION

Section 1.   This chapter is open to all students in the practical nursing programs at the Academy of Careers and Technology.

Section 2.   Membership is unified on the state and national level. Membership is established by the payment of a fee.

ARTICLE IV – MEMBERSHIP

Any student enrolled in the Marion County School of Practical Nursing is entitled to become an active member of the organization.

ARTICLE V – OFFICERS

Section 1.   Officers of the Marion County Chapter shall consist of the following: President, Vice-President, Secretary, Treasurer, and Parliamentarian. They shall constitute the Chapter's Executive Committee. Other officers may be designated as desirable.

Section 2.   The Coordinator and faculty associated with the practical nursing program shall be Advisors to the Chapter.

Section 3.   Officers of the Chapter shall be nominated and elected at the beginning of the school year.

Section 4.   The election of officers shall follow parliamentary procedure.

Section 5.   The office of President shall be held by a student from Phase II of the nursing   program.

Section 6.   The office of Vice-President shall be held by student from Phase I of the nursing program.

Section 7.   The President and the Vice-President shall serve as Student Representatives and are invited to attend monthly faculty meetings. Additionally, these students will serve as members of the Advisory Committee for the nursing program.

ARTICLE VI – Meetings

Section 1.   One business meeting shall be held during the third week of every month during the school year.

Section 2.   Additional meetings shall be called when necessary.

Section 3.   The Executive and other committee meetings will be held during the first week of every month during the school year and other times specified by the President and the Advisors.

Section 4.   Regular meetings will be held during the third week of every month.

Section 5.   Committees shall consist of the following: Executive, Fundraising, Community Service and Scrapbook/Public Relations.

Section 6.   One Advisor should serve each committee in an advisory capacity.

Reviewed June 2025

RELEASE OF INFORMATION

Name: _____

Address: _____

Date of Birth: _____

Social Security Number: _____

I grant the Marion County School of Practical Nursing permission to release the following information from my record:

_____

Signed: _____

Date: _____

Witnessed: _____

INTERNET ACCEPTABLE USE POLICY AND ADMINISTRATIVE RULE

Because technology is a vital part of the educational process and the curriculum of the Center, students and staff will be provided access to the Internet. By providing this access, the Center intends to promote educational excellence and access to resources unavailable through traditional means. With access to computers and people all over the world also comes the availability of material that may not be of educational value. On a global network, it is impossible to control all materials and limit all access to information which has no educational value. The Center firmly believes that the valuable information and the interaction available on this worldwide network far outweigh the possibility that users may procure material that is not consistent with the educational goals of the Center. The smooth operation of the Internet network relies on the proper conduct of the users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of your responsibilities when using the Internet. Any violations of these guidelines will subject the user to appropriate disciplinary action and possible denial of access to the Internet. Prior to accessing the Internet, students and staff must receive instruction on the appropriate use of the Internet. Students must sign a form annually acknowledging that they have read and understand this Administrative Rule, that they will comply with the guidelines set forth herein, and that they understand the consequences for violating these guidelines.

TERMS AND CONDITIONS OF INTERNET USE

The purpose of the Center's decision to provide Internet access is to allow an expanded opportunity for research and education by providing access to unique resources and the expanded opportunity for collaborative work. All use of the Internet must be in support of education and research and consistent with the educational objectives of the Center. Use of other organizations' network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any national or state laws or regulations is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret. Administrators and teachers may access the Internet for educational or work-related purposes at any time which is not disruptive and does not interfere with the performance of other responsibilities by the employee or other staff members. Students will be allowed to access the Internet only through their teachers. No students may access the Internet without permission. Student use must be supervised at all times by a staff member.

Rules Governing Use - The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of privileges. All staff and students must abide by the generally accepted rules of network etiquette, including the following:

- Be polite. Do not be abusive in messages to others. Always use appropriate language. Profanity, vulgarities, or other inappropriate language is prohibited. Illegal activities are strictly forbidden. Do not disrupt, harass, or annoy other users.
- Never reveal personal information, addresses or phone numbers of yourself or others.
- Note that electronic mail is not guaranteed to be private. People who operate the system have access to all mail. Messages relating to or in support of illegal or inappropriate activities will be reported to the appropriate authorities.
- All communications and information accessible via the network should be assumed to be private property. Always cite all quotes, references, and sources. Never access inappropriate or restricted information, such as pornography or other obscene materials, or other information not directly related to the educational purposes for which access is being provided. Restricted

information includes obscene, libelous, indecent, vulgar, profane, or lewd materials, advertisements for products or services not permitted to minors by law, insulting, fighting, and harassing words, and other materials that may cause a substantial disruption of the academic environment. Vandalism also is prohibited and will result in cancellation of privileges. Vandalism includes any malicious attempt to harm or destroy data of another user, and includes, but is not limited to, the uploading or creation of computer viruses.

