



THE RAPHA SCHOOL, LLC

Practical Nursing

HANDBOOK

Day & Evening Classes

2025-2026

The Rapha School, LLC

17 Griffith Drive
Home, PA 15747

MISSION STATEMENT

The Rapha School is a small-scale school that focuses on student success by offering small class sizes giving more attention from instructors. We utilize a Christian Worldview to educate healthcare students to care holistically for individuals. We believe in teaching integrity, honesty, humility, perseverance, patience, love, and compassion and in turn graduates will use these values in caring for individuals themselves.

STATEMENT OF NONDISCRIMINATION

The Rapha School, LLC will not discriminate on the basis of race, color, national origin, ancestry, religion, age, gender, sexual orientation, or disability or because a person is a disabled veteran of the Vietnam era, in its admissions, educational programs, activities or employment policies. Publication of this policy is in accordance with state and federal laws, including the Americans with Disabilities Act, Title IX of the Education Amendments Act of 1972 and Section 504 of the Rehabilitation Act of 1973 and any other applicable federal or state regulations. Direct inquiries to The Rapha School, LLC 17 Griffith Drive, Home PA 15747

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CALL OFF

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DESCRIPTION OF CAMPUS

The Rapha School is located at 17 Griffith Drive in Home, Pennsylvania. It is situated near Route 119, a busy highway between Punxsutawney and Indiana. There are 3600 square feet of space in the building that includes an administrative office, a classroom, a skills lab, and a student lounge. Student parking is free and on site. The facility includes three bathrooms and three access doors.

ADMISSION REQUIREMENTS & PROCEDURES

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

1. Completed PN Application.
2. Must be seventeen years of age or older.
3. Demonstrates proficiency in English.¹
4. Graduate of an accredited high school, GED,² or equivalent.²
5. Received a satisfactory score on the ATI Test of Essential Academic Skills (TEAS).^{3 4}
6. Evidence of good mental and physical health determined by a pre-entrance physical exam.
7. Personal qualifications including a genuine interest in people and motivation for nursing as evaluated by the following:
 - a. Two (2) letters of recommendation
 - b. Essay answering the prompts; “Why I wish to choose nursing as a career path”, “Why I feel The Rapha School is a good fit for me”. At least 500 word count.
 - c. Interview with the Director
8. Satisfy clinical site health and safety requirements. Due to the nature of the Practical Nursing curriculum, all students must rotate through all clinical agencies, acute care hospitals, and skilled nursing facilities. Students will not be admitted to or be allowed to progress through the program if they cannot fulfill these objectives of the program.

Final acceptance or rejection is based upon the completion/results of admission requirements and will not discriminate on the basis of race, color, national origin, sex, handicap, marital status, veteran status, or age in its activities, programs or employment practices in accordance with federal and state statutes and regulations.

¹ Students who show moderate proficiency may be asked to take an English proficiency examination.

² The Rapha School administration will investigate any diploma or GED certificate in which they think may not be legitimate. Investigation will include but is not limited to contacting the school who issued the document as well as confirm with the department or agency where the school is located that the school is recognized as a provider of secondary school education.

³ A satisfactory score is considered an average grade of 50% in each of the Reading, Math, and English sections. A student not achieving the satisfactory score will have their test results reviewed by the Director and a determination will be made as to whether or not the grade will be accepted.

⁴ Exemptions for the TEAS may be given if: Student has received a satisfactory score on a similar test such as the HESI. OR Student has successfully completed at least one full semester in an Associate program or higher, as determined by providing a transcript.

Acceptance of a position in the program signifies agreement to abide by all Policies and Procedures of the school.

STUDENT HEALTH PROGRAM

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

Students enrolled in the Practical Nursing program must show evidence of good mental and physical health determined by a pre-entrance physical exam.

A physician or CRNP (Certified Registered Nurse Practitioner) must complete a physical examination.

The Rapha Schools "Practical Nursing Program Physical" is preferred.

The examination must be dated within **3 months** of the program start date.

Students are also required to satisfy all clinical health and vaccine requirements of any and all clinical rotations. In order to participate at a clinical location the following requirements must be met.

1. TB (PPD) testing (performed within **3 months** of the program start date)
2. Proof of the following Immunizations:
 - a. MMR (2 doses)
 - b. Varicella (2 doses) **OR** physician documentation of varicella **OR** exemption waiver
 - c. Hepatitis B (3 doses) **AND** Reactive antibody titer **OR** in process: the **first two injections must** be before clinical begins **OR** exemption waiver
 - d. Seasonal Influenza vaccine **OR** exemption waiver (October 1 through March 31 ONLY)

Cumulative student health records are maintained throughout the enrollment of the student. These records are filed with the student's permanent record and kept for a minimum of 5 years following completion of the program.

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

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

Students developing a physical condition limiting or precluding activity may remain in the program with written approval of their physician, so long as they meet course objectives. Students who have a debilitating physical condition may wish to withdraw from the program with or without intent to return at a later date.

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

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

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

DISABILITY SERVICES/REQUEST FOR REASONABLE ACCOMMODATIONS

The Rapha School, LLC makes every reasonable effort to provide qualified students with disabilities the opportunity to take full advantage of programs, practices, services and facilities. Students with disabilities who wish to request accommodation are required to do so through the Program Director of The Rapha School. Requests can be made in person by visiting the Program Director during office hours in the main office. Additionally, information regarding the process can be obtained by calling 724-397-2365.

At the time of request, students will be required to complete a formal written request for accommodation and provide the necessary documentation. All requests should be submitted at least 30 days prior to the effective date of implementation. In keeping with policy in an effort to provide the best possible services to a student, the request will be shared with other essential personnel as needed. Standard policy dictates that upon receipt of the completed written request and documentation supporting the request, the documentation will be forwarded to the office administrator and business manager. Their role is to ensure that reasonable accommodation requests are thoroughly reviewed and acted upon.

The Program Director will review the request with the office administrator and business manager, meet with the student, and determine what accommodations are warranted and will be approved. For any requests for accommodations to be implemented, it must be formally approved.

The Rapha School's policy complies with the requirements of the Title VII of the Civil Rights act of 1964, Title IX and Section 504 of the Education Amendments of 1972, and all other applicable Federal, State, and Local statutes, regulations, and guidelines.

Designated handicapped accessible restroom facilities are available for students with physical disabilities. The Rapha School is a single floor building with wheelchair accessible parking. Students requiring alternative classroom seating may request such through the above outlined procedures.

DESCRIPTION OF THE RAPHA SCHOOLS PRACTICAL NURSING PROGRAM

The curriculum is divided into three levels. The first 580 hours are Level 1, which includes basic nursing, science courses, and clinical experience for the student who provides direct client care in relatively stable or convalescent nursing situations. The next 400 hours are Level 2, in which the practical nursing student is able to learn about adult clients in an acute care setting. The remainder of the program, 520 hours, is Level 3. This level includes theory and clinical to prepare students to care for the maternal, infant and pediatric client. Class work and clinical experiences in Level 3 are designed to facilitate the acquisition of critical thinking skills to enable the graduate nurse to effectively problem solve in the clinical environment.

CONCEPTUAL FRAMEWORK

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

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

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

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

In educating the practical nurse, the curriculum is designed to progress from the basic to the more complex. The learning process is enhanced as the student moves from the attainment of simple to more complex knowledge and from the performance of the simple to more complex care skills.

