

**WILLOUGHBY-EASTLAKE
SCHOOL OF PRACTICAL
NURSING**



**STUDENT HANDBOOK
HIGH SCHOOL DIVISION**

August 2021

Willoughby-Eastlake School of Practical Nursing

The purpose of Willoughby-Eastlake School of Practical Nursing is to prepare licensed practical nursing students to practice nursing to meet the dynamic health care needs of individuals and families within our community. Faculty facilitate the education of students in the art and science of nursing to provide ethical, holistic, and cultural competence in nursing in collaboration with a variety of health care systems. Nursing competencies such as safe skill and practice, clinical judgment, critical thinking, advocacy, and response to diversity are core components in the preparation of the nurse.

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OUR MISSION

Mission.....

The Northern Career Institute prepares students for a meaningful career and beyond.

FORWARD

Dear Student:

We are very happy that you have decided to pursue a nursing career at the Willoughby-Eastlake School of Practical Nursing. We hope that the time spent with us will be an exciting and challenging learning experience.

Please take a few moments to read through this handbook, so that you are aware of procedures, policies, and responsibilities specific for nursing students. We would appreciate your signing and returning the last page of this handbook to your instructor.

Due to the COVID-19 Pandemic, policies may need to be changed and/or updated that take into consideration CDC and clinical site guidance and guidelines. Addendums will be posted on our website at ncioh.edu/addendums.

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WILLOUGHBY-EASTLAKE SCHOOL OF PRACTICAL NURSING

HIGH SCHOOL DIVISION

HISTORY

The Willoughby-Eastlake School of Practical Nursing adult program opened its doors September 1962; to educate those interested in becoming practical nurses, and to help relieve the nurse shortage. The program has grown and developed to accommodate society growth and advancement of technology. Since then, there have been over 100 graduating classes.

In 1964, the Willoughby-Eastlake School City School District started a high school practical nursing program at the request of the Board of Education. This also assisted the growing community meet the need for health care providers.

Both the high school and adult programs are 900 hours in length. The first semester is mainly basic nursing theory and the introduction to patient care with hands-on experience. The second semester is devoted to hospital and patient experience, the instruction in medical-surgical nursing and advanced specialty areas.

Upon graduation from the high school and the adult program, the graduate is eligible to take the NCLEX Examination to be licensed as a Practical Nurse.

Willoughby-Eastlake has been dedicated throughout the years to educate nurses and to provide excellence in nursing at both the bedside and in the preventative health care settings under the auspices of a registered nurse, doctor, dentist or podiatrist. Our graduates have been successfully employed in hospitals, home health care, clinics, doctors' offices, private duty, nursing homes, prisons, and military. Many continue their education and become a registered nurse.

WILLOUGHBY-EASTLAKE SCHOOL OF PRACTICAL NURSING

PHILOSOPHY

The faculty believes that nursing education is a deliberate process of learning by the student interested in providing nursing care to others. In order to facilitate this learning process, we build our curriculum on these concepts:

WE BELIEVE.....

- **the person** is a holistic being who is an individual, a member of a family, a member of a local, regional, and world community. Each person possesses individual, physical, emotional, social, economic, and spiritual self-care requisites. Either self-care agency, dependent-care agency, or nursing-care agency can meet these self-care requisites.
- **health** exists when the person has the ability to meet self-care requisites that contribute to the maintenance and promotion of structural and/or emotional integrity, functioning, and development. **Illness** occurs when an individual is incapable of maintaining self-care as a result of health-related limitations.
- **society/environment** includes all internal and external factors which effect the person's ability to adjust or maintain self-care agency or meet self-care needs.
- **nursing** is a service of deliberately selected and performed actions to assist individuals to maintain self-care, including structural integrity, functioning, and development. These actions should be based on the organized approach of nursing process which includes the following:
 - collect and record objective and subjective data to facilitate the assessment of
 - the individual/patient in terms of self-care, development and health deviation requisites
 - identifying problems specific to the individual/patient and their unmet health care requisites
 - using a cooperative effort with the individual/patient to establish goals
 - establish a plan of care using appropriate members of the health care team and the individual/patient
 - implement the plan
 - evaluate and revise the plan of care as necessary
- **nursing education** is the process by which the nursing instructor facilitates the student's psychomotor, cognitive, and affective skills to attain an entry level of nursing knowledge and competency. Entry level practical nursing skills are learned through the use of integrated Technical and Academic Competencies.

Program Curriculum - The core of knowledge obtained in this curriculum is viewed as a basis for beginning practice in the nursing field. It is stressed to the student that as a member of a very dynamic profession, accountability for current knowledge is ever present. A continuous process of learning is emphasized because of constant changes within the study of the science of nursing.

LEGAL NAME OF SCHOOL, ADDRESS AND PHONE NUMBER

Willoughby-Eastlake School of Practical Nursing
34050 Glen Drive, Suite 2
Eastlake, Ohio 44095

440-602-5094

440-942-6983 FAX

1-800-750-0750 - Ohio Relay Service (TTY/Voice)

APPROVAL AND ACCREDITATION

The school is approved by the...

Ohio Board of Nursing
Ohio Department of Education,
Career and Technical Education

CONTROLLING AGENCY

Willoughby-Eastlake Board of Education
Superintendent of Schools: Steve Thompson

ADMINSTRATOR OF SCHOOL OF PRACTICAL NURSING

Lori Klonowski, M. Ed., BSN, RN

AFFILIATING AGENCIES

Breckenridge Village	440-942-4342
The Greens of Lyndhurst	440-460-1000
Lake Health	440-953-9600
Louis Stokes Cleveland VA Medical Center	216-791-3800
Cedarwood Plaza	216-371-3600
Lake County DD/Deepwood – Broadmoor School	440-602-1000
University Hospitals	866-844-2273

LIABILITY INSURANCE

Student Malpractice Blanket Liability provided by: Mercer Health & Benefit Administration
1166 Avenue of the Americas
New York, NY 10036

ADMISSION REQUIREMENTS

1. All candidates for admission to the Willoughby-Eastlake School of Practical Nursing are considered on individual merits, without discrimination on the basis of age, creed, national or ethnic origin, race, color, sex, marital status, handicap, political affiliations or beliefs.
2. Education
 - a. Minimum cumulative GPA of 3.0 at the time of application.
3. Pre-entrance Tests
 - a. Passage of the ACT Work Keys Test with a score of Level 5 or above on *Applied Mathematics and Workplace Document* and a score of Level 4 or above on *Graphic Literacy*.

American Disability ACT (ADA)

The Willoughby-Eastlake School of Practical Nursing supports the concepts embraced in the American Disability Act of 1990, Section 503 and 504 of the Rehabilitation Act of 1973. Enrollees must be able to successfully complete the academic and clinical objectives of the program in a timely manner, implementing the essential functions integral to the program. Individual, personal, and reasonable accommodations will be instituted to facilitate opportunities for the enrollee.

The following are the minimal physical and mental qualifications necessary to function as a practical nursing student within this vocational educational program.

- The ability to lift, move, or assist in moving clients of all age groups and weights up in the bed, into wheelchair, into bathroom and elsewhere within the healthcare organization.
- The ability to move around the client's room and in work areas efficiently, accurately, safely and in a timely manner.
- Visual acuity sufficient to observe and assess client's behavior, prepare and administer medications, and accurately read monitors.
- Auditory acuity sufficient to hear instructions, requests and monitoring alarms and to auscultate heart sounds, breathe sounds, and bowel sounds.
- Gross and fine motor abilities sufficient to provide safe and effective nursing care.
- Tactile ability sufficient for physical assessment, safe medication administration, and implementation of client care.
- The ability to provide effective written, oral and nonverbal communication with clients and their families, colleagues, health care providers and the public.
- The ability to speak, write and comprehend the English language proficiently.
- The ability to communicate via computer in the classroom and at clinical sites.
- Critical thinking ability sufficient in clinical environment for safe, prudent judgments.
- Interpersonal abilities sufficient to interact with individuals, families, groups, staff, faculty, and peers from a variety of social, emotional, cultural and intellectual backgrounds.
- Compassion, integrity, interest and motivation expected of a developing health care worker.
- The ability to adhere to ethical standards of conduct as well as applicable state and federal laws.
- Emotional maturity and stability to approach highly stressful human situations in a calm and rational manner

The enrollee must be able to perform these essential functions with efficiency, accuracy, safely, and in a timely manner to successfully complete the program outcomes.