- All users should remain on the system only as long as necessary to complete their work, so that other individuals will have equal opportunities to access the Internet.
- All users should use the Internet only for research and academic reasons; non-academic users are prohibited. Do not use the system for financial or commercial gain.
- Always follow the instructions of the supervising staff members.

PENALTIES FOR IMPROPER USE OF THE INTERNET

Students who violate the terms of this Administrative Rule or who otherwise misuse their access to the Internet will be subject to disciplinary action in accordance with the Center's Code of Conduct. Internet access privileges also may be canceled for up to one year. Violations of the laws of the United States or the State of South Carolina also may subject the user to criminal prosecution. If the user incurs unauthorized costs, the user, as well as the user's parents if the user is a student, will be responsible for all such costs.

Standards of Practice and Educational Competencies of Graduates of Practical/Vocational Nursing Programs

These standards and competencies are intended to better define the range of capabilities, responsibilities, rights and relationship to other health care providers for scope and content of practical/vocational nursing education programs. The guidelines will assist:

- Educators in development, implementation, and evaluation of practical, vocational nursing curricula.
- Students in understanding expectations of their competencies upon completion of the educational program.
- Prospective employers in appropriate utilization of the practical/vocational nurse.
- Consumers in understanding the scope of practice and level of responsibility of the practical/vocational nurse.

A. Professional Behaviors

Professional behaviors, within the scope of nursing practice for a practical/vocational nurse, are characterized by adherence to standards of care, accountability for one's own actions and behaviors, and use of legal and ethical principles in nursing practice. Professionalism includes a commitment to nursing and a concern for others demonstrated by an attitude of caring. Professionalism also involves participation in life long self-development activities to enhance and maintain current knowledge and skills for continuing competency in the practice of nursing for the LP/VN, as well as individual, group, community and societal endeavors to improve health care.

Upon completion of the practical/vocational nursing program the graduate will display the following program outcome:

Demonstrate professional behaviors of accountability and professionalism according to the legal and ethical standards for a competent licensed practical/vocational nurse.

Competencies which demonstrate this outcome has been attained:

1. Comply with the ethical, legal, and regulatory frameworks of nursing and the   scope of practice as outlined in the LP/VN nurse practice act of the specific state in which licensed.
2. Utilize educational opportunities for life long learning and maintenance of competence.
3. Identify personal capabilities and consider career mobility options.
4. Identify own LP/VN strengths and limitations for the purpose of improving nursing performance.
5. Demonstrate accountability for nursing care provided by self and/or directed to others.
6. Function as an advocate for the health care consumer, maintaining confidentiality as required.
7. Identify the impact of economic, political, social, cultural, spiritual, and demographic forces on the role of the licensed practical/vocational nurse in the delivery of health care.
8. Serve as a positive role model within healthcare settings and the community.
9. Participate as a member of a practical/vocational nursing organization.

B. Communication

Communication is defined as the process by which information is exchanged between individuals verbally, non-verbally and/or in writing or through information technology. Communication abilities are integral and essential to the nursing process. Those who are included in the nursing process are the licensed practical/vocational nurse and other members of the nursing and healthcare team, client, and significant support person(s). Effective communication demonstrates caring, compassion, and cultural awareness, and is directed toward promoting positive outcomes and establishing a trusting relationship.

Upon completion of the practical/vocational nursing program the graduate will display the following program outcome:

Effectively communicate with patients, significant support person(s), and members of the interdisciplinary health care team incorporating interpersonal and therapeutic communication skills.

Competencies which demonstrate this outcome has been attained:

1. Utilize effective communication skills when interacting with clients, significant others, and members of the interdisciplinary health care team.
2. Communicate relevant, accurate, and complete information.
3. Report to appropriate health care personnel and document assessments, interventions, and progress or impediments toward achieving client outcomes.
4. Maintain organizational and client confidentiality.
5. Utilize information technology to support and communicate the planning and provision of client care.
6. Utilize appropriate channels of communication.

C.   Assessment

Assessment is the collection and processing of relevant data for the purposes of appraising the client's health status. Assessment provides a holistic view of the client which includes physical, developmental, emotional, psychosocial, cultural, spiritual, and functional status. Assessment involves the collection of information from multiple sources to provide the foundation for nursing care. Initial assessment provides the baseline for future comparisons in order to individualize client care. Ongoing assessment is required to meet the client's changing needs.