Guided by the Faculty through selected planned experiences, the student should be self-motivated to use the active process of learning to gain knowledge and skills. Critical thinking is taught throughout the course as a method for problem-solving in nursing situations.

The graduate practical nurse shall function within the legal framework of the state where he/she is employed. The practical nurse should recognize the importance of continuing education and active participation as a healthcare team member in order to be knowledgeable about current issues and trends in nursing practice.

PURPOSE/OBJECTIVES OF PROGRAM

In support of the philosophy and objectives of The Rapha School LLC, the Practical Nursing program provides quality education and training utilizing a Christian Worldview. The program prepares individuals, including the unemployed and economically disadvantaged, for entry into an occupation through secondary education. This occupation, namely practical nursing, provides the student with an opportunity for self-improvement, while at the same time offering the community well trained, educated practical nurses to help, in part, fulfill the ever present need of qualified personnel in the healthcare profession.

This course will provide the student with an understanding of how to provide basic nursing care to individuals in a variety of settings. A Christian Worldview encompassing the values of humility, honesty, perseverance, integrity, compassion, love, and patience will be utilized in teaching the student basic nursing skills in order to assist individuals across the age continuum.

PLAN OF STUDY

The Rapha School's Practical Nursing program consists of 1500 clinical and theory hours, divided into three levels. These hours are completed in 11 months for students taking day classes and 17 months for students taking evening classes. The curriculum is designed to increase in complexity as the year progresses. There are 700 hours of theory and skills lab and 800 hours of clinical.

As of this publication The Rapha School offers only one day-time Practical Nursing program per year starting in August and one evening program every two years starting in January. Therefore students must attend all scheduled class and clinical hours in order to progress with the intent to finish in the time specified. A full monthly calendar is made available to each student at orientation and a simplified version can be found attached to the enrollment agreement.

The curriculum is the same for both day and evening classes.

| Level 1 | Hours | Level 2 | Hours | Level 3 | Hours |
|---|------------|---|------------|-----------------------------|------------|
| MSN101 Medical Surgical Nursing I | 80 | Medical Surgical Nursing II | 160 | Maternal and Child Nursing | 40 |
| FON101 Fundamentals of Nursing | 190 | Medication Administration/ IV Therapies | 40 | Pediatric Nursing | 40 |
| CNSW101 The Influence of a Christian Nurse in a Secular World | 30 | *Clinical Med./Surg. Lvl. 2 | 200 | Professional Practice | 40 |
| GO101Caring for the Older Adult | 40 | | | *Clinical Med./Surg. Lvl. 3 | 350 |
| Pharmacology/ Herbal therapies | 40 | | | *Clinical Maternal/Child | 30 |
| *Clinical Med./Surg. Lvl. 1 | 200 | | | *Clinical Pediatrics | 20 |
| Total Hours Lvl. 1 | 580 | Total Hours Lvl. 2 | 400 | Total Hours Lvl. 3 | 520 |

COURSE DESCRIPTIONS

LEVEL 1

MEDICAL SURGICAL NURSING I: CONCEPTS OF ANATOMY, PHYSIOLOGY AND PATHOPHYSIOLOGY

This course for the beginning practical nursing student is a study of the basic structure (Anatomy) and function (Physiology) of the human body. Pertinent, fundamental principles of chemistry, microbiology, and physics are also included in the study. The course traces the organization of the body from the single cell to the coordinated, functioning whole and emphasizes the importance of the interaction of all body systems in the maintenance of health and life. The course describes the pathophysiology of common medical surgical disorders and the general nursing care of those disorders.

This course is designed to provide a theoretical knowledge base upon which the student can assimilate information presented in subsequent courses of the program, and on the clinical departments in order to identify and meet the basic needs of the clients. The Nursing Process is introduced to provide direction for developing assessment skills, recognizing deviations from normal, and delivering nursing care for specific conditions of illness and disease.

FUNDAMENTALS OF NURSING

This course is designed to provide the beginning nursing student with a fundamental knowledge base for the principles of nursing and the development of skills necessary for delivering client-centered nursing care to the adult with simple nursing needs. The nursing process is introduced to provide the student with a structural base for development of client-centered nursing actions which will ultimately assist in the promotion and maintenance of health. The physical, emotional, spiritual, sociocultural, and economic needs of the client are considered during assessment in order to plan and implement specific nursing actions for each client.

Beginning experience in evaluation of therapeutic responses is provided for the student. Basic nursing skills needed to prepare the student for direct client care are taught. These skills are simplistic in nature at the beginning of the course and gradually increase in complexity to coincide with increased experience of the student. These skills can be utilized in a variety of client care settings.

Nutritional concepts and therapeutic diets are taught and are used by the students in order to provide nutritional education to the client. Attention is given to the study of the relationship of nutrition and the community environment, including social, cultural, and economic aspects. Topics such as choosing foods that meet nutritional needs in various stages of life and meeting nutritional needs in various religions, cultures and lifestyles, are discussed to assist the student in utilizing the Nursing Process for the provision of nutritional care.

Related aspects of gerontology, pharmacology, microbiology, communications, community health, emergency care and legal responsibilities are integrated throughout the course. This course provides an opportunity for students to apply classroom theory to selected learning experiences in an acute or long-term care setting for adult medical-surgical clients.

THE INFLUENCE OF A CHRISTIAN NURSE IN A SECULAR WORLD

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

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

CARING FOR THE OLDER ADULT

This course discusses the physiological, psychological, and social changes of the normal aging process in addition to providing theory for the physical care of the older adult. The content is focused on the special needs of the older adult client and stresses the importance of positive attitude formation about aging and health maintenance. Building on the framework of knowledge established in concurrent courses, the nursing process continues to be used as the conceptual basis for identifying and determining the basic needs of individuals with known or suspected biopsychosocial problems.

Emphasis is also given to the Practical Nurse's role in assisting the older adult client in the promotion, maintenance, or restoration of health. Related aspects of anatomy, pathophysiology, pharmacology, therapeutic nutrition, psychosocial theories, leadership, and community nursing are integrated throughout the course.

This course is designed for the student to correlate classroom teaching with selected learning experiences in a long term care setting for the older adult client whose conditions warrant nursing care. Related aspects of documentation and assessment in long-term care, career preparation and planning, and managerial practices will be discussed.

PHARMACOLOGY/HERBAL THERAPIES

This course is designed to define for the student the role and responsibility of the Practical Nurse in the administration of medications and herbal adjuncts. The Nursing Process is used as an outline to present material to the students in a logical, problem-solving format. The students are also taught principles of importance that need to be considered while assisting clients in meeting their basic needs and promoting health. Assessment of the client with regard to medications prescribed and their actions, the disease being treated, and the client's prior compliance to medication regimens provides guidance for the student in formulation of a plan of action containing important elements to be considered as part of the individual client's care.

The implementation phase assists the student in analyzing nursing actions related to medication therapy. The evaluation phase assists the student in identifying therapeutic responses, and planning client education. Included in the course is the study of the actions, side effects, and nursing considerations for selected herbs and medications and correlation of the indications for use to specific physiological conditions. Related aspects of anatomy and physiology, nursing skills, therapeutic nutrition, psychosocial theories, microbiology, community nursing, and therapeutic communications are integrated throughout the course. The student will practice learned concepts at acute and community health settings.