Physical and mental expectations are provided as a sampling and in no way is meant to be limited to or an inclusive listing of expectations.

PHYSICAL REQUIREMENTS

Performance	Standard	Examples of Necessary Activities (Not all inclusive)
Physical Strength	The ability to assist in lifting or moving clients of all age groups and weights	Lift up to 35% of recommended body weight, lifting up to 20# equipment and supplies, lift up to 50# position client, over 50# when transferring client
Mobility	The ability to move around the client's room and in work areas	Stand and/or walk 6-8 hours a day; walk rapidly for a period from one area to another; bend or squat frequently; provide care for a client in an elevated hospital bed or stretcher; provide nursing care for client in a variety of positions requiring standing, stooping, bending, reaching and handling; perform one-man
Visual Acuity	The visual acuity sufficient to observe and assess client behavior, prepare and administer medications and read monitors	Observe client responses at a distance and close at hand; visually perceive three dimensional relationships and spatial relationships or objects; able to differentiate to color spectrum for color coding of charts and monitoring equipment.
Auditory Acuity	Auditory acuity sufficient to hear instructions, requests and monitoring alarms, breath sounds and bowel sounds	Hear sufficiently to detect subtle changes in client's conditions; hear sufficiently to interpret various equipment signals
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care	Perform physical assessment techniques including: inspection auscultation, palpation and percussion. Safely implement nursing procedures/skills in a timely and efficient manner. Calibrate and use equipment. Position and turn clients including pinch, grip, pushing and/or pulling carts/wheelchairs. Assisting in movement of clients, medical files and moving equipment. Preparation and administration of medications.

Performance	Standard	Examples of Necessary Activities (Not all inclusive)
Auditory Acuity	Auditory acuity sufficient to hear instructions, requests and monitoring alarms, breath sounds and bowel sounds	Hear sufficiently to detect subtle changes in client's conditions; hear sufficiently to interpret various equipment signals
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care	Perform physical assessment techniques including: inspection auscultation, palpation and percussion. Safely implement nursing procedures/skills in a timely and efficient manner. Calibrate and use equipment. Position and turn clients including pinch, grip, pushing and/or pulling carts/wheelchairs. Assisting in movement of clients, medical files and moving equipment. Preparation and administration of medications.
Tactile	Tactile ability sufficient for physical assessment	Perform palpation, auscultation, percussion and functions of physical examination.
Touch	Ability to handle and manipulate; offer client care.	Those related to therapeutic interventions to and when offering standard nursing care measures.
Communication	The ability to provide effective written, oral and nonverbal communication with clients and their families, colleagues, health care providers and the public; the ability to speak, write and comprehend English proficiently.	Explain treatment procedures, initiate health teaching, document and interpret nursing actions and client responses. Give oral and written reports to other members of the health care team charting client data. Operate communication methods at the clinical site. Includes finger presses when keyboarding.
Critical Thinking	Critical thinking ability sufficient for clinical judgment.	Identify cause and effect relationships in situations; develop nursing care plan for assigned client(s)
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families, groups, faculty, staff and peers from a variety of social, emotional, cultural and intellectual backgrounds.	Establish effective rapport with clients, team members, peers and faculty.

Performance	Standard	Examples of Necessary Activities (Not all inclusive)
Social Behavior	Compassion, integrity, interpersonal skills, interest and motivation.	Develop a mature, sensitive and effective relationships with clients, peers, faculty and staff
Ethical Behavior	The ability to adhere to ethical standards of conduct as well as applicable state and federal laws.	Demonstrate behavior consistent with the practical nurse code of ethics
Stress Management	Emotional maturity and stability to approach highly stressful human situations in a calm and rational manner	Effectively practice personal and professional behaviors in a therapeutic and constructive manner.

STUDENT HEALTH PROGRAM

The student health program is operated for the purpose of promoting and maintaining the health of the students. In order to better serve the health needs of the students, the following policies are in effect:

1. Health Screening Requirements to Attend the Clinical Portion

Screening	Description
MMR	A positive titers indicating immunity to Rubeola, Rubella, and Mumps
Varicella (Chicken Pox)	A positive titer for varicella ***Please note: having chicken pox does not provide evidence of immunity. A blood titer is required.
Hepatitis B	A positive titer for Hepatitis B
Tdap	Appropriate immunization records for (Tetanus, Diphtheria, acellular Pertussis) is required and must be within the past 10 years
Negative TB Skin Test	A negative TB skin test using the standard two-step Tuberculosis test OR IGRA Blood Assay in the previous 12 months. If there is a Positive TB Skin Test, a chest x-ray is required to show evidence that there is no active disease.
Annual Influenza Vaccine	Influenza season is October through March (Obtain in the fall during flu season)
Physical Examination	A physical examination is required within the past 12 months.
Drug Screen	A negative drug screen
*COVID-19 testing/vaccination	In the event testing and/or vaccination is required by a clinical site(s). May be required to test more than one time.

*All negative titers will require updated immunizations

*Titers must have been drawn within the last 5 years or you will need to have them redrawn

Prior to the start of clinicals students must submit:

- 1) Satisfactory medical examination
- 2) Documentation of all health screenings described under “Student Health Program”
- 3) BCI & I background check

2. **General Health Policies**

Students will assume the financial responsibility for their own medical and dental care during the nine-month period.

It is advisable that students are covered by individual hospital health insurance.

In the event you have an accident or injury at home, on duty, at school, or while traveling to or from school, and are sent to the Emergency Room, you are to report this to the school in writing, giving a detailed explanation of the incident. Injuries incurred are to be reported to the instructor who will insure that a written report is sent to the school and the nursing supervisor. The student will be responsible for all liabilities. Both the school and affiliating agency are free of all liabilities.

Illnesses, injuries, and pregnancies are to be reported to the school in writing. Pregnant women must have written medical permission to remain in the program, including clearance to perform in the clinical setting with no limitations.

Emergency health care is available at the hospital, if necessary. However, this emergency cost and subsequent follow-up care through a private physician is at the student's expense.

When a student is treated by any physician, the student is to bring a statement from that physician as to the, limitation, and/or permission to return to duty.

Any health situation which could influence the effectiveness of the student must be brought to the attention of the faculty, i.e., diabetes, resistant infections, use of medications that affect judgment, etc. for the continuing welfare of the student, patient, and the school.

Emergency Procedure

If a student or staff member requires immediate attention for an accident or illness in the classroom or clinical setting, call 911 and request a paramedic if needed.

When the call is made, be sure to indicate:

- A. where the emergency situation is located (include cross streets, if applicable);
- B. telephone number where calling from;
- C. brief description of what happened;
- D. how many persons need help;
- E. what has been or is being done for the victim(s).

Be sure to be the last to hang up. The person in charge is to give clear, precise directions to those who need to be involved in the emergency and to clear the area of all unnecessary persons.

3. Liability Insurance

Students are required to have liability insurance of no less than \$300,000/\$1,000,000. The liability insurance is covered in the cost of the tuition.

PROGRAM DESCRIPTION

Length is 2 school years, 36 weeks each, exclusive of three (3) weeks of vacation and holidays per year.

The First Year is the first 36 weeks of the nursing program. The first year is divided into two semesters, each 18 weeks in length. School hours are 11:30am to 2:00pm, Monday through Friday for first year nursing students in the two-year program.