Upon completion of the practical/vocational nursing program the graduate will display the following program outcome:

Collect holistic assessment data from multiple sources, communicate the data to appropriate health care providers, and evaluate client responses to interventions.

Competencies which demonstrate this outcome has been attained:

1. Assess data related to basic physical, developmental, spiritual, cultural, functional, and psychosocial needs of the client.
2. Collect data within established protocols and guidelines from various sources   including client interviews, observations/measurements, health care team members, family, significant other(s), and review of health records.
3. Assess data related to the client's health status, identify impediments to client progress and evaluate response to interventions.
4. Document data collection, assessment, and communicate findings to appropriate member/s of the healthcare team.

D. Planning

Planning encompasses the collection of health status information, the use of multiple methods to access information, and the analysis and integration of knowledge and information to formulate nursing care plans and care actions. The nursing care plan provides direction for individualized care, and assures the delivery of accurate, safe care through a definitive pathway that promotes the clients and support person's(s') progress toward positive outcomes.

Upon completion of the practical/vocational nursing program the graduate will display the following program outcome:

Collaborate with the registered nurse or other members' of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses, nursing protocols, and assessment and evaluation data.

Competencies which demonstrate this outcome has been attained:

1. Utilize knowledge of normal values to identify deviation in health status to plan care.
2. Contribute to formulation of a nursing care plan for clients with non-complex conditions and in a stable state, in consultation with the registered nurse and as appropriate in collaboration with the client or support person(s) as well as members of the interdisciplinary health care team using established nursing diagnoses and nursing protocols.
3. Prioritize nursing care needs of clients.
4. Assist in the review and revision of nursing care plans with the registered nurse to meet the changing needs of clients.
5. Modify client care as indicated by the evaluation of stated outcomes.
6. Provide information to client about aspects of the care plan within the LP/VN scope of practice
7. Refer client as appropriate to other members of the health care team about care outside the scope of practice of the LP/VN.

E. Caring Interventions

Caring interventions are those nursing behaviors and actions that assist clients and significant others in meeting their needs and the identified outcomes of the plan of care. These interventions are based on knowledge of the natural sciences, behavioral sciences, and past nursing experiences. Caring is the "being with" and "doing for" that assists clients to achieve the desired outcomes. Caring behaviors are nurturing, protective, compassionate, and person-centered. Caring creates an environment of hope and trust where client choices related to cultural, religious, and spiritual values, beliefs, and lifestyles are respected.

Upon completion of the practical/vocational nursing program the graduate will display the following program outcome:

Demonstrate a caring and empathic approach to the safe, therapeutic, and individualized care of each client.

Competencies which demonstrate this outcome has been attained:
1. Provide and promote the client's dignity.
2. Identify and honor the emotional, cultural, religious, and spiritual influences on the client's health.
3. Demonstrate caring behaviors toward the client and significant support person(s).
4. Provide competent, safe, therapeutic and individualized nursing care in a variety of settings.
5. Provide a safe physical and psychosocial environment for the client and significant other(s).
6. Implement the prescribed care regimen within the legal, ethical, and regulatory framework of practical / vocational nursing practice.
7. Assist the client and significant support person(s) to cope with and adapt to stressful events and changes in health status.
8. Assist the client and significant other(s) to achieve optimum comfort and functioning.
9. Instruct client regarding individualized health needs in keeping with the licensed practical/vocational nurse's knowledge, competence, and scope of practice.
10. Recognize client's right to access information and refer requests to appropriate person(s).
11. Act in an advocacy role to protect client rights.

F. Managing
Managing care is the effective use of human, physical, financial, and technological resources to achieve the client identified outcomes while supporting organizational outcomes. The LP/VN manages care through the processes of planning, organizing and directing.

Upon completion of the practical/vocational nursing program, the graduate will display the following program outcome:

Implement patient care, at the direction of a registered nurse, licensed physician or dentist through performance of nursing interventions or directing aspects of care, as appropriate, to unlicensed assistive personnel (UAP).

Competencies which demonstrate this outcome has been attained:

1. Assist in the coordination and implementation of an individualized plan of care for clients and significant support person(s)
2. Direct aspects of client care to qualified UAPs commensurate with abilities and level of preparation and consistent with the state's legal and regulatory framework for the scope of practice for the LP/VN.
3. Supervise and evaluate the activities of UAPs and other personnel as appropriate within the state's legal, and regulatory framework for the scope of practice for the LP/VN as well as facility policy.
4. Maintain accountability for outcomes of care directed to qualified UAPs.
5. Organize nursing activities in a meaningful and cost effective manner when providing nursing care for individuals or groups.
6. Assist the client and significant support person(s) to access available resources and services.
7. Demonstrate competence with current technologies.
8. Function within the defined scope of practice for the LP/VN in the health care delivery system at the direction of a registered nurse, licensed physician, or dentist.