LEVEL 2

MEDICAL SURGICAL NURSING II

This course is a study of the physiological and psychological effects of disease and disorders upon the human body during various stages of the adult life cycle and the specific nursing care relative to each. Building on the framework of knowledge established in previous courses, the Nursing Process continues to be used as the conceptual basis for identifying and determining the basic needs of individuals with known or suspected physiological and/or psychological problems.

Emphasis is also given to the Practical Nurse's role in assisting the client in the promotion, maintenance, or restoration of health. Related aspects of pathophysiology, pharmacology, therapeutic nutrition, psychosocial theories and mental health concepts, microbiology, and community nursing are integrated throughout the courses. This course is designed for the student to correlate classroom teaching with selected learning experiences in an acute or long-term care, community-health setting.

MEDICATION ADMINISTRATION/ IV THERAPY

Building on the fundamental theoretical framework established in Fundamental of Nursing and Pharmacology, this course is designed for the student to develop competency in the use of nursing principles and skills necessary for delivering client-centered nursing care to the adult with IV therapy or

medication needs. The nursing process continues to be used to provide the student with a structural base for development of client-centered nursing actions which will ultimately assist in the promotion and maintenance of health.

The theoretical principles of medication administration and intravenous therapy are taught to the practical nursing students prior to the performance of these skills in the clinical environment. This course provides an opportunity for the student to apply classroom theory to selected learning experiences in community and acute care settings.

LEVEL 3

MATERNAL AND CHILD NURSING

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

Principles of normal physiological and psychological changes that occur during pregnancy, labor, birth, and the post-partum period, as well as principles of normal development of the fetus, the normal newborn, and related nursing care are included to provide an assessment base for students. The study of Maslow's Hierarchy of Needs, as well as issues relevant to contemporary Maternal-Newborn nursing which may influence the effectiveness of health teaching and nursing care are included to assist the student with the establishment of priorities of care. The issues of adolescent pregnancy, the one-parent family, infertility, family planning, unemployment, and other social, cultural, and economic trends are discussed.

This course is designed for the student to apply classroom theory to clinical practice in an acute or community maternity healthcare setting for selected learning experiences. Related aspects of normal anatomy, pathophysiology, nursing skills, infant and maternal nutrition, pharmacology, therapeutic communications, and community nursing are integrated throughout the course.

PEDIATRIC NURSING

This course is designed to aid the student in identifying the role of the Practical Nurse in the care of children. Building on the knowledge and skills acquired in previous courses, the Nursing Process continues to be used to identify and determine the basic needs of children from infancy through adolescence. Principles of growth and development and the study of Maslow's Hierarchy of Needs are included to assist the student in meeting these needs. Special emphasis is given to the consideration of the pediatric client as a member of a family unit and of the community.

The effects of and responses to illness and hospitalization for clients and their families, the importance of the inclusion of family members in the planning and implementation of care, the provision of emotional support, and the necessity of individualizing nursing care for the client are discussed in order to enhance the effectiveness of the nursing care delivered.

Attention is also given to community agencies that are available to assist the nurse in meeting the needs of the pediatric client and their families. This course is designed for the student to correlate classroom teaching with selected learning experiences in community and acute care settings. Related aspects of

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

PROFESSIONAL PRACTICE

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

OBJECTIVES OF THE CURRICULUM

LEVEL 1

A correlation of classroom theory and selected learning experiences in a long term healthcare setting is provided in Level 1 and 2. At the end of Level I the student will be able to:

- Describe the relationship of the steps of the nursing process to the provision of nursing care to the client.
- Utilize critical thinking to deliver nursing care effectively to clients with simple nursing needs.
- Perform basic nursing skill procedures safely and accurately.
- Describe the Practical Nurses' legal role as a member of the Health Care Team.
- Discuss the ethical responsibilities of practice for the Practical Nurse.
- Utilize therapeutic communication skills to facilitate interpersonal relationships.
- Apply acquired body structure and function knowledge to implementation of nursing care.
- Document significant information relating to the client's condition with guidance.
- Apply knowledge of principles of microbiology to the implementation of nursing care.
- Utilize aseptic technique correctly.
- Describe the relationship of optimal nutrition to health.
- Perform pharmacological conversion problems accurately.
- Utilize medical terminology correctly.

LEVEL 2

A correlation of classroom theory and selected learning experiences in an acute care or long term health setting is provided in Level 2. At the end of Level 2, the student will be able to:

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

- Utilize critical thinking to deliver nursing care effectively to clients with various nursing needs.
- Administer medications safely and accurately.
- Utilize therapeutic communication skills to facilitate interpersonal relationships to clients of other cultures.
- Document significant information relating to the client's condition with guidance.
- Apply knowledge of principles of infection control to the implementation of nursing care.
- Utilize aseptic technique correctly.
- Evaluate the client's dietary practices and compare them to nutritional practices for optimum health.
- Utilize medical terminology correctly in documentation and speaking.

LEVEL 3

A correlation of classroom theory and selected learning experiences in an acute care health setting, long term care setting and community agencies, is provided in Level 3. At the end of Level 3 the student will be able to:

- Utilize the steps of the nursing process to the provision of nursing care to the obstetrical, pediatric, and adult client.
- Utilize critical thinking to deliver nursing care effectively to clients with moderately complex needs.
- Perform medication administration and IV skills procedures safely and competently.
- Apply acquired knowledge of nursing concepts to clients of all ages.
- Demonstrate ability to recognize specialized needs of clients relative to age.
- Demonstrate knowledge of the ethical-legal responsibilities of practice.
- Document accurately significant information relating to the client's condition.
- Participate in nursing interventions through the health-illness continuum in a variety of settings.
- Interact in a facilitative, purposeful manner with clients, families and health care members.
- Administer medications to the client safely and accurately with minimal guidance.
- Utilize the nursing process while performing nutritional care.
- Identify community resources available to assist with nursing interventions for clients.
- Assume responsibility for personal and professional growth.

EDUCATIONAL STANDARDS

1. Students in this program are expected to show consistent progress in their ability to utilize learning opportunities effectively and acquire and retain essential content and pertinent application in clinical practice.
2. Students are expected to attend all scheduled classes and planned learning experiences. If emergency situations necessitate absence, the student must take responsibility for making up missed assignments in order to meet all course objectives.
3. All class and clinical assignments are to be completed at the appointed time. Reason for late assignments is to be discussed with the individual instructor.
4. Students having difficulties in meeting the requirements should approach the instructor teaching the course or directing the clinical experience for individual guidance.
5. Students should be able to access the Google classroom website for all courses. Students are expected to “attend” online classes and participate in discussions and assignments.
6. Students are expected, as a class member, to volunteer for at least 16 hours of community service per year. Possible ideas include a first aid station at air shows, health fairs, etc.
7. Students are expected and held to all conduct policies set forth by The Rapha School including but not limited to, the Community Code of Conduct Policy, the Sexual Misconduct policy, Alcohol and Other Drug Policy. These policies are provided to each student, an additional copy can be requested from the administration office.

ATTENDANCE REQUIREMENTS

The scheduled curriculum is 1500 hours. The total number of hours required for each course including clinical hours must be completed before a student may progress within the program. Students who do not attend all program hours will be required to make up missed time OR, at the discretion of the director, be terminated from the program. More detailed information on the attendance policy can be found later in this handbook.