Curriculum includes:

- Nursing Fundamentals
- Lifespan Development
- Nutrition
- Clinical Calculations
- Issues, Roles, and Professionalism
- Growth and Development
- Pre-Clinical Experience
- Introduction to Pharmacology

The Second year is 36 weeks in length, divided into two semesters, each 18 weeks in length. Senior students are rotated between the affiliating hospitals and clinical facilities. Clinical or classroom hours for seniors range between 5:45am to 12:00 pm.

During the second year, the students have theory and clinical experience in the nursing care of Medical and Surgical patients, integrated Diet Therapy, Pediatrics, Obstetrics, Geriatrics, IV Therapy and clinical experiences in a variety of health care settings. Students are rotated between the affiliating hospitals and clinical facilities.

Calamity Days – In the event Willoughby-Eastlake City Schools should close due to an unexpected calamity, hours missed from the practical nursing program will be made up within a reasonable time period. These make-up hours will be determined by the individual instructor or as clinical sites are available. The addition of hours may be added before or after class/clinical or Saturday hours if necessary.

CLASS REQUIREMENTS

- Students are responsible for obtaining assignments and classroom notes following an absence.
- Students will take the initiative in consulting their instructor regarding makeup work, tests, and/or any assistance needed with classroom work at any time during the program.
- **All tests are to be made up on the day returning to school after absence or otherwise arranged with an instructor. It is the STUDENT'S responsibility to schedule their make-up test/tests.**
- Each student is expected to be punctual, attentive, and respectful in the assigned classroom and clinical areas. Maintaining a professional demeanor is essential.

Students are to be suitably prepared with a working knowledge of material covered to date and equipped with textbooks and materials necessary for that class.

VACATIONS & HOLIDAYS

Students follow the Northern Career Institute Calendar. Holidays will be noted on the calendar. Please consult with the instructor should there be a question regarding classroom or clinical time.

UNIFORM POLICY

Students in nursing should dress and maintain favorable personal appearance so that it will reflect in a positive manner upon themselves and the school. Students are to wear a royal blue scrub uniform, clean and in good repair, with white closed shoes, and student ID badge to the nursing program and clinical sites daily. All uniforms must adorn the Northern Career Institute logo. Replacement of ID badge is the responsibility of the student at a cost of \$15.00.

Hair

- Worn off the collar
- Long styles, ponytails, and braids must be secured up on head and remain up while in uniform
- No extreme hairdos. Hair should be of natural color with no extreme hair colors
- **Males** - Beards and mustaches must be neat and well-trimmed
- No hats, bandanas, or head wraps/coverings

Cosmetics

- Deodorants are essential
- Perfumes, colognes and body powder are not permitted

Jewelry - The following is permitted:

- Wedding ring
- Watch with sweep hand
- One pair of post earrings--gold, silver, pearl, white, or blue, ***are the only allowed visible body piercing. All other piercings must be removed, not covered, this includes tongue piercing.***
- Medalert bracelet or Medalert necklace
- *No neck chain may be worn*

Tattoos – **Must** be covered

Fingernails

- Nails are to be short, well groomed, and clean
- **No artificial nails or nail polish is permitted (e.g. acrylic nails, wraps, gels, etc.)**

Students that are in non-compliance with uniform regulations will not be permitted to participate in clinicals, and that day will be considered a 5 hour clinical absence.

Cell Phone Policy

Cell phones should be silenced during classroom instruction. Students should refrain from personal use of their cell phone during classroom instruction. No cell phones are permitted in the clinical setting.

Media Center

The media center is available to students before school after school hours.

Testing Policy

Each instructor will advise the student on test taking procedures. Cheating is a dismissible offense. **All tests are to be made up on the day returning to school after absence or otherwise arranged with an instructor. It is the STUDENT'S responsibility to schedule their make-up test/tests.**

Change of Legal Name, Address, and/or Phone Number

It is the student's responsibility to notify the school secretary and clinical instructor of any change in the student's legal name, address, and/or phone number.

CONDUCT – STUDENT

Students are beginning professionals. Students begin to learn about the expectations of professional behavior from the first day of enrollment. One of the characteristics of a profession is the use of a code of conduct to guide decisions about behavior. A set of guidelines is useful because they make values, obligations, and limitations explicit. The guidelines can help with decision making but will not provide answers to all complex decisions. Students are encouraged to discuss questions and concerns about conduct with instructors and peers. It is believed that the practice of nursing and the education of future nurses will be built upon integrity, a sense of responsibility, and self-discipline. Nurses are accountable for practicing within the framework of professional nursing standards (American Nurses Association, Scope and Standards of Professional Practice). It is a corollary that nursing students are expected to conduct themselves, both inside and outside of the School of Nursing, in a comparable fashion.

CIVILITY IS BEHAVIOR THAT: 1) shows respect towards others, 2) causes another to feel valued, and 3) contributes to mutual respect, effective communication and team collaboration. Our primary commitment is to learn from the instructors, from each other, from the materials and from our work. We acknowledge differences amongst us in values, interests and experiences. We will assume that people are always doing the best they can, both to learn the material and to behave in socially productive ways. By sharing our views openly, listening respectfully, and responding critically to ideas, we will all learn.

Most students exhibit appropriate behavior in class, but sometimes there is disagreement over the definition of “appropriate” behavior. Learning is a group activity, and the behavior of each person in class in some way or the other affects the learning outcomes of others. If we keep these thoughts in mind, the classroom experience will be a better one for everyone involved.

It is expected that all practical nursing students interact with each other, faculty, clients, staff and community based preceptors in a professional manner. Students are expected to demonstrate professional values such as:

- Assuming personal responsibility and being a conscientious student
- Interacting with peers, faculty, clients, staff and community based preceptors with courtesy and respect

- Work with peers and faculty in providing safe effective care
- Exhibiting a high standard of moral and ethical behavior

In addition to the policies required in paragraph (A) of this rule, the program administrator and faculty shall implement policies related to student conduct that incorporate the standards for safe nursing care set forth in Chapter 4723. of the Revised Code and the rules adopted under that chapter, including, but not limited to the following:

(1) A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the patient, and the patient's response to that care.

(2) A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.

(3) A student shall not falsify any patient record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports, time records or reports, and other documents related to billing for nursing services.

(4) A student shall implement measures to promote a safe environment for each patient.

(5) A student shall delineate, establish, and maintain professional boundaries with each patient.

(6) At all times when a student is providing direct nursing care to a patient the student shall:

(a) Provide privacy during examination or treatment and in the care of personal or bodily needs; and

(b) Treat each patient with courtesy, respect, and with full recognition of dignity and individuality.

(7) A student shall practice within the appropriate scope of practice as set forth in division (B) of section 4723.01 and division (B)(20) of section 4723.28 of the Revised Code for a registered nurse, and division (F) of section 4723.01 and division (B)(21) of section 4723.28 of the Revised Code for a practical nurse;

(8) A student shall use universal and standard precautions established by Chapter 4723-20 of the Administrative Code;

(9) A student shall not:

(a) Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient;

(b) Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.

(10) A student shall not misappropriate a patient's property or:

(a) Engage in behavior to seek or obtain personal gain at the patient's expense;

(b) Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense;

(c) Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships;
or

(d) Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships.

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

(11) A student shall not:

(a) Engage in sexual conduct with a patient;

(b) Engage in conduct in the course of practice that may reasonably be interpreted as sexual;

(c) Engage in any verbal behavior that is seductive or sexually demeaning to a patient;

(d) Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a patient.

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

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

(a) Sexual contact, as defined in section 2907.01 of the Revised Code;

(b) Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.

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

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

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

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

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

(18) A student shall not misappropriate or attempt to misappropriate money or anything of value by intentional misrepresentation or material deception in the course of practice.

(19) A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.

(20) A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.

(21) A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion.

(22) A student shall not assist suicide as defined in section 3795.01 of the Revised Code.

(23) A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its administrators, faculty, teaching assistants, preceptors, or to the board.

(24) A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.

(25) To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.

(26) For purposes of paragraphs (C)(5), (C)(6), (C)(9), (C)(10), (C)(11) and (C)(12) of this rule, a student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student's assigned clinical responsibilities.