As approved and adopted by NAPNES Board of Directors May 6, 2007.

NURSING PRACTICE STANDARDS for the LICENSED PRACTICAL/VOCATIONAL NURSE

"Nursing Practice Standards" is one of the ways that NFLPN meets the objective of its bylaws to address principles and ethics and also to meet another Article II objective, "To interpret the standards of practical (vocational) nursing."

In recent years, LPNs and LVNs have practiced in a changing environment. As LPNs and LVNs practice in expanding roles in the health care system, "Nursing Practice Standards" is essential reading for LPNs, LVNs, PN and VN students and their educators, and all who practice with LPNs and LVNs.

NURSING PRACTICE STANDARDS for the LICENSED PRACTICAL/ VOCATIONAL NURSE

PREFACE

The Standards were developed and adopted by NFLPN to provide a basic model whereby the quality of health service and nursing service and nursing care given by LP/VNs may be measured and evaluated.

These nursing practice standards are applicable in any practice setting. The degree to which individual standards are applied will vary according to the individual needs of the patient, the type of health care agency or services and the community resources.

The scope of licensed practical nursing has extended into specialized nursing services. Therefore, specialized fields of nursing are included in this document.

THE CODE FOR LICENSE PRACTICAL/VOCATIONAL NURSES

The Code, adopted by NFLPN in 1961 and revised in 1979, provides a motivation for establishing, maintaining and elevating professional standards. Each LP/VN, upon entering the profession, inherits the responsibility to adhere to the standards of ethical practice and conduct as set forth in this Code.

1. Know the scope of maximum utilization of the LP/VN as specified by the nursing practice act and function within this scope.

2. Safeguard the confidential information acquired from any source about the patient.

3. Provide health care to all patients regardless of race, creed, cultural background, disease, or lifestyle.

4. Uphold the highest standards in personal appearance, language, dress, and demeanor.

5. Stay informed about issues affecting the practice of nursing and delivery of health care and, where appropriate, participate in government and policy decisions.

6. Accept the responsibility for safe nursing by keeping oneself mentally and physically fit and educationally prepared to practice.

7. Accept responsibility for membership in NFLPN and participate in its efforts to maintain the established standards of nursing practice and employment policies which lead to quality patient care.

INTRODUCTORY STATEMENT

Definition

Practical/Vocational nursing means the performance for compensation of authorized acts of nursing which utilize specialized knowledge and skills and which meet the health needs of people in a variety of settings under the direction of qualified health professionals.

Scope

Licensed Practical/Vocational nurses represent the established entry into the nursing profession and include specialized fields of nursing practice.

Opportunities exist for practicing in a milieu where different professions unite their particular skills in a team effort: to preserve or improve an individual patient's functioning and to protect health and safety of patients.

Opportunities also exist for career advancement within the profession through academic education and for lateral expansion of knowledge and expertise through both academic/continuing education and certification.

STANDARDS

Education

The Licensed Practical/Vocational Nurse

1. Shall complete a formal education program in practical nursing approved by the appropriate nursing authority in a state.
2. Shall successfully pass the National Council Licensure Examination for Practical Nurses.
3. Shall participate in initial orientation within the employing institution.

Legal/Ethical Status

The Licensed Practical/Vocational Nurse

1. Shall hold a current license to practice nursing as an LP/VN in accordance with the law of the state wherein employed.
2. Shall know the scope of nursing practice authorized by the Nursing Practice Act in the state wherein employed.
3. Shall have a personal commitment to fulfill the legal responsibilities inherent in good nursing practice.
4. Shall take responsible actions in situations wherein there is unprofessional conduct by a peer or other health care provider.
5. Shall recognize and have a commitment to meet the ethical and moral obligations of the practice of nursing.
6. Shall not accept or perform professional responsibilities which the individual knows (s)he is not competent to perform.

Practice

The Licensed Practical/Vocational Nurse

1. Shall accept assigned responsibilities as an accountable member of the health care team.

10/03

National Federation of Licensed Practical Nurses, Inc.

NLC AGREEMENT

I _____ have been informed about the purpose of the NLC, the joint library agreement with FDTC and FDTC library policies and rules, the Code of Conduct for the Marion County School of Practical Nursing Learning Center (NLC), and ACT's Internet Acceptable Use Policy and Administrative Rule." I agree to abide by all rules and policies of the NLC, ACT Internet Policy and Administrative Rule, and FDTC libraries.

