



THE RAPH A SCHOOL, LLC

Practical Nursing

Program Guide

Day & Evening Classes

2023-2024

The Rapha School, LLC

17 Griffith Drive
Home, PA 15747

Mission Statement

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

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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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. Applicants must be seventeen years of age or older.
2. Graduate of an accredited high school or GED equivalent.¹
3. Satisfactory scores on the ATI Test of Essential Academic Skills (TEAS).²
4. Evidence of good mental and physical health determined by a Pre-entrance Physical Exam.
5. Personal qualifications will be evaluated through two (2) letters of recommendation and an information session with a member of the Admissions Committee. Qualifications should include a genuine interest in people and motivation for nursing.
6. Due to the nature of the Practical Nursing curriculum, all students must rotate through all clinical agencies, acute care hospitals, and skilled nursing facilities. Students will not be admitted to the program if they cannot fulfill these objectives of the program.
7. A Criminal History Record Check that does not list any prohibitive offenses contained in act 169 of 1996.
8. Individuals who have English as a foreign language will need to take the TOEFL, scores will be evaluated by the admissions committee, but generally a 50 on this exam is recommended.

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

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

¹ 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.

² 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.

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.

Before acceptance to the school, all students must pass a pre-entrance physical examination and have a physician or CRNP (Certified Registered Nurse Practitioner) complete the school's physical examination form. The examination must be dated within 12 months of the program start and include the following:

1. A completed Physical
2. Two Step Mantoux Test OR an IGRA blood test (chest x-ray if positive Mantoux Test)
3. Complete Blood Count (CBC)
4. Urinalysis (UA - drug test is not necessary)
5. Proof of the following Immunizations:
 - a. Tdap (must show proof of immunization within 10 years)
 - b. MMR
 - c. Varicella or a documented history of having Chicken pox
 - d. Hepatitis B (3 injections, first injection must be before clinical begins)
 - e. Seasonal Influenza vaccine OR exemption
 - f. Full series of COVID-19 vaccine OR exemption³

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.

³ COVID-19 exemptions must be approved by the clinical site. If an exemption is not approved the student will be required to receive a full series vaccine.

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 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 1530 clinical and theory hours, divided into three levels. These hours are completed in 12 months for students taking day classes and 18 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 830 hours of clinical.

As of this publication The Rapha School offers only one day-time Practical Nursing program per year and one evening program every two years. Therefore students must attend all scheduled class and clinical hours in order to progress with the intent to finish in the time specified.

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

Level 1	Hours	Level 2	Hours	Level 3	Hours
Medical Surgical Nursing I	80	Medical Surgical Nursing II	160	Maternal and Child Nursing	40
Fundamentals of Nursing	190	Medication Administration/ IV Therapies	40	Pediatric Nursing	40
The Influence of a Christian Nurse in a Secular World	30	*Clinical Med./Surg. Lvl. 2	200	Professional Practice	40
Caring for the Older Adult	40			*Clinical Med./Surg. Lvl. 3	350
Pharmacology/ Herbal therapies	40			*Clinical Maternal/Child	40
*Clinical Med./Surg. Lvl. 1	200			*Clinical Pediatrics	40
Total Hours Lvl. 1	580	Total Hours Lvl. 2	400	Total Hours Lvl. 3	550

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

The scheduled curriculum is 1530 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. A faculty member must approve the time and manner in which the student will complete the make up hours. If a student misses time due to an “excused absence” 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 that is not due to an excused absence or in the case of an excused absence 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. A student who is not making reasonable effort to make up missed time will be placed on Attendance probation.

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

Letter Grade	Grade Percentage
A	90-100
B	80-89
C	75-79
F	74 or below (Failing)

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”⁴ 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.

⁴ excused absences include but are not limited to sickness/hospitalization with a doctor's note, bereavement, emergencies within the immediate family.

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".

SAMPLE PROBATION REPORT

Student Name: _____ Date _____

Reason for probation:

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

- 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

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

The following is The Rapha School refund procedure adopted from the Pennsylvania Bureau of Private Licensed Schools:

1. For a student canceling 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.
2. 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 term.
- 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 term, tuition charges refunded by the school shall be 55% of the tuition for the term.
- c. For a student withdrawing or who has been terminated from the program after 25% but within 50% of the term, tuition charges refunded by the school shall be 30% of the tuition for the term.
- d. For a student withdrawing from or who has been terminated from the program after 50% of the term 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 and policies will be followed according to Section 21.173 of the State Board regulations. Students will be notified of cancellation within one week prior to the start of class.

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.

Program Costs Explained

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

Textbooks: Texts required for course study.

Reference Guides/Books: Reference aids and review materials.

Technology/Instructional Fees: Costs for infrastructure, teacher technology training, software, and support.

CPR Certification: BLS for Healthcare provider training and certification.

ATI testing: Assessment Technologies Institute review