SATISFACTORY ACADEMIC PROGRESS

Financial aid recipients are required to maintain Satisfactory Academic Progress (SAP) in order to remain eligible to receive federal financial aid. The program consists of ten (10) grade evaluated courses as well as five (5) pass/fail clinical requirements. A Cumulative Grade Report (CGR) will be distributed to each student at the end of each payment period and will be the basis of determining SAP.

To maintain SAP a student must have received a passing grade, measured as 75% or higher for each completed course in the program, as well as a “Pass” for each completed clinical requirement. Completed programs are marked as such on the CGR. OR In the case of an advanced standing student who has been approved to transfer previously obtained credit to a course, that course shall be considered as completed with a grade above 75%

NOTE: A course grade of less than 75% on a CGR is not a failure to maintain SAP providing that course is ongoing and there is a reasonable expectation that the student will receive a grade of 75% or more prior to the completion of the course. An ongoing course in which the student has not earned a grade of 75% or above will result in the student being placed on academic probation for that course (see Student Probation).

Due to the nature of the program progression as well as the program graduation requirements, students failing to maintain SAP will not be given a financial aid warning nor will they be granted the opportunity to appeal the decision. A student failing to maintain SAP will no longer be able to progress through the program and will be notified of this during a meeting with the faculty and director. At that time the student will be required to withdraw or be terminated from the program.

Grading Policy

By the completion of each course, the student must achieve a minimum grade average of 75% in order to pass the course and advance within the program and/or to graduate. Grade calculations are carried to the tenths. Grades with a (0.5) or above will be rounded up to the next whole number. Grades with a (0.49) or below will be rounded down to the next whole number.

Final course grades calculated as follows:

| Fundamentals of Nursing | All Other Courses | Clinical Requirements |
|---|--|--|
| 80% Exam average 10% Course assignments 10% Lab quizzes | 80% Exam average 20% Course assignments | Pass/Fail Recorded as "Satisfactory" or "Unsatisfactory" |

Grading Scale

| Average | 0% | 65% | 67% | 70% | 74.5% | 77% | 80% | 83% | 87% | 90% | 93% | 97% | 100% |
|--------------|------|------|------|------|-------|------|------|------|------|------|------|------|------|
| Letter Grade | F | F | F | F | C | C | B | B | B | A | A | A | A |
| GPA | 0.00 | 1.00 | 1.30 | 1.70 | 2.00 | 2.30 | 2.70 | 3.00 | 3.30 | 3.70 | 4.00 | 4.00 | 4.00 |

Exams will be graded on the day given or within a one week time period. All exams are reviewed in class. Students may examine exams at any time. A student can request to examine the grades and the answer sheets after all students have taken the exam.

Clinical Performance Evaluation Rationale

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

The Clinical Performance Evaluations for Levels 1, 2, and 3 are based upon the level objectives.

Level 1, students perform nursing interventions for adult patients with simple nursing needs in a long-term care facility in accordance with the body system and basic human needs framework.

Level 2, students perform nursing interventions for adults on a medical surgical unit that require the needs of an acute care hospital in accordance with the body system and basic human needs framework.

Level 3, students perform nursing interventions for adult, maternity, and pediatric patients with specific nursing needs in an adult medical-surgical department or in a long term care facility in accordance with the body systems and basic human needs framework. Students will plan and provide care for a group of patients, readying them for entry into practice.

STUDENT PROBATION

Students may be placed on Academic, Attendance, and/or Community Code of Conduct violation probation at any time during the program. Instructors will notify the Director in writing of any student failing to meet the class objectives, violation of any Community Code of Conduct policies, or failing to progress in a manner which would allow meeting Level objectives. Attendance is taken each day by the instructor and recorded by the office manager; a student with more than one unexcused absence per level could be placed on probation. A student with two “excused absences”⁵ per level could be placed on probation.

Probation will be for a one month time period OR a period no longer than the end date of the current term or course in which the probation was based on whichever comes first, during which time the student may receive disbursements of Title IV aid as long as they are able to meet attendance requirements.

Students must meet expectations outlined by the director on the initial probation letter to be taken off probation, or be dismissed from the program. If during or at the conclusion of the probation period the student has met all expectations set out and continues to meet all SAP guidelines the student will no longer be considered on probation.

Class and clinical absenteeism may jeopardize the student’s ability to achieve the course objectives and may result in probation, or termination from the program. Further, students who have missed more than 10% of any payment period will not be eligible to receive Title IV funds until those hours are made up.

Following the end of the probation period there will be a conference between the student, the director, and instructor. Student grades and progress can only be discussed with the student; students cannot bring any other person (or advocate) in the teacher-student meetings. If the conditions that resulted in a student having a probationary period have not been remedied the student will be terminated.

If it has been determined that the student is terminated from the program for any reason, he or she may be considered for readmission under the “Return procedure after termination or withdrawal”.

⁵ excused abscesses include but are not limited to sickness/hospitalization with a doctor's note, bereavement, emergencies within the immediate family.

SAMPLE PROBATION REPORT

Student Name: _____ Date _____

Reason for probation:

- o Academic (current grade average) _____ Course name _____
- o Attendance (Hours missed to date) _____
- o Community Code of Conduct violation (specify) _____

- o Other (specify) _____

INSTRUCTOR RECOMMENDATION: _____

STUDENT COMMENTS: _____

LENGTH OF PROBATIONARY PERIOD:

For students under Academic Probation the probation period may not exceed the length of the course in question

FROM DD/MM/YY TO DD/MM/YY

Director Signature _____ Date _____

Student Signature _____ Date _____

Evaluation of performance meeting

Date: _____

Members present in meeting including student

Meeting notes: (please use back of page if additional space is required)

Outcome:

- Satisfactory improvement, probation dropped
- Unsatisfactory improvement, student terminated

Director Signature _____ Date _____

Student Signature _____ Date _____

REQUIREMENTS FOR GRADUATION

In order for a student to be eligible for graduation they must meet all of the following requirements:

1. Successfully complete all course requirements as outlined in this handbook
2. Maintain Satisfactory Academic Progress
3. Attend all hours of Theory and Clinical experience or the equivalent make-up hours as approved by the director.
4. Complete 16 hours of community service
 - a. The purpose of this requirement is to help better the local community in any way. There is no specific type of community service required and it does not have to pertain to nursing. To verify completion of all or a portion of your community service hours, obtain a Community Service form from the admissions office and complete it along with your supervisor or someone that can attest to your time spent volunteering.

Upon completion of these requirements a student is awarded a Diploma of Practical Nursing. Students are then eligible to take the NCLEX-PN. Students are required by the SBN to take their NCLEX-PN exam within one year of graduation.

All tuition and fees must be paid in full. Unless these financial obligations are met, licensure applications will not be submitted by the school, transcripts and any progress reports will not be provided.

ARTICULATION TO HIGHER EDUCATION/EMPLOYMENT

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

The Rapha School does not guarantee employment after graduation

TRANSFER OF HOURS

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

ADVANCED PLACEMENT PROCEDURE

Advanced standing is available to qualified individuals with related educational and/or work experience. The ultimate decision for advanced standing placement will be made by the coordinator and/or faculty and is contingent upon student qualifications and availability of seats in the program. At no time shall admittance of advanced standing students raise the clinical student/teacher ratio above 15:1. The Rapha School must receive original transcript(s) directly from all the institutions the applicant has taken courses. If a student has been accepted for Advanced standing in one or more courses it will be deemed that for the purposes of the program they have completed the required coursework and hours for that course.