Effective: 02/01/2012

DISMISSAL

Willoughby-Eastlake City Schools reserves the right to require, at any time, the dismissal of a student whose health, conduct, or level of achievement makes it inadvisable for the student to remain in the school. Willoughby-Eastlake City Schools reserves the right to summarily terminate any student's participation in any and all activities at any facility as a result of lack of competence or for any conduct or behavior which is considered by Willoughby-Eastlake School of Practical Nursing to be detrimental or hazardous to patients or staff or a violation of the facility's standards and policies. In the event of such termination, Willoughby-Eastlake City Schools will give notice to the student as soon as reasonably possible. Any further disciplinary action or appeal by the student will be limited to any applicable policies or procedures as set forth by the School.

Once a student is dismissed for any reason, re-admittance will be reviewed on a case by case basis, and may be denied.

Students must achieve 84% or above in all academic and clinical courses to progress through the program. Students **may not** repeat clinicals if below 84% or found to be unsafe in clinicals, and therefore, are dismissed from the nursing program without ability to return to the nursing program.

An affiliating facility may request dismissal of any student whose conduct may have detrimental effects on its patients, personnel or visitors. No readmission to this nursing program will be possible once dismissed for the above reason.

GUIDANCE POLICY

2411 - GUIDANCE AND COUNSELING

The Board of Education requires that a planned program of guidance and counseling be an integral part of the educational program of the schools. Such a program must be found in the District Comprehensive Guidance Plan and may:

- A. assist students in achieving their optimum growth;
- B. enable students to obtain maximum benefit from the offerings of the instructional program of the schools;
- C. aid students in identifying options and making choices in vocational and academic planning;
- D. help integrate all the student's experience so that s/he can better relate school activity to life outside the school;
- E. help students learn to make their own decisions and solve problems independently.

A program of guidance and/or counseling shall be offered to all students and shall:

- A. be limited to the services of a professional staff of fully-licensed guidance personnel;
- B. include the services of professional guidance personnel and other designated faculty and staff members and appropriate members of the community;
- C. be the responsibility of the classroom teacher who may draw upon the services of other more specialized staff members as they are required.

The Superintendent is directed to implement the adopted counseling and guidance program which carries out these purposes and:

- A. involves appropriate staff members at every level;
- B. honors the individuality of each student;
- C. is integrated with the total educational program;
- D. is coordinated with available resources of the community;
- E. provides means for such sharing of information among such appropriate staff members as may be in the best interests of the student;
- F. is available equally to all students;
- G. establishes a referral system which utilizes all the aid the schools and community offer, guards the privacy of the student, and monitors the effectiveness of such referrals.

Legal

R.C. 2151.421, 2317.02 (G)

A.C. 3301-35-03

CHEMICAL ABUSE

Chemical/alcohol use and/or abuse, and/or a drug conviction are grounds for dismissal from the Practical Nurse Program.

A student shall not possess, use, transmit, sell, conceal or be under the influence of any alcoholic beverage or intoxicant, any of the drugs of abuse defined by Ohio Revised Code Section 3719.011 or any controlled substance defined by Ohio Revised Code Section 3719.41, or counterfeit controlled substance (as described in H.B. 535) on school grounds, at school sponsored or related functions or activities off school grounds or at any other time the student is subject to school authority. Examples of drugs of abuse and controlled substances include, but are not limited to, narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, glue, or other substances that could modify behavior.

Use of drugs authorized by medical prescription from a licensed physician shall not be considered a violation of this rule.

A student shall not possess, use, transmit, sell or conceal any drug of abuse on school grounds, at school sponsored or related functions or activities off school grounds or at any other time the student is subject to school authority.

In conjunction with Willoughby-Eastlake City Schools and Eastlake Police Department, drug dogs may be used to search any and all cars parked in the schools parking lots.

SMOKING

Smoking is **not** permitted at the clinical sites or on or around the Northern Career Institute campus.

5517 - ANTI-HARASSMENT

General Policy Statement

It is the policy of the Board of Education to maintain an education and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, sex (including sexual orientation and gender identity), disability, age (except as authorized by law), religion, ancestry, or genetic information (collectively, "Protected Classes") that are protected by Federal civil rights laws (hereinafter referred to as unlawful harassment), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. The Board will investigate all allegations of unlawful harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment, prevent its recurrence, and remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

The District will offer counseling services to any person found to have been subjected to unlawful harassment, and, where appropriate, the person(s) who committed the unlawful harassment.

Other Violations of the Anti-Harassment Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

Retaliating against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation.

Filing a malicious or knowingly false report or complaint of unlawful harassment.

Disregarding, failing to investigate adequately, or delaying investigation of allegations of unlawful harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one's supervisory duties.

Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant is the individual who alleges, or is alleged, to have been subjected to unlawful harassment, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged harassment.

Respondent is the individual who has been alleged to have engaged in unlawful harassment, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged harassment.

School District community means students and Board employees (i.e., administrators, and professional and classified staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

Third Parties include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

Day(s): Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

Bullying

Bullying rises to the level of unlawful harassment when one (1) or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students or employees and that bullying is based upon one (1) or more Protected Classes, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause

discomfort or humiliation; or unreasonably interfere with the individual's school or work performance or participation; and may involve: teasing; threats; intimidation; stalking; cyberstalking; cyberbullying; physical violence; theft; sexual, religious, or racial harassment; public humiliation; or destruction of property.

Harassment

Harassment means any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a student or school employee that: places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property; has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or an employee's work performance; or has the effect of substantially disrupting the orderly operation of a school.

Sexual Harassment

For purposes of this policy and consistent with Title VII of the Civil Rights Act of 1964, "sexual harassment" is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when: Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of any gender against a person of the same or another gender.

Sexual Harassment covered by Policy 2266 - Nondiscrimination on the Basis of Sex Education Programs or Activities is not included in this policy. Allegations of such conduct shall be addressed solely by Policy 2266.

Prohibited acts that constitute sexual harassment under this policy may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to: Unwelcome sexual propositions, invitations, solicitations, and flirtations. Unwanted physical and/or sexual contact. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs, activities, or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, profanity, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls. Sexually suggestive objects, pictures, graffiti, videos, posters, audio recordings or literature, placed in the work or educational environment, that may reasonably embarrass or offend individuals. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures. Asking about, or telling about, sexual fantasies, sexual preferences, or sexual activities. Speculations about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history. Giving unwelcome personal gifts such as lingerie that suggests the desire for a romantic relationship. Leering or staring at someone in a sexual way, such as staring at a person's breasts, buttocks,

or groin. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another. Inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life. Verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment, or such that it is intended to, or has the effect of, denying or limiting a student's ability to participate in or benefit from the educational program or activities.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin/Ancestry Harassment

Prohibited national origin/ancestry harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin or ancestry and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin or ancestry, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disability, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like.

Anti-Harassment Compliance Officers

The following individual(s) shall serve as the District's Anti-Harassment Compliance Officer(s) (hereinafter, "the Compliance Officer(s)"):

Assistant Superintendent
35353 Curtis Blvd.
Eastlake, Ohio 44095
440-946-5000

Director of Pupil Services
35353 Curtis Blvd.
Eastlake, Ohio 44095
440-946-5000

The names, titles, and contact information of these individuals will be published annually on the School District's website.

The Compliance Officer(s) are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding harassment.

The Compliance Officer(s) will be available during regular school/work hours to discuss concerns related to unlawful harassment, to assist students, other members of the District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the individual in those instances where concerns have not resulted in the filing of a formal complaint and where all parties are in agreement to participate in an informal process.

Compliance Officers shall accept reports of unlawful harassment directly from any member of the School District community or a Third Party or receive reports that are initially filed with an administrator, supervisor, or other District-level official. Upon receipt of a report of alleged harassment, the Compliance Officer(s) will contact the Complainant and begin either an informal or formal complaint process (depending on the request of the Complainant or the nature of the alleged harassment), or the Compliance Officer(s) will designate a specific individual to conduct such a process. The Compliance Officer(s) will provide a copy of this policy to the Complainant and Respondent. In the case of a formal complaint, the Compliance Officer(s) will prepare recommendations for the Superintendent or will oversee the preparation of such recommendations by a designee. All Board employees must report incidents of harassment that are reported to them to the Compliance Officer within two (2) days of learning of the incident.