I also give permission for my name, address, and phone number to be sent to Mrs. Jeronell Bradley, Librarian at FDTC libraries. This list will be utilized in conjunction with the Academy of Careers and Technology student/faculty ID badges to identify MCSPN current students and faculty when utilizing the FDTC on-campus libraries. Also this list will be used to call or send letters to MCSPN persons to remind them of delinquent return of materials borrowed, fees, owed, etc.

I understand that I cannot begin the next semester at the MCSPN if I have not returned delinquent materials and paid any fines or fees I owe to any FDTC libraries.

Name (print neatly) _____

Signature _____ Date _____

Phase I or II (Circle which phase currently enrolled at MCSPN)

NLC CODE OF CONDUCT

The following rules of conduct have been developed to ensue an environment conducive to learning and provide the best and most fair use of the NLC for all nursing students and faculty. In addition to the "NLC Code of Conduct," MCSPN students, graduates, and faculty must comply with ACT's "Internet Acceptable Use Policy and Administrative Rule." A copy of this policy is attached. Persons violating the "NLC Code of Conduct" or ACT's Internet policy will be subject to disciplinary action (refer to ACT's "Penalties for Improper Use of the Internet").

1. NLC is available to MCSPN students, graduates, and faculty.
2. NLC is to be used for **educational purposes only!** For example, no personal "friendly" emails, no playing games such as Bingo or Solitaire, no computer activities related to pornography, no use of chat rooms, no downloading of programs unless approved by the nursing instructor, no tampering with computer setups.
3. No children are allowed in the NLC at anytime.
4. No food or drink allowed in NLC.
5. No disruptive, disturbing, or potentially harmful behavior to others while in NLC.
6. No loud conversation or noise-producing activity, which is disturbing to other NLC users. Abusive, insulting, or threatening language is not allowed in the NLC.
7. Headphones must be worn at all times while using audiovisual equipment and computer programs/searches with audio. (Purpose of using headphones is not to disturb other individuals in the NLC, so if in doubt about audio of computer programs, then use headphones! Each student must provide their own headphones.)
8. Print only computer materials needed for **educational purposes**. Printing personal information is prohibited!
9. No concealed or illegal weapons may be brought to the NLC.
10. Possession of alcohol/illegal drugs is prohibited.
11. Monopolizing of equipment and materials interfering with use by others is not allowed.
12. NLC computer users must turn off the computer and the monitor before leaving.
13. NLC users of audiovisual (A-V) equipment and A-V materials must rewind videos and audiotapes after viewing and return them to their proper location.
14. NLC users of A-V equipment must turn off the equipment used, i.e., TV, DVDs, VCR.
15. No magazines, newspapers or books are to be removed from the NLC. Copies may be made of needed material according to the copyright law. The original printed magazines, newspapers and books are to be returned to their designated location in the NLC.
16. Activities that are potentially harmful to the equipment or materials in the NLC are prohibited.
17. NLC users are not to steal or damage books, journals, newspapers, A-V programs, or computer programs. (Refer to Public Law 16-13-330 posted on NLC policy bulletin board for more detail).
18. The last NLC user is responsible for turning off the heat or air conditioner and lights before leaving the NLC.

Physician Release Form
Marion County School of Practical Nursing

Name   _____

Address   _____

Phone #   _____

Students must be able to meet the physical demands of the nursing program which are listed as follows: lifting, positioning, pushing and/or transferring patients and utilizing proper body mechanics. Hearing, visual and verbal abilities required. Color vision required to perceive changes in the patient's condition and the colors of medications and solutions. Able to read medications and equipment labels. Prolonged, extensive and/or considerable standing and walking. Finger dexterity required to write, prepare and give medications. Able to lift 50 pounds and transfer patients with assistance. Able to move from standing to sitting to squatting to kneeling positions in order to accomplish resuscitation of the patient. Considerable reaching, stooping, bending, kneeling and crouching required.

Please indicate which of the following is applicable to the student and provide the necessary date and your signature. Thank you.