Advanced standing students must meet the following requirements:

1. Provide an application to the program.
2. Pass a clinical practice evaluation meeting the clinical objectives of Level I or II, if requested.
3. Pass the final examination for each subject area to be waived with a minimum score of 80%; or have successfully completed an equivalent college level course in the last 12 months.
4. The didactic courses to be transferred should have been taken within the last three years before the date of admission.
5. The clinical courses to be transferred should have been taken within the last year before the date of admission.

Please note the following for advanced placement:

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

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

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

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

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

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

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

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

Entrance into the program will be permitted at various levels.

STUDENT WITHDRAWAL

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

REFUND PROCEDURE

1. The seating deposit is fully refundable if the student requests cancellation within five (5) calendar days after signing the enrollment agreement providing no classes have been attended or materials have been used. A request for cancellation which is not made in writing shall be confirmed in writing by the student within an additional period of 5 calendar days.
2. For a student requesting cancellation after the fifth calendar day following receipt of an Enrollment Agreement but prior to the beginning of classes, monies paid to the school shall be refunded except the non-refundable seating deposit.
3. If a student enrolls and withdraws or is terminated after the program has begun but prior to completion of the term the following minimum refunds apply:
 - a. For a student withdrawing from or who has been terminated from the program during the first 7 calendar days of the program the tuition charges refunded by the school shall be 75% of the tuition for the payment period.
 - b. For a student withdrawing from or who has been terminated from the program after the first 7 calendar days, but within the first 25% of the payment period, tuition charges refunded by the school shall be 55% of the tuition for the payment period.
 - c. For a student withdrawing or who has been terminated from the program after 25% but within 50% of the payment period, tuition charges refunded by the school shall be 30% of the tuition for the payment period.
 - d. For a student withdrawing from or who has been terminated from the program after 50% of the payment period the student is entitled to no refund.

Students who receive Title IV aid will be subject to the “Return of Federal Financial Aid” refund procedure. Computation of refunds will be from the date when the student last attended class. The school will follow Title IV procedures for the return of any Title IV funds. The Student will be notified in writing of their refund and a refund will be issued to the student within 45 days.

Refunds shall be made within 30-calendar days of the date the student fails to enter, withdraws, or is terminated from the program.

The Rapha School reserves the right to terminate or cancel the program, in which case a full refund will be given to the student. Students will be notified of cancellation within one week prior to the start of class.

RETURN PROCEDURE AFTER TERMINATION OR WITHDRAWAL

Students who have been terminated from the Practical Nursing program or who withdrew from the program by their own wishes have an opportunity to reapply to a subsequent Practical Nursing class. If a student wishes to return following a termination they must demonstrate through a meeting with the director, as well as submit an essay, that the circumstances under which they had previously been terminated will not be repeated. Certain circumstances for termination will result in a student not being permitted to re-apply. These circumstances include but are not limited to any violation that would endanger the safety of a patient or other member of The Rapha School community. It is the discretion of the Director whether a student will be permitted to reapply.

Students terminated based on failure to meet Satisfactory Academic Progress may return to school to repeat the level at which the failure occurred. Students failing clinical or otherwise dismissed or terminated may not return.

To return under this provision, students must have paid all tuition and other expenses of the program in full. There is a mandatory one-year waiting period before the student will be reconsidered for repeating the course, conditional upon the availability of a seat; however, the waiting period can be reduced at the sole discretion of The Rapha School administration.

A student is required to retake the course(s) he or she fails the first time. The student is not required to repeat the clinical component if he or she has already passed the clinical component.

However, a minimum of two weeks refresher clinical course is required of all repeating students, even when they have completed all the previous clinical requirements. Students may start at any time during the program that is prior to the point in the course in which the failure originally occurred.

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

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

Any return under this procedure is dependent upon availability of seats in the class that the student wishes to attend. Students will not be considered for readmission for any class until all eligible tuition and all other fees are paid in the year the student was originally enrolled.

The school is under no obligation to honor this agreement if admittance of a student under this policy causes the clinical student/teacher ratio to exceed 15:1 or 10:1 whichever is applicable based on the agreement with the clinical agency; further, the admittance must not exceed the classroom space and classroom teacher-student ratio for quality classroom delivery, as determined by the school.

COST BREAKDOWN

All Prices are Subject to Change. Financial Aid may be available to those who qualify. All costs and tuition prices are based on a full time student. Due to the nature of our program and the way in which we offer instruction, we do not allow part time students.

Pre-Entrance Costs

These fees are to be paid 14 days prior to program start date. Students who are PELL eligible are able to use PELL funds to cover all or a portion of these fees.

Seating Deposit⁶

\$120

This fee is fully refundable if the student requests cancellation, in writing, within 5 calendar days after signing the enrollment agreement provided no classes have been attended or materials used. A request for cancellation which is not made in writing shall be confirmed in writing by the student within an additional period of 5 calendar days.

Background Check

\$22

This fee covers the cost of the PA Criminal History Record Information (CHRI). This fee is not refundable once the enrollment agreement has been accepted.

Uniforms

\$128

Fee for two (2) school uniform scrubs that will be worn for all clinical experiences.

Stethoscope⁷

\$80

A Littmann Lightweight II S.E. 28" Stethoscope.

Laptop⁸

\$250

A Laptop for use provided by the Rapha School that is guaranteed to work with all programs required to complete coursework. This laptop becomes the property and responsibility of the student upon receipt and is not managed by The Rapha School.

Total pre-entrance expenses

\$600

Program Costs Explained

Tuition: All costs associated for attending classes in the program.

Textbooks: Texts required for course study. *Texts may be purchased pre-owned, subject to availability, or from other sources.

Reference Guides/Books: Reference aids and review materials.

⁶ This fee is waived for all returning graduates of The Rapha Schools NATCEP program.

⁷ This fee can be waived if the student already has a comparable stethoscope.

⁸ This fee can be waived if the student already has a laptop that meets all technology requirements.

Technology/Simulation Lab Fees: Costs for technology aids, teacher technology training, software and support, simulation mannequins, simulation software and hardware, and laboratory supplies.

Administration Fees: Administration, record keeping, support services for students, campus operating costs.

CPR Certification: BLS for Healthcare provider training and certification.

UWorld: UWorld NCLEX test preparation.

Graduation Costs/Fees: All costs associated with attending white breakfast and graduation ceremony including graduation whites.