Any Board employee who directly observes unlawful harassment is obligated, in accordance with this policy, to report such observations to the Compliance Officer(s) within two (2) days. Additionally, any Board employee who observes an act of unlawful harassment is expected to intervene to stop the harassment, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the harassment. Thereafter, the Compliance Officer(s) or designee must contact the Complainant, if age eighteen (18) or older, or Complainant's parents/guardians if the Complainant is under the age eighteen (18), within two (2) days to advise of the Board's intent to investigate the alleged wrongdoing.

Reports and Complaints of Harassing Conduct

Students and all other members of the School District community along with Third Parties are required to report incidents of harassing conduct to a teacher, administrator, supervisor, or other District official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any teacher, administrator, supervisor, or other District employee or official who receives such a report shall file it with the Compliance Officer within two (2) days of receiving the report of harassment.

Members of the School District community and Third Parties, which includes students, or third parties who believe they have been unlawfully harassed are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the Complainant's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints of harassment under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

If, during an investigation of alleged bullying, aggressive behavior and/or harassment in accordance with Policy 5517.01 - Bullying and Other Forms of Aggressive Behavior, the Principal believes that the reported misconduct may have created a hostile work environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the Principal shall report the act of bullying, aggressive behavior and/or harassment to the Compliance Officers who shall investigate the allegation in accordance with this policy. If the alleged harassment involves Sexual Harassment as defined by Policy 2266, the matter will be handled in accordance with the grievance process and procedures outlined in Policy 2266. While the Compliance Officer investigates the allegation, or the matter is being addressed pursuant to Policy 2266, the Principal shall suspend the Policy 5517.01 investigation to await the Compliance Officer's written report or the determination of responsibility pursuant to Policy 2266. The Compliance Officer shall keep the Principal informed of the status of the Policy 5517 investigation and provide the Principal with a copy of the resulting written report. Likewise, the Title IX Coordinator will provide the Principal with the determination of responsibility that results from the Policy 2266 grievance process.

Investigation and Complaint Procedure

Except for Sexual Harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, any student who believes that they have been subjected to unlawful harassment may seek resolution of the complaint through the procedures described below. The formal complaint process involves an investigation of the Complainant's claims of harassment or retaliation and a process for rendering a decision regarding whether the charges are substantiated.

Due to the sensitivity surrounding complaints of unlawful harassment or retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of a student to pursue a complaint of unlawful harassment or retaliation with the United States Department of Education Office for Civil Rights.

Informal Complaint Procedure

The goal of the informal complaint procedure is promptly to stop inappropriate behavior and to facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for a student who believes s/he has been unlawfully harassed or retaliated against. This informal procedure is not required as a precursor to the filing of a formal complaint. The informal process is only available in those circumstances where the Complainant and the Respondent mutually agree to participate in it.

Students who believe that they have been unlawfully harassed may initiate their complaint through this informal complaint process, but are not required to do so. The informal process is only available in those circumstances where the parties (alleged target of harassment and alleged harasser(s)) agree to participate in the informal process.

The Complainant may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

All complainants involving a District employee, any other adult member of the School District community, or a Third Party and a student will be formally investigated.

As an initial course of action, if a Complainant feels comfortable and safe in doing so, the individual should tell or otherwise inform the Respondent that the alleged harassing conduct is inappropriate and must stop. The Complainant should address the allegedly harassing conduct as soon after it occurs as possible. The Compliance Officers are available to support and counsel individuals when taking this initial step or to intervene on behalf of the Complainant if requested to do so. A Complainant who is uncomfortable or unwilling to directly approach the Respondent about the alleged inappropriate conduct may file an informal or a formal complaint. In addition, with regard to certain types of unlawful harassment, such as sexual harassment, the Compliance Officer may advise against the use of the informal complaint process.

A Complainant may make an informal complaint, either orally or in writing: 1) to a teacher, other employee, or building administrator in the school the student attends; 2) to the Superintendent or other District-level employee; and/or 3) directly to one of the Compliance Officers.

All informal complaints must be reported to one of the Compliance Officers who will either facilitate an informal resolution as described below, or appoint another individual to facilitate an informal resolution.

The Board's informal complaint procedure is designed to provide students who believe they are being unlawfully harassed with a range of options designed to bring about a resolution of their concerns. Depending upon the nature of the complaint and the wishes of the Complainant, informal resolution may involve, but not be limited to, one or more of the following:

Advising the Complainant about how to communicate the unwelcome nature of the behavior to the Respondent.

Distributing a copy of this policy as a reminder to the individuals in the school building or office where the Respondent works or attends.

If both parties agree, the Compliance Officer may arrange and facilitate a meeting or mediation between the Complainant and the Respondent to work out a mutual resolution.

While there are no set time limits within which an informal complaint must be resolved, the Compliance Officer/designee is directed to attempt to resolve all informal complaints within fifteen (15) business days of receiving the informal complaint. If the Complainant is dissatisfied with the informal complaint process, the Complainant may proceed to file a formal complaint. And, as stated above, either party may request that the informal process be terminated at any time to move to the formal complaint process.

Formal Complaint Procedure

If a complaint is not resolved through the informal complaint process, if one of the parties has requested that the informal complaint process be terminated to move to the formal complaint process, or the Complainant, from the outset, elects to file a formal complaint, or the CO determines the allegations are not appropriate for resolution through the informal process, the formal complaint process shall be implemented.

The Complainant may file a formal complaint, either orally or in writing, with a teacher, principal, or other District employee at the student's school, the Compliance Officer, Superintendent, or another District official who works at another school or at the district level. Due to the sensitivity surrounding complaints of unlawful harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a formal complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a teacher, principal, or other District employee at the student's school, Superintendent, or other District official, either orally or in writing, about any complaint of harassment, that employee must report such information to the Compliance Officer within two (2) business days.

Throughout the course of the process, the Compliance Officer should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All formal complaints must include the following information to the extent known: the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter, the Compliance Officer will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the Compliance Officer will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation, including, but not limited to, a change of work assignment or schedule for the Complainant and/or the Respondent. In making such a determination, the Compliance Officer should consult the Complainant to assess whether the individual agrees with the proposed action. If the Complainant is unwilling to consent to the proposed change, the Compliance Officer may still take whatever actions deemed appropriate in consultation with the Superintendent.

Within two (2) business days of receiving the complaint, the Compliance Officer/designee will initiate a formal investigation to determine whether the Complainant has been subjected to offensive conduct/harassment/retaliation. The Principal will not conduct an investigation unless directed to do so by the Compliance Officer.

Simultaneously, the Compliance Officer will inform the Respondent that a formal complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy

of any relevant policies and/or administrative guidelines, including the Board's Anti-Harassment policy. The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Although certain cases may require additional time, the Compliance Officer/designee will attempt to complete an investigation into the allegations of harassment/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include: interviews with the Complainant; interviews with the Respondent; interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations; consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the Compliance Officer or the designee shall prepare and deliver a written report to the Superintendent that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful harassment as provided in Board policy and State and Federal law as to whether the Complainant has been subjected to unlawful harassment. The Compliance Officer's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. In determining if discriminatory harassment or retaliation occurred, a preponderance of evidence standard will be used. The Compliance Officer may consult with the Board's legal counsel before finalizing the report to the Superintendent.

Absent extenuating circumstances, within ten (10) school days of receiving the report of the Compliance Officer/designee, the Superintendent must either issue a written decision regarding whether the complaint of harassment has been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the Complainant and the Respondent.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) school days. At the conclusion of the additional investigation, the Superintendent shall issue a written decision as described above.

The decision of the Superintendent shall be final.