This student has been seen in my office and is **able to meet the physical demands** of the program and can **resume class and clinical** starting on the following date:_____.
SIGNATURE:_____

This student has been seen in my office and is unable to meet the physical demands of the program at this time**.** This student may **resume class only at this time**. This student will be able to resume clinical on the following date:_____
SIGNATURE:_____

This student has been seen in my office and is unable to meet any of the demands of the nursing program at this time and **may not attend class or clinical**. Date:_____
SIGNATURE:_____

Reviewed June 2025

PLEASE AFFIX OFFICE STAMP

MARION COUNTY SCHOOL OF PRACTICAL NURSING
PHASE I – PRE-CLINICAL EVALUATION

NAME _____   SOCIAL SECURITY NUMBER _____

OBJECTIVE	INADEQUATE	ADEQUATE	ABOVE AVERAGE	COMMENTS
CRITICAL THINKING				
COMMUNICATION SKILLS				
PROFESSIONAL BEHAVIOR				
MANAGEMENT SKILLS				
TEACHING/ LEARNING SKILLS				
NURSING SKILLS				
TEAM MEMBER SKILLS				
ATTENDANCE & PUNCTUALITY				

FACULTY SIGNATURE: _____DATE_____COMMENTS:

STUDENT SIGNATURE: _____DATE_____COMMENTS:

REMEDIATION POSSIBILITIES

The following will serve as a list of possible choices for remediation in each of the core concept areas. Other possibilities exist and may be added as is needed for the individual student.

CRITICAL THINKING

1. Review handout defining critical thinking.
2. Review Fundamentals of Nursing unit on nursing process.
3. Require Instructor observation during all procedures.
4. Complete case studies and scenarios requiring judgments that must be made based on pertinent clinical facts.
5. Complete computer remediation module(s) that require critical thinking.
6. Go to web site for critical thinking and write one page essay on critical thinking.

COMMUNICATIONS

1. Review Fundamentals of Nursing unit on therapeutic communications.
2. Watch videos on therapeutic communications.
3. Critique verbal and nonverbal communications of selected health care professionals.
4. List 10 examples of therapeutic and nontherapeutic communications.
5. Communicate with the instructor at least every hour.
6. Go to web site for computerized documentation and write a one page essay summarizing the content.
7. Present client information in post clinic conference on a daily basis.
8. List the legal consequences of violation of HIPAA regulations.
9. Provide the documentation of a physical assessment of an adult client with COPD or _____.

PROFESSIONAL BEHAVIOR

1. Review the ANA Code of Ethics for Nurses.
2. Communicate with the instructor immediately if the client has any change in condition.
3. Write a one page paper identifying clinical strengths and weaknesses.
4. Write a one page essay on why constructive feedback is essential in the nursing profession.
5. List new learning opportunities available in the clinical setting on a daily basis.
6. Identify 10 situations in which the nurse would need to serve as the client's advocate.
7. Provide a copy of the policy and/or procedure in question and summarize why it is important to adhere to this standard of care.
8. Write an individualized plan to improve preparation for clinical.

MANAGEMENT

1. Utilize the Time Management Clinical Tool on a daily basis.

2. Use the Leadership tool on a daily basis.

3. Write a one page paper on the effect of emotions on one's ability to manage in the clinical setting.

4. Keep a daily journal listing ways they have contributed to the health care team.

5. List at least 10 health resources that are available so that client care can be managed more effectively.

6. Identify 10 ways that the client and family can be utilized in managing nursing care.

EVIDENCE-BASED, CLINICALLY COMPETENT/CULTURALLY SENSITIVE CARE

1. Review Fundamentals of Nursing pertinent unit of instruction.

2. Watch video(s) on pertinent skill(s).

3. Spend time in the nursing lab practicing the needed skill(s).

4. Write a one page essay on why empathy is important in providing care.

5. Write a one page essay on the implications of respecting the client's culture in providing nursing care.

6. List and describe the diversity of the client population on a selected unit and the importance of the need for sensitivity to this diversity.

7. Complete selected sections of computer remediation.

8. Complete the Pyxis tutorial.

9. Complete assigned ATI modules.

10. Complete selected clinical simulation scenarios.

TEACHING/LEARNING

1. Identify 10 personal strengths and areas of ongoing improvement of knowledge and skills.

2. Provide instructor with a listing of current monthly learning opportunities.

3. Provide instructor with a written plan for their personal life-long learning.

4. Seek instructor's guidance for all new procedures.

Review Fundamentals of Nursing unit on nursing theories.

5. Write a care plan on an instructor-selected client in which the NANDA is knowledge deficit and the interventions are teaching.

SIGNED:_____

WITNESSED:_____

DATE:_____

Academy for Careers and Technology
Return of Title IV Funds

Return of Title IV Funds
This policy applies to students who complete 61% or less of the enrollment period (i.e., Fall or Spring) for which they received Federal Title IV aid. The term "Title IV aid" refers to the following Federal financial aid program: Federal Pell Grants.