Certification/NCLEX: Costs for Temporary Practice Permit, State license, Background check, and NCLEX test

TUITION & FEES

Day classes - 11 months 1500 hours

| Breakdown of Expenses | 1st Academic Year 900 Hours | | 2nd Academic Year 600 Hours | |
|---|--------------------------------|------------------|--------------------------------|--------------------|
| | ~450 Hours | ~450 Hours | ~300 Hours | ~300 Hours |
| Tuition | \$5625.00 | \$5625.00 | \$3750.00 | \$3750.00 |
| CPR Certification | \$65.00 | | | |
| Text Books* | \$251.00 | \$110.00 | | |
| Reference Guides/Books* | \$71.00 | | | \$48.00 |
| Technology/Simulation Lab | \$280.00 | \$280.00 | \$420.00 | \$420.00 |
| Administration Fees | \$247.50 | \$247.50 | \$165.00 | \$165.00 |
| U-World | | | \$300.00 | |
| Graduation Costs/Fees | | | | \$140.00 |
| Certification/NCLEX | | | | \$387.00 |
| Subtotals: | \$6539.50 | \$6262.50 | \$4635.00 | \$4910.00 |
| | | | Pre-entrance: | \$600.00 |
| Total Program Tuition and Charges including Pre-entrance expenses: | | | | \$22,947.00 |

Evening classes - 18 months 1500 hours

NOTE: Administrative fees are greater for evening classes to offset additional costs such as, six additional months of monthly operating costs, after hours on-call staff, etc.

| Breakdown of Expenses | 1st Academic Year 900 Hours | | 2nd Academic Year 600 Hours | |
|---|--------------------------------|------------------|--------------------------------|------------------|
| | ~450 Hours | ~450 Hours | ~300 Hours | ~300 Hours |
| Tuition | \$5625.00 | \$5625.00 | \$3750.00 | \$3750.00 |
| CPR Certification | \$65.00 | | | |
| Text Books* | \$251.00 | \$110.00 | | |
| Reference Guides/Books* | \$71.00 | | | \$48.00 |
| Technology/Simulation Lab | \$280.00 | \$280.00 | \$420.00 | \$420.00 |
| Administration Fees | \$765.00 | \$765.00 | \$450.00 | \$450.00 |
| U-World | | | \$300.00 | |
| Graduation Costs/Fees | | | | \$140.00 |
| Certification/NCLEX | | | | \$387.00 |
| Subtotals: | \$7057.00 | \$6780.00 | \$4920.00 | \$5195.00 |
| | | | Pre-entrance: | \$600 |
| Total Program Tuition and Charges including Pre-entrance expenses: | | | | \$24,552 |

Other Potential Costs

The cost for obtaining any of the health requirements (cost of physical, PPD, vaccines, etc) are not included and are the sole responsibility of the student. As part of clinical site requirements, students will also be required to obtain a urine drug screen at a cost of approximately \$80 to \$90. Students will also need shoes that are acceptable for clinical rotations.

Students may have other costs associated with attending the program that are not included in tuition and fees; including, but not limited to, transportation costs, food and housing, childcare.

PHILOSOPHY

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

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

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

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

We believe nursing is caring for the total human being by meeting the individual's physiological, psychological, emotional and spiritual needs.

We believe nursing has evolved to meet the needs of individuals holistically as well as being sensitive to the spiritual and cultural needs of the individual's family or significant others.

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

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

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

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

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

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

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

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

PROGRAM EVALUATION

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

STUDENT POLICIES

CELL PHONES

Clinical- cell phones must remain in the break room, in a car, or somewhere outside the clinical premises unless explicit individual permission is given by the instructor. Use of cell phones during clinical experience will result in dismissal from clinical experience for the duration of the day with a deduction for the amount of time missed (from the time of dismissal) added to your attendance record.

Absolutely no photos or video is to be taken at any time anywhere on the premises of any clinical location. Taking photos in hallways, nurses stations, direct patient care areas, or patient rooms has the potential to violate HIPAA and therefore is completely banned. Students caught taking photos or video will result in immediate dismissal from clinical for the day and a meeting will be scheduled to determine if the student will be removed from the program.

Classroom- cell phones must be turned off and use during class is prohibited. During tests and quizzes cell phones must be placed away and out of reach. They can be collected once **all** students have submitted their test. Cell phones may be used during breaks and lunch in designated areas only.

AUDIO/VIDEO TAPING

Students are not allowed to make any kind of audio or video taping (as well as any kind of picture taking), which applies to both didactic and clinical classes, without prior permission from the instructor. Anyone violating the policy will be subject to disciplinary action, including probation or expulsion from the school.

CLASS HOURS

Students taking day classes have the following schedule: Monday through Thursday from 8am-4:30pm (in class theory hours) or 6:30am-5pm (clinical hours) as indicated on the course calendar. The schedule for evening classes is as follows: Monday through Thursday 5pm-9pm as well as every other Saturday 6:30am-5pm. Students are expected to be on duty, ready to report promptly per the schedule. A half-hour lunch period is provided during the day, unless otherwise specified.

LUNCH AND BREAKS

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

A fridge, microwave, coffee machine, and water dispenser are provided at The Rapha School in which to store and prepare snacks and lunch. Breaks will be provided at the discretion of the Faculty.

SMOKE-FREE FACILITY

A half-hour lunch period is provided during clinical and classroom periods, unless otherwise specified. The Rapha School and clinical sites are smoke-free facilities. Students wishing to smoke on a break or before or after clinical/class hours must only do so in designated areas.

STUDENT UNIFORM

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

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

The uniform must be complete at all times. It must be clean, unwrinkled, and well fitting. The uniform is not to be worn except in accordance with the learning experiences of the program. If a student is involved with business/personal stops, a coat must be worn to cover the uniform.

Students should be aware that wearing the school uniform showing the school logo in public or online is considered a representation of the school and therefore students are held to Code of Conduct policies even if they are not at the school or clinical locations.

Should a student's clothing become soiled with a patient's blood/body fluids, the student should change into scrub clothing, wash areas of exposed skin with soap and water, and launder their clothing per agency policy. Soiled clothing is to be handled with gloves and laundered separately using the hot water cycle and detergent.

PERSONAL APPEARANCE

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

Hair must be clean, neat, well styled, and out of the face and eyes. Facial hair is permitted but must be neat, well trimmed, and of reasonable length. Exaggerated hair styles or colors are not acceptable. Hair bows are not permitted to be worn. If barrettes and/or pins are worn, they must be white or dark in color. Makeup and cologne must be conservative.

Fingernails must be of reasonable length, clean and well-manicured. Clear or neutral colored temporary nail polish may be worn. Acrylic nails or other permanent nail coverings i.e. gel polish is not acceptable.

Jewelry should be kept to a minimum. Rings with stones should not be worn during patient care due to infection control issues and the likelihood of scratching the fragile skin of the elderly. Students may wear post-type earrings in one set of ear piercings, multiple earrings fall under facial piercings.

Facial piercings must be removed in accordance with policies of clinical location. Students can consult their instructor and clinical location policies for more information.

Visible tattoos depicting offensive material must be covered at all times at clinical locations. All other visible tattoos may be asked to be covered at the discretion of the clinical instructor in consultation with policies of clinical location.

Gum chewing is not permitted while in clinical.

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

CARS AND PARKING

Each student is responsible for his/her own transportation. Parking is free at the school and clinical sites. Cars parked at the school must be parked towards the grass at an angle on the right side of the parking lot. Please allow for faculty parking closest to the building. No cars may be parked in front of the school along the walkway.

COMMUNICATIONS

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

Information specific to individual students will be placed in the students' mailbox.

Communication with faculty must be done through their school email address. Other methods of communication i.e. group text, messenger app, etc. may be used at the discretion of the instructor. Please allow a 24 hour response time.

Students are not permitted to contact or add/be friends with faculty or staff on any social media platform while enrolled. Students who were previously connected with staff through social media shall refrain from communicating using these platforms in a professional/student capacity.