The Board reserves the right to investigate and resolve a complaint or report of unlawful harassment/retaliation regardless of whether the student alleging the unlawful harassment/retaliation pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

The parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

Privacy/Confidentiality

The District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated

under the terms of this policy and related administrative guidelines shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided the Complainant's identity.

During the course of a formal investigation, the Compliance Officer/designee will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that is learned or provided during the course of the investigation.

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful harassment/retaliation by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Superintendent shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where unlawful harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Board becomes aware that a prior remedial action has been taken against a member of the School District community, all subsequent sanctions imposed by the Board and/or Superintendent shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a report, formal complaint testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person from making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanction/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Allegations Constituting Criminal Conduct: Child Abuse/Sexual Misconduct

State law requires any school teacher or school employee who knows or suspects that a child with a disability under the age of twenty-one (21) or that a child under the age of eighteen (18) has suffered or faces a threat of suffering a physical or mental wound, disability or condition of a nature that reasonably indicates abuse or neglect of a child to immediately report that knowledge or suspicion to the county children's services agency. If, during the course of a harassment investigation, the Compliance Officer or a designee has reason to believe or suspect that the alleged conduct reasonably indicates abuse or neglect of the Complainant, a report of such knowledge must be made in accordance with State law and Board Policy.

State law defines certain contact between a teacher and a student as "sexual battery." If the Compliance Officer or a designee has reason to believe that the Complainant has been the victim of criminal conduct as defined in Ohio's Criminal Code, such knowledge should be immediately reported to local law enforcement.

Any reports made to a county children's services agency or to local law enforcement shall not terminate the Compliance Officer or a designee's obligation and responsibility to continue to investigate a complaint of harassment. While the Compliance Officer or a designee may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the Superintendent.

Allegations Involving Conduct Unbecoming the Teaching Profession/Suspension

The Superintendent will report to the Ohio Department of Education, on forms provided for that purpose, matters of misconduct on the part of licensed professional staff members convicted of sexual battery, and will, in accordance with Policy 8141, suspend such employee from all duties that concern or involve the care, custody, or control of a child during the pendency of any criminal action for which that person has been arrested, summoned and/or indicted in that regard.

Education and Training

In support of this Anti-Harassment Policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Superintendent shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training, as well as all information, provided regarding the Board's policy and harassment in general, will be age and content appropriate.

Retention of Investigatory Records and Materials

The Compliance Officer(s) is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and/or received as part of an investigation, which may include but not be limited to: all written reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy; any narratives that memorialize oral reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy; any documentation that memorializes the actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities related to the investigation and/or the District's response to the alleged violation of this policy; written witness statements; narratives, notes

from, or audio, video, or digital recordings of witness interviews/statements; e-mails, texts, or social media posts that directly relate to or constitute evidence pertaining to an alleged violation of this policy (i.e., not after-the-fact commentary about or media coverage of the incident); notes or summaries prepared contemporaneously by the investigator in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.), but not including transitory notes whose content is otherwise memorialized in other documents; written disciplinary sanctions issued to students or employees and other documentation that memorializes oral disciplinary sanctions issued to students or employees for violations of this policy; dated written determinations/reports (including summaries of relevant exculpatory and inculpatory evidence) and other documentation that memorializes oral notifications to the parties concerning the outcome of the investigation, including any consequences imposed as a result of a violation of this policy; documentation of any supportive measures offered and/or provided to the Complainant and/or the Respondent, including no contact orders issued to both parties, the dates the no contact orders were issued, and the dates the parties acknowledged receipt of the no contact orders; documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects; copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks); copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment; documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy; documentation that any rights or opportunities that the District made available to one party during the investigation were made available to the other party on equal terms; copies of any notices sent to the alleged perpetrator/responding party of the allegations constituting a potential violation of this policy; copies of any notices sent to the Complainant and the Respondent in advance of any interview, meeting, or hearing; copies of any documentation or evidence used during informal and formal disciplinary meetings and hearings, including the investigation report, and any written responses submitted by the Complainant or the Respondent.

The documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal (e.g., FERPA, ADA) and/or State law (e.g., R.C. 3319.321) – e.g., student records and confidential medical records.

The documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Revised 11/19/18

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Legal

R.C. 4112.02

20 U.S.C. 1400 et seq., The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)

20 U.S.C. 1681 et seq.

29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967

29 U.S.C. 794, Rehabilitation Act of 1973, as amended

29 U.S.C. 6101, The Age Discrimination Act of 1975

42 U.S.C. 2000d et seq.

42 U.S.C. 2000e et seq.
42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended
42 U.S.C. 1983
National School Boards Association Inquiry and Analysis - May, 2008

ATTENDANCE

Punctuality to class is a must. If you are tardy to class, it is your responsibility to sign in with the office, indicating the time you arrived. If you leave early from class, it is your responsibility to sign out with the office, indicating the time you left and with parent/guardian permission. Daily attendance during both semesters is encouraged for maximum student achievement. Absences can lead to deficiencies in satisfying minimum requirements of the course. Failure to meet these requirements will prevent a student from continuing in the program.

During clinicals, the parent/guardian is to report the absence to the nursing instructor at least **ONE** hour before assigned starting time. Each nursing instructor will provide you contact information in the event you will miss a clinical experience. If you are unable to reach your clinical instructor, please leave a phone message in the practical nursing office at [\(440\) 602-5094](tel:4406025094).

Each student in the practical nurse program should miss no more than a total of 20 hours per school year. Regardless of grade point average, a student will be dismissed from the practical nursing program once they exceed 20 hours absence per school year. Regardless of grade point average, a student absent more than 10 clinical hours will be subject to disciplinary action, up to and including termination.

GRADING AND EVALUATION POLICIES

1. A satisfactory level of achievement (84% minimum) is expected of all students in each course and clinical. Students receiving less than satisfactory grades will be considered for dismissal.
2. Grading includes:
 - a. Compliance with the standards of the school and meeting the course objectives.
 - b. The attainment of skills in the performance of nursing care, and meeting the acceptable standards for safe patient care.
 - c. Meeting the acceptable standards of nursing ethics in regards to conduct, attitude, and professionalism.
 - d. Each course is graded independently and students must obtain a minimum of 84% B in each course to progress through the program.
3. Grading System:
 - 90% - 100% = A (4.0)
 - 84% - 89% = B (3.0)
 - 80% - 83% = B- (2.7)
 - 70% - 79% = C (2.0)
 - 60% - 69% = D (1.0)
 - Below 59% = F (0.0)

GUIDANCE AND COUNSELING

Conferences are held between the instructor and student as soon as the student's grade average falls below **84%** in any subject. These conferences are to help the student examine various study strategies to improve grades. At this time, the student may be placed on probation.

The student may request a conference with the director of nursing or instructor as the need arises.

PROGRESSION & PERIODIC EVALUATION

First Semester

A **grade of 84%** in all subjects is to be maintained. Grades below **84%** are considered unsatisfactory.

In the event a grade is lower than **84%** the student has the remaining semester time to bring that grade up to a **minimum of 84%**. Grades are accumulative. In the event the final grade is below **84%** in any subject, or clinical, the student will be dismissed from the practical nursing program.

To progress to the second semester of the program, a student must have at least an 84% in all first semester courses.

Second Semester

Grades are accumulative for each semester. A grade of **84%** is to be maintained in each subject.

Clinical evaluations will be received at the end of each rotation or unit of study or change of instructor. The clinical evaluation will reflect individual strengths and weaknesses. Less than **84%** in clinical will necessitate dismissal from the practical nursing program. A student is not eligible to repeat the second semester if they fall below **84%** in clinical for the second semester. The main consideration is safe nursing practice.

Passage of a Capstone NCLEX Predictor Exam is required of all students prior to the school forwarding a letter of completion to the Board of Nursing.

Upon request, the director and instructors are available for discussion of student's progress.