To conform with the policy, the Academy for Careers and Technology (ACT) must determine the student's withdrawal date. The withdrawal date is defined as:

1. the date the student began the withdrawal process or officially notified ACT of their intent to withdraw; or
2. the last date of attendance at an academically-related activity by a student who does not notify ACT.

The calculation required determines a student's earned and unearned Title IV aid based on the percentage of the enrollment period completed by the student. The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the period. Calendar days (including weekends) are used, but breaks of at least 5 days are excluded from both the numerator and denominator.

Until a student has passed the 61% point of an enrollment period, only a portion of the student's aid has been earned. A student who remains enrolled beyond the 61% point is considered to have earned all awarded aid for the enrollment period.

The responsibility to repay unearned Title IV aid is shared by ACT and the student. For example, the calculation may require ACT to return a portion of Federal funds to the Federal Title IV programs. In addition, the student may also be required to return funds based on the calculation. A student who receives a Federal Pell Grant may be required to repay 50% of the funds received.

How to Handle an Overpayment
Students who owe funds to a grant program are required to make payment of those funds within 45 days of being notified that they owe this overpayment. During the 45-day period, students will remain eligible for Title IV funds. If no positive action is taken by the student within 45 days of being notified, ACT will notify the U. S. Department of Education of the student's overpayment situation. The student will no longer be eligible for Title IV funds until they enter into a satisfactory repayment agreement with the U. S. Department of Education.

During the 45-day period, the student can make full payment to ACT of the overpayment. ACT will forward the payment to the U.S. Department of Education and the student will remain eligible for Title IV funds. Please make check payable to ACT.

If a student is unable to pay their overpayment in full, they can set up a repayment plan with the U.S. Department of Education. Before doing this please contact the ACT Financial Aid Office. You will need to make sure we have referred your situation to the U.S. Department of Education before any repayment plan can be set up.

If you want to contact the U.S. Department of Education, their address is listed below.

    U.S. Department of Education
    Student Financial Assistance Programs
    P. O. Box 4222
    Iowa City, I 52245
    PHONE: 1-800-621-3115

Reviewed June 2025

SCHOLARSHIP APPLICATION

NAME_____

ADDRESS_____

PHONE NUMBER_____

EMPLOYER_____

FAMILY INFORMATION_____
_____

Write a paragraph explaining your goals.

Write a paragraph explaining your need for this scholarship.

Write a paragraph explaining why you feel you are deserving of this scholarship.

List your extracurricular involvements and/or honors while in the nursing program.

Average = _____   Absences = _____

Instructor Recommendation:

STUDENT EVALUATION OF INSTRUCTOR

Directions: Rate your instructor on each item using the following scale. Additional comments may be placed at the end of the survey.

5= Excellent, highly effective   2= Fair
4= Very good, better than average   1= Poor, not effective
3= Average

____	1.	Classroom material is presented in an organized manner.
____	2.	Utilizes a variety of instructional methods (videos, visual aids, etc.).
____	3.	Stimulates the student's curiosity about the subject matter.
____	4.	Instructional content is appropriate to objectives provided to students.
____	5.	Makes students aware of what is expected of them and how they will be evaluated (syllabus, etc.).
____	6.	Provides assignments in a timely and reasonable fashion (posting in advance, etc.)
____	7.	Encourages independent thinking and learning.
____	8.	Permits reasonable freedom of discussion, when time allows.
____	9.	Is available to the student for additional help or to answer questions.
____	10.	Respects confidentiality.
____	11.	Sets realistic goals for students.
____	12.	Returns tests, retests and other graded assignments to the student in a timely fashion (within 1-2 days).
____	13.	Demonstrates technical skills that are to be developed by the student.
____	14.	Demonstrates professionalism in attitude, communication and demeanor.
____	15.	Utilizes time efficiently in the clinical setting (doesn't abuse break time, etc.).
____	16.	Utilizes time efficiently in the classroom setting (doesn't abuse break time, etc.).
____	17.	Available to work with students as the need arises in the clinical setting.
____	18.	Seeks and utilizes learning experience for the student in the clinical setting.
____	19.	Supervises and assists in new clinical experiences without taking over.
____	20.	My overall evaluation of this instructor.