CHANGE OF ADDRESS

Students must maintain current address, home and cell phone numbers, and email address, with the school. Any changes must be reported to the Office Administrator as soon as possible.

SCHOOL CLOSINGS

In the event that school may be closed due to inclement weather, emergency, or other reason, the closing will be announced through school email. It is the students responsibility to check their email frequently including each morning for updates. The instructor will assign coursework for students to make up their hours for that day.

HIPAA

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

SCHOOL SAFETY PROGRAM

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

ATTENDANCE POLICY

The Practical Nursing program is a 1500 hour, "clock-hour" program in which attendance is taken and **all time is accounted for**. Students are expected to attend all scheduled classes and planned learning experiences. Students should report to class and clinical promptly at the start of the day as well as after lunch/breaks and should not leave early. Student attendance is recorded in 15 minute increments.

Students who do not attend all program hours will be required to make up missed hours OR, at the discretion of the director, be terminated from the program. A faculty member must approve the time and manner in which the student will complete the make up hours. If a student misses any program hours the hours may not be required to be made up providing one of the following is true:

1. The total number of hours missed do not exceed 10% of the payment period
2. The faculty have determined that the hours missed do not impede on the students ability to successfully pass all courses

If a student has missed time where the criteria above is not met, the student will be required to make up that time prior to the end of the payment period. Students are not permitted to progress in the program and will be terminated if hours are not made up by that time.

Students who miss more than 10% of any payment period may not be eligible for Title IV aid disbursements until those hours are made up.

Excused absences

Illness: Any communicable illness. Any illness that would impede the students ability to perform their duties in class/clinical or distract another student. Absence of three (3) or more consecutive days due to illness must be verified by a physician's written excuse before admission to the classroom or clinical area. A physician's written excuse may be requested for repeated absences or absences of less than three (3) days at the discretion of the Coordinator.

Bereavement: Three (3) successive days are permitted for a death in the immediate family. Members of the immediate family shall be defined as father, mother, brother, sister, son, daughter, husband, wife, parents-in-law, or near relative who resides in the same household as the student, or any person with whom the student has made his/her home. One (1) day is allowed for attendance of the funeral of a near relative. Near relatives shall be defined as the student's first cousin, grandfather, grandmother, aunt, uncle, niece, nephew, son-in-law, daughter-in-laws, brother-in-law, and sister-in-law.

Unexcused absences

Personal: Any absence that is not due to illness or bereavement including work, doctors appointments, children's appointments etc.

At times students may be absent due to extenuating circumstances not covered under illness or bereavement, these circumstances can be discussed with the director who will make a final decision whether or not the absence will count as excused.

Call off

A student who will be tardy or absent must report this using **one** of the following methods:

1. Email absentee@theraphaschool.com
2. Text **724-397-0107**

The email/text **must include**:

1. Students Name
2. Date of Absence OR expected time of arrival
3. "Personal" or "illness" or "bereavement"

This email/text must be received at least an hour prior to the start of class or clinical. If it is not received by that time, it will be considered an unexcused absence even if the student's reason would otherwise qualify as an excused absence. Contacting the instructor to report tardiness or absence may be a procedure requested of that instructor however it **does not** count as a proper call off.

Tardiness

Students who will be tardy must follow call-off procedures to report what time they are expected to arrive. Students will be marked on attendance based on the next closest 15 minute mark. E.g. Students arriving at 8:05 will be marked as arriving at 8:15. Students with three tardies in one payment period will be placed on attendance probation. Time missed as a result of tardiness may be required to be made up. It is the responsibility of the student to inquire about make up hours.

| Tardiness Policy | | |
|---------------------------|---------------------|-------------------------|
| First and Second Instance | Third Instance | Fourth Instance |
| Verbal warning | Placed on probation | Terminated from program |

Absence

Students who are absent must follow call-off procedures. Students will be marked as absent and will not receive any hours regardless of absence being excused or not. Time missed for excused absences may still be required to be made up. It is the responsibility of the student to inquire about make-up hours. At the discretion of the director, a student may be terminated for more than three (3) excused absences if it is felt the student's absence has affected their academic performance.

| Absence Policy | | | | | |
|----------------|----------------|-----------------|--|----------------|--|
| First Instance | | Second Instance | | Third Instance | |
| Excused | N/A | Excused | Doctors note may be requested if absence is due to illness | Excused | Doctor's note required to return to class or clinical. If no doctors note is provided absence is recorded as unexcused |
| Unexcused | Verbal Warning | Unexcused | Placed on probation | Unexcused | Terminated from program |

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

MAKE-UP

In the case of student absence, the student must take responsibility for making up missed hours AND missed exams/assignments in order to meet all course objectives and progress within the program. It is solely the student's responsibility to keep record of any and all missed hours, exams, and or assignments and ensure make-up work is completed.

Assignments/Exams

A student must contact the instructor/instructors for each course missed to gather missed lecture information/assignments.

Missed exams follow the discretion of the instructor. Each instructor may have different rules regarding retaking a missed exam

Homework assignments should be submitted by email or google classroom regardless of absence. Follow the guidelines of your instructor for submitting assignments.

Program hours

Students missing program hours, may not be required to make up those hours providing one of the following is true:

3. The total number of hours missed do not exceed 10% of the payment period
4. The faculty have determined that the hours missed do not impede on the students ability to successfully pass all courses

If a student has missed time where the criteria above is not met, the student will be required to make up that time prior to the end of the payment period. Students are not permitted to progress in the program and will be terminated if hours are not made up by that time. Any make-up time must be completed before a student is considered to have successfully completed the program.

The director or designate will make a determination regarding the method of make-up work. Acceptable methods of make up will include, but will not be limited to, additional assignments, observational experiences, or clinical with another class or clinical group.

I _____ have read and fully understand all Attendance and Make-up policies. I understand that I can be placed on probation and/or terminated from the program for failing to meet attendance requirements. I understand the situation(s) in which a doctor's note is required and that any costs associated will be my responsibility.

Date: _____ Signature: _____

ACADEMIC HONESTY

In an effort to create an environment that all students feel fair, comfortable, and productive, The Rapha School makes Academic Honesty a high priority. Instructors abide by the same testing standards and we expect students to complete graded, non testing materials on their own without the help of others unless the assignment has been created to be completed as a group.

The testing policy is as follows:

1. All phones are to be put in a secure area (a basket within a desk drawer the instructor has access to) until all exams are completed and given to the instructor
2. All textbooks and notes are to be cleared off desks and put away in bags or out of reach and sight on the floor next to your desk. You may not take out your notes or collect your phone until all tests have been received by the instructor
3. Absolutely no talking during testing until all tests have been completed and given to the instructor. If your test has been collected, you are to quietly sit at your desk until all tests have been completed and received by the instructor

Any failure to abide by the above policies or any other actions that are considered “cheating” can result in an immediate failing grade (0%) on the exam. Any failure to complete individual assignments in an individual way can result in an immediate failing grade (0%) on the assignment. In all cases, a meeting with the instructor and director by all parties involved will be required.

HEALTH PROGRAM

ILLNESS/INJURY

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

REGULATIONS TO PREVENT INFECTION TRANSMISSION

Use blood and body fluid precautions for all patients.