PROBATION

A probation period can be any length of time and can be initiated by nursing faculty at any time. A student may be put on probation for a variety of reasons, including but not limited to academics, attendance and conduct. A student is limited to two probation periods throughout the program.

Probationary status means that the student may be recommended for dismissal.

The faculty may remove a student from probationary status when the deficient criteria have been met.

WITHDRAWAL

All requests for withdrawal from the program must be stated in writing and presented to the director of nursing.

Pursuant to the Family and Medical Leave Act (FMLA), students may request in writing the need to place their education on hold while they tend to family or medical needs. Students will be permitted to return to school to complete their requirements at the start of the following semester and must complete the semester in its entirety. If the student does not return the following semester, they will be withdrawn. Should the student want to return after they have been withdrawn, they must reapply for admittance.

GRIEVANCE AND APPEAL

Purpose:

The grievance procedure provides nursing students with a process to:

1. Resolve concerns or disagreements arising from their interactions with nursing faculty or staff: or
2. Appeal the interpretation or application of a policy or procedure affecting the student.

Operating Principles:

1. A dispute or grievance is best resolved informally with an effort by each party involved to listen carefully and respectfully to the others.
2. If the student wishes to appeal the matter after discussion with the person(s) involved in the incident, or with the person who made the decision that caused concern, he/she is entitled to do so.
3. All appeals will be handled in a confidential manner, with efforts made to ensure objectivity and fairness.
4. No student who appeals a decision will be subject to any reprisals as a result of such appeal.
5. If the appeal results from a dispute regarding a grade issued by an instructor, the burden will be on the student to prove that the instructor has made an error, or that the instructor has applied non-uniform standards in assigning the grade.
6. A student who has been dismissed may not attend class or clinical while pursuing the grievance.

Procedure:

1. If a student has been unable to resolve a concern or disagreement with a nursing faculty member, the student may request to meet with the involved faculty member and the building administrator or designee to attempt to resolve the conflict within one (1) school day of the conflict.
2. If the conflict is not resolved, the student may appeal the matter in writing within two (2) school days from the date of the above meeting to the building administrator or designee.
2. When writing the concern to the building administrator or designee, the student should describe:
 - a. The problem: who, what, where, when, and to whom.
 - b. Evidence or facts available to support the student's concern.
3. A faculty panel made up of Willoughby-Eastlake City Schools faculty members will gather both written and verbal information from all involved parties.

4. A faculty panel will act as a mediator at a scheduled meeting of all involved persons not more than ten (10) school days from the date of the incident.
5. A designated member of the faculty panel will issue a decision in writing to all parties involved.
6. If the student is dissatisfied with the faculty panel's decision, within two (2) school days of the panel's decision, the student may submit a written appeal requesting to meet with the Director of Nursing or designee.
7. The decision of the Director of Nursing or designee will be considered final and will terminate the process within the school. The Director of Nursing or designee will issue a decision in writing to all parties involved.

PROGRAM COMPLETION

Students who have satisfactorily completed the requirements of the course and met the school's objectives receive a diploma from the Willoughby-Eastlake School of Practical Nursing.

Passage of a Capstone NCLEX-PN Predictor Exam is required of all students prior to the school forwarding a letter of completion to the Board of Nursing.

All tuition fees and school expenses must be paid in full before a student receives their final grades, a diploma and authorization to take the NCLEX-PN.

FUNDAMENTAL TEST & CAPSTONE NCLEX-PN PREDICTOR EXAM

The **ATI Fundamental Test and the ATI Comprehensive Predictor Exam** are exams used by nursing school personnel and nursing school students to predict success throughout the nursing courses and the NCLEX-PN. Your coursework has prepared you for both your NCLEX-PN and ATI exams.

ATI FUNDAMENTAL TEST

The **ATI Fundamental Test** identifies your knowledge of health assessments and foundations of practice, including communication and professional standards, patient evaluation of psychosocial needs, support of patient physiological needs and basic nursing care skills. This is a one time test that is given at the end of the nursing fundamental course that includes a focus review for areas that are identified as weaknesses in content and skill.

ATI COMPREHENSIVE PREDICTOR EXAM

The **ATI Comprehensive Predictor Exam** is an accurate way to measure NCLEX-PN preparedness. The exam is a tool to help you identify strengths and weaknesses prior to taking the NCLEX-PN exam. Since the NCLEX tests specific areas of nursing information, the Comprehensive Predictor Exam identifies areas of weakness and provides study material.

The ATI Comprehensive Predictor Exam will provide you two practice NCLEX-PN exams which you may take 5 times each. These practice exams will help prepare you for the proctored Comprehensive Predictor Exam. After each practice exam you will receive an individualized Focused Review to assist you in identifying your areas of weakness as well as providing you with appropriate study materials.

Students are required to achieve a minimum of 70% on the ATI Comprehensive Predictor Exam before their Authorization to Test for NCLEX-PN will be submitted to the Board of Nursing.

Consider this preparation toward your NCLEX-PN exam.

SCHEDULING TO TAKE THE PROCTORED PREDICTOR EXAM

The ability to schedule for the proctored exam will be at the discretion of the nursing faculty. The faculty’s decision will be based on review of each student’s practice exam and focus review. Students may be required to meet with a faculty member prior to scheduling to take the proctored exam.

REFUND POLICY

A student who withdraws from school prior to the last day of the first grading period shall be liable for payment of 50 percent of the academic fee amount. If payment in full was made prior to withdrawal, and is more than \$15, a refund of 50 percent will be issued if the parent or student requests a refund within two weeks after withdrawal. Fees for co-curricular activities are not refundable for any reason, nor are fees which may be assessed for damages to or loss of textbooks or other school properties. Students who are expelled are also not eligible for any refund of fees.

A student who enrolls during the first nine week grading period shall be charged full fees. A student who enrolls after the first nine weeks, but prior to the last day of the second grading period, shall be charged 75 percent of the full fees. A student who enrolls between the end of the second grading period and the end of the third grading period shall be charged 50 percent of full fees. A student who enrolls after the end of the third grading period shall be charged 25 percent of full fees.

Fee Calculator for Partial Year Students				
Grading Period	Beginning	Ending	New Entry %	Withdrawal %
1			100%	50%
2			75%	100%
3			50%	100%
4			25%	100%

FINGERPRINTING & BACKGROUND CHECKS

Ohio Board of Nursing Licensure Application:

It is mandatory by the Ohio Board of Nursing, as outlined by Rule 4723-7-07 of the Ohio Administrative Code. And accordance with section 4723.09 of the Revised Code, submit to a criminal records check completed by the bureau of criminal identification and investigation, in the form specified by the board.

The results of the criminal records check shall:

- a. Be received by the Ohio Board of Nursing before a permanent license may be issued; and
- b. Indicate that the individual has not been convicted of, pleaded guilty, or had a judicial finding of guilt for any violation set forth in section 4723.08 of the Revised Code.

Students must be fingerprinted electronically for *both the Criminal BCI & I and the FBI background checks* before submitting their application to the Ohio Board of Nursing. The student is responsible for payment of all fees.

For questions regarding the types of offenses that may prevent clinical placement, consult section 4723.08 of the Ohio revised Code.

NCLEX-PN

Graduates are required to schedule themselves for the NCLEX-PN examination for licensure. The student follows protocols submitted by the State of Ohio Board of Nursing.

TRANSCRIPT SERVICE

Transcripts will be released from the School of Nursing office when authorized in writing/electronically by a student or graduate.

Please note that transcripts are **NOT ISSUED** for students with outstanding financial balances to the School of Nursing.

FOLLOW-UP AND PLACEMENT

Graduates shall keep the school advised of any changes in name, address, and employment.

DISCLAIMER STATEMENT

This school of practical nursing abides by all federal, state, and local laws and regulations including Title IX and nondiscrimination against any student because of race, color, creed, sex, religion, citizenship, economic status, married status, pregnancy, handicap, physical characteristics, age, national origin, political affiliations or beliefs. This policy will prevail in all matters concerning staff, student, educational programs and services, the public and individuals with who this organization does business.