Any additional comments are welcome_____

Reviewed June 2025

VERIFICATION POLICY

In compliance with DFR 668, Subpart E, Academy for Careers and Technology will verify at least 30 percent of the financial aid applicants. This process is called "Verification" by the U. S. Department of Education (DOE). A financial aid applicant is defined as a recipient of Federal Title IV Aid who enrolled during the award year. If a student's FAFSA application is selected for verification, he/she must complete the verification process or forfeit federal student aid. The student's output document (from FAFSA) shows if his/her application was chosen by the Central Processing System. Notification also will be sent from the school to the student that outlines the information that is required of them. This information should be submitted to the School's Office of Financial Aid within a two-week deadline. Students not submitting the required documentation in a timely manner may lose their financial assistance. Verification of required documents is generally completed within two weeks after submission of all documents. During peak periods (June to September) more time should be allowed.

The Academy for Careers and Technology will use the Verification Worksheet that is recommended by the U. S. Department of Education. The "Dependent Verification Worksheet" is required for students whose parental information was needed to complete the FAFSA. The "Independent Verification Worksheet" is required for students whose parental information was not needed to complete the FAFSA.

The primary items that are verified are:
- Household size
- Number in college
- Adjusted Gross Income (AGI) for both student and parent (if applicable)
- U.S. Taxes Paid for both student and parent (if applicable)
- Certain Types of Untaxed income and benefits

What is "Certain types of untaxed income or benefits":
- Child Support
- IRS/Keogh deductions
- Tax-exempt interest
- Untaxed portions of IRA distribution
- Untaxed portions of pensions
- Payments to tax-deferred pension/savings plans (found on W-2)
- Child support received
- Housing/food/living allowances paid to members of the military, clergy and others
- Veterans non-educational benefits
- Other items such as worker's compensation/disability

Corrections, Updates, and Adjustments
Students and schools can correct items that were incorrectly reported on the original FAFSA submission, but because the FAFSA is considered to be a "snapshot" of the family's financial

situation as of the date the application was submitted, only a few answers from the FAFSA can be updated to reflect changes after the FAFSA was signed.

Errors can occur if the student submits the wrong information or if the information provided was not scanned or entered correctly. In general, the School must have correct data before it can pay the student, which in some cases means that the School or the student must submit corrections for reprocessing. If corrections are required, it is the student's responsibility to make those corrections by the requested deadline.

Disbursements
Students selected for verification will not have their aid disbursed until all required documents have been received and required processing completed. If a change in an award has occurred upon completion of the verification, the student will be notified in writing by the Office of Financial Aid within two weeks.

Referrals
If it is determined that a student has received funds which they were not eligible to receive, the student must repay the amount. If a repayment is not made, the overpayment must be referred to the U. S. Department of Education.

Reviewed June 2025

WITHDRAWAL FORM

Please print.

LAST NAME	FIRST NAME	MIDDLE INITIAL
SOCIAL SEC. NUMBER	INSTRUCTOR	COURSE

REASON FOR WITHDRAWAL:_____

_____

_____

SECURE SIGNATURES IN THE FOLLOWING ORDER:

1) _____ STUDENT
DATE:_____

2)_____ INSTRUCTOR
DATE:_____

3) _____ COORDINATOR
DATE:_____

4) _____ FINANCIAL AID
DATE:_____

THIS TRANSACTION IS NOT COMPLETE UNTIL THIS FORM IS RETURNED TO THE COORDINATOR'S OFFICE WITH ALL DATES AND APPROPRIATE SIGNATURES.

DATE RETURNED TO THE COORDINATOR'S OFFICE:_____

A Copy of this form should be given to each of the following:
Student, ACT Financial Officer, Marion County School of Practical Nursing student record.

Reviewed June 2025

GLOSSARY

Complaint – Formal written correspondence outlining and discussing specific concerns regarding the nursing program.

Complaint Resolution – Conclusion resulting from the grievance procedure.

Confidentiality – Safeguarding an individual's personal health information from public disclosure.

Enrolled student – Any student who attends first day of class in Phase I.

Ethics - A branch of philosophy that is the study of two facets of human existence: (1) how people should act and (2) what sort of character they should have. Ethics is both foundational (called metaethics) and normative (involving principles and rules).

Grievance Procedure – A system to channel complaints.

Habitual tardiness – Being tardy or leaving class or clinical early 4 or more times in one semester.

HIPAA (Health Insurance Portability and Accountability Act) – a piece of legislation that covers three areas: insurance portability, accountability and fraud enforcement, and reduction of healthcare cost through administrative simplification. Breaking any of HIPAA's privacy or security rules related to this legislation can mean either civil or criminal sanctions.

Insubordination – Disobedient behavior; not submitting to authority.

Practice – any acts in the health care process involving assessment, intervention, and evaluation; nursing.

Professional Development – Any activity that enhances the job performance.

Service – Any activity that provides aid to others.

Teaching – Any activity that provides instruction, theory/and or clinical knowledge.

Reviewed June 2025