Use gloves when in contact with blood, body fluids, or mucous membranes, for handling items or surfaces soiled with blood or body fluids, and for performing vascular access procedures.

Wear masks and protective eyewear or face shields during procedures likely to generate air-borne droplets of blood or other body fluids to protect exposure of mucous membranes of the mouth, nose, or eyes.

Wear gowns during procedures likely to generate splashes of blood or other body fluids.

After use, place sharps in the puncture resistant container.

Students with open lesions or weeping dermatitis are not allowed to deliver direct patient care or handle equipment.

Students must do a three-minute hand wash prior to the beginning and end of each shift, and if their hands become contaminated by body fluids. A one-minute hand wash before and after a break or lunch. A 15-30 second hand wash prior to and immediately after patient contact.

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

STUDENT COUNSELING SERVICES

Academic progress conferences will be held with students as necessary throughout the program and with each clinical evaluation. The Rapha School offers extra training hours at the end of each program session in the form of skills practice as well as program content reviews. All students admitted to the program are able to and encouraged to attend these extra training hours.

If in need of spiritual counseling, it can be provided by the Acting Director of the School, Pastor Micah McMillen. Students can be directed to him through any member of our staff. If a student wishes to confidently request spiritual counseling services, Micah can be reached at 724-422-5789.

LEAVE OF ABSENCE

Due to the nature of the program progression as well as the program graduation requirements, students needing to request a leave of absence will need to withdraw from their current program enrollment and be asked to reapply at a later date. For information on reapplication please see "Return Procedure After Termination or Withdrawal" in the Program Guide.

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

CONSTITUTION DAY

Students will review the constitution on Constitution Day, which is September 17th of each year. Students will read portions of the constitution and sign that they have read and understand this important document.

STUDENT ORGANIZATION

Each program cohort will vote for class officers to represent and perform duties in the interest of all students.

Approximately 1 month after the program start date the class will vote by anonymous ballot to fill each of four (4) positions; President, Vice President, Historian, and Treasurer. Each candidate will be chosen by nomination or self appointing.

Students will rely on the individuals elected to represent them and serve in the best interest of every student. If an elected officer should not fulfill their duties or no longer operates in the best interest of the class this issue should be brought to the attention of the president so it may be addressed in a meeting. If the officer in question is the President, the issue should be brought to the attention of the Vice President who will, in such a circumstance, be permitted to call a meeting. An officer may be impeached by a $\frac{2}{3}$ majority vote from the entire program cohort.

OFFICER POSITIONS

President

The President of the class will serve as the representative of all students in their program cohort. The President will perform/be responsible for the following duties:

- ❖ Hear all issues brought by students without bias
- ❖ Call all meetings (officer and term meetings)

Chair meeting

Provide agenda

- ❖ Hold officer meetings as needed

An officer meeting is to be called to address any issues brought by students, the president along with the other officers will determine the frequency of these meetings provided student issues are addressed in a timely manner. These meetings may or may not include a member of staff however the president should invite a staff member if it is determined an issue should be escalated.

- ❖ Hold term meetings at least once per term (minimum of 3 meetings). At least one member of the staff should be present for a term meeting

Term meetings are to be called to address the thoughts and comments of the cohort in regards to the teaching and activities of the term. Comments/surveys should be collected from all students with sufficient notice for students to participate, including the option to comment anonymously, prior to each of the term meetings. Presidents will read comments/surveys and compile any issues/complaints/positive feedback to bring forth during the term meeting.

- ❖ Attend an advisory committee meeting hosted by the Rapha School as well as a minimum of two (2) Rapha School faculty meetings throughout the program
- ❖ Give a speech at the graduation ceremony

Vice President

The vice president will support the president and be a representative of all students without bias. The President will perform/be responsible for the following duties:

- ❖ Updating/decorating the student white board and student life bulletin board in the classroom
- ❖ Coordinating and planning student spirit activities. Student spirit activities may include a christmas party, other holiday party, potluck lunches, etc. As well as decorating for holidays
- ❖ Work with administrative staff to create/send out comments/surveys that will be collected by the students for term meetings

Historian

The historian will be responsible for documenting class activities by recording stories and taking pictures/videos as well as act as a community outreach liaison. The Historian will perform/be responsible for the following duties:

- ❖ Create a presentation (generally a slideshow) to present at the graduation ceremony
- ❖ Research volunteer activities for students to earn their volunteer hours, whether as a class or individually

Treasurer

The treasurer will be responsible for arranging any fundraising events and managing funds from these events.

- ❖ Act as coordinator for any fundraising event

Collect and keep track of funds used and raised. Hold a meeting/vote to ensure any money raised is being used in a manner all students agree upon. Funds raised can be donated to charity organizations, used for student life activities (trips, pizza parties, etc.) or simply be used for student tuition. This is not a comprehensive list, the funds may be used for anything that your class agrees upon.

- ❖ Act as liaison to request student supplies needing to be replenished (bathroom supplies, student supplies, etc)

STUDENT REQUEST FOR TRANSCRIPT/DIPLOMA OF COMPLETION

Students will receive an official transcript upon completion of all graduation requirements including full payment. Students carrying a balance on their account **will not receive a transcript until their account is paid in full**. Students needing official transcripts sent to another institution will need to complete the transcript request form at theraphschool.com. There is a \$40 fee for official transcripts to be sent. Transcripts/Diplomas are not given out for students who only partially completed the program.

STUDENT RECORDS

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

Permanent records on students admitted including both clinical and theoretical experience and achievement shall be kept ad infinitum in a locked file cabinet at the school.

Health records shall be kept for five years following completion of the program.

GRIEVANCE PROCESS PROCEDURE

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

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

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

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

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

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

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

The Rapha School LLC

17 Griffith Drive

Home, PA 15747

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

The Pennsylvania Department of Education (PDE) will accept all written and signed complaints against colleges, universities and seminaries certified to operate in Pennsylvania that may adversely affect students or consumers. The person filing the complaint with PDE must attest that the following is true:

The person has followed the institution's published grievance policy in an attempt to resolve the dispute.

The person did not receive a satisfactory resolution and is contacting PDE as a last resort in the grievance process.

The person has submitted the complaint to PDE in writing using the "Higher Education Complaint Form".

The person has signed the form attesting to the truth and accuracy of the complaint.

The person has submitted evidence to support the allegations against the institution. (Please do not submit original documents as they may not be returned.)

The person recognizes that PDE will not accept an anonymous complaint.

By signing the form, the person acknowledges that PDE may share the complainant's name and the information provided by the complainant with the institution in order to help resolve the dispute.

Upon receiving a student complaint, PDE will determine if the matter being disputed falls within its jurisdiction. If preliminary findings indicate a violation by a higher education institution, PDE shall attempt to resolve the complaint. All parties will be notified of the outcome of the investigation.

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

Pennsylvania's Right to Know Law (RTKL) provides that records of an agency relating to a non-criminal investigation, including complaints submitted to an agency, are exempt from disclosure. However, in the event the Office of Open Records or a court would determine that records being submitted are not exempt from disclosure, the Department would have to disclose them.

Please direct all inquiries to:

Pennsylvania Department of Education
Forum Building
607 South Drive
Harrisburg, PA 17120

Or

The State Board of Nursing
PO Box 2649
Harrisburg, PA 17105-2649.

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