Auxiliary aids and services are available upon the request of individuals with disabilities. Equal Opportunity Employer.

WILLOUGHBY-EASTLAKE SCHOOL OF PRACTICAL NURSING

CONCEPTUAL FRAMEWORK

The conceptual framework consists of three areas of focus based on Orem's Self-Care Theory. These areas will progressively provide knowledge beginning with the overall needs of all persons at various stages of development followed by the needs of those persons with health deviations.

Included throughout the course will be the concepts of nursing process, health concepts, communications, ethics, nursing skills, and safety.

Universal Self Care: Introduces the beginning student to the basic function and needs of the individual

Requisites: During this phase of the course, the student will acquire the foundation skills to permit them to deliver appropriate care.

Developmental Self: Focus upon human developmental processes and conditions and events that occur during various stages of the life cycle, as well as with events that may adversely affect development.

Care Requisites: This phase of the course will enable the student to identify developmental deficits of a person and incorporate the skills and knowledge learned in the previous phase in order to provide nursing care agency.

Health Deviation Self Care Requisites: During this final phase of curriculum, the student will identify basic universal, developmental, and health deviation, self-care deficits and apply the nursing process to provide nursing care agency.

CONCEPTUAL FRAMEWORK										
	Universal Self-Care Requisites				Developmental Self-Care Requisites		Health Deviation Self-Care Requisites			
	Nursing Fundamentals and Skills	Body Structure	Nutrition	Issues Roles Prof.	Growth Development	Maternal Health	Medical Surgical	Pharm	Intro Pharm	Clin. Calc
Nursing Process	X	X	X	X	X	X	X	X	X	
Health Concepts	X	X	X	X	X	X	X	X	X	
Communication	X	X	X	X	X	X	X	X	X	
Ethics	X			X	X	X	X	X	X	
Nursing Skills	X		X	X		X	X	X	X	X
Safety	X			X	X	X	X	X	X	X

WILLOUGHBY-EASTLAKE SCHOOL OF PRACTICAL NURSING

OBJECTIVES

The Willoughby-Eastlake School of Practical Nursing graduate under the supervision of the registered nurse, licensed physician, licensed dentist or podiatrist, will be prepared to:

1. Utilize critical thinking to synthesize knowledge derived from nursing, natural and behavioral sciences, humanities and arts in the practice of professional nursing.
2. Practice professional nursing competently in diverse settings, utilizing caring, critical thinking and therapeutic nursing interventions with individuals, families, aggregates and communities, at any developmental stage, and with varied lived health experiences.
3. Utilize the requisite knowledge and skill to practice independently and collaboratively with other health professions as an advanced beginner professional nurse.
4. Integrate professional caring into practice decisions that encompass values, ethical, moral and legal aspects of nursing.
5. Communicate effectively with clients, peers and other health care providers.
6. Respect the dignity, worth and uniqueness of self and others.
7. Accept responsibility and accountability for the effectiveness of one's own nursing practice and professional growth as a learner, clinician and leader.

WILLOUGHBY-EASTLAKE SCHOOL OF PRACTICAL NURSING

COURSE DESCRIPTIONS

BODY STRUCTURE

90 Theory Hours

This is an elementary study of human anatomy and physiology, tracing the organization of the body from the single cell to the coordinated whole. The main theme is the interaction of all body systems for the maintenance of homeostasis. A prime concern is the ability to describe, and to explain the fundamental facts and principles of anatomy and function. Examples of body structure and its relationship to universal self-care requisites and deficits are presented so as to provide a scientific basis for nursing practice and theory.

GROWTH AND DEVELOPMENT

45 Theory Hours

Developmental self-care requisites throughout the life span are presented with each major stage of life examined in terms of universal self-care requisites and developmental self-care requisites. Lecture, audiovisual, and discussion strategies are used to relate personal and family dynamics to society.

NUTRITION

45 Theory Hours

This course introduces nutrition theory, modified and therapeutic diets as required to meet universal self-care requisites.

CLINICAL CALCULATIONS

20 Theory Hours

A variety of teaching strategies will enhance the student's ability to successfully solve math problems in the classroom and in the clinical setting. Successful completion of this course will ensure that student's ability to safely administer medications as defined in their scope of practice as Licensed Practical Nurses. This further enhances the safety and accountability towards the clients that they are for during their employment by a healthcare agency.

ISSUES, ROLES, AND PROFESSIONALISM

25 Theory Hours

A variety of teaching strategies will enhance the student's verbal and written communication so as to convey pertinent information about the client's self-care requisites to the client, family, and health care team. Employability issues such as goal setting, communication skills, maintaining currency of practice, networking, continuing education, professional organizations, career opportunities, steps and procedures involved in securing the right job, preparation for the NCLEX-PN, help the student prepare for the entry level position in the health care field.

INTRODUCTION OF PHARMACOLOGY

**35 Total Course Hours
25 Theory Hours
10 Lab Hours**

This course introduces the beginning student to the calculation of drug dosages, methods of safe medication administration, and usage of pharmaceutical symbols, abbreviations and terminology. The laboratory and clinical components provide the student an opportunity to develop safe skills in medication administration.

NURSING FUNDAMENTALS

**190 Total Course Hours
100 Theory Hours
20 Clinical Hours
70 Nursing Skills Lab**

This course provides the beginning student with the fundamental concepts and skills of nursing to meet universal self-care requisites of the client throughout the life span. Laboratory and clinical experience correlates these concepts to the care of the client. Evaluation of the student is based upon the nursing process, health concepts, communications, ethics, nursing skills, and safety. Final clinical grade will be pass/fail.

PHARMACOLOGY

**110 Total Course Hours
60 Theory Hours
50 Clinical Hours**

This course is integrated within the study of med-surgical, pediatrics, maternity, and geriatric nursing. Common drugs are studied with an emphasis on classification, action, side effects, and patient education for self-care administration. To correlate learning, practical experience in medication administration is provided in the clinical setting. Final Clinical Grade will be pass/fail.

MEDICAL-SURGICAL NURSING

**250 Total Course Hours
150 Theory Hours
75 Clinical Hours
25 Simulation Hours**

This course presents the theory, health concepts, and clinical experiences in medical/surgical nursing across the life span. The learner develops nursing care agency while promoting client self-care agency to meet the client's self-care requisites. Final Clinical Grade will be pass/fail.

OBSTETRICAL NURSING

**47 Total Course Hours
45 Theory Hours
2 Simulation Hours**

This course includes the study of basic information related to the developmental requisites related to pregnancy, labor, delivery, and the newborn. Diet and drug therapy is integrated into all areas of maternity nursing. Theory and skills are presented by the use of lecture, discussion, case

study, demonstrations, and videotapes. Clinical experience is provided at Lake East Hospital to correlate with the theoretical component.

GERIATRIC NURSING

Integrated into Medical-Surgical Nursing

This course is a study of maturity and the special needs of the aging adult population. The services and care provided in long-term care facilities, assisted living, adult day care, and community are examined. Normal psychological adaptations, physical changes, and developmental self-care requisites are identified. The effects and interventions for self-care health deviations are studied.

INTRAVENOUS THERAPY

45 Total Course Hours
25 Theory Hours
20 Skills Lab

Skill integrated into Medical-Surgical Clinical

This course provides the beginning student with the fundamental concepts and skills needed to prepare, initiate, and maintain intravenous therapy for the adult client. Laboratory and clinical experience correlates these concepts to the care of the client. Evaluation of the student is based upon the nursing process, health concepts, communications, ethics, nursing skills, and safety.

ACKNOWLEDGEMENT

I have received and read this handbook and understand the policies and procedures. I will abide by these policies, rules, and regulations as set forth by the Northern Career Institute. I am aware that the following document can be found online at www.ncioh.edu:

- Willoughby-Eastlake School of Practical Nursing Curriculum
- Willoughby-Eastlake City Schools District Policy

Print Name: _____

Student Signature

Date

Print Name: _____

Parent Signature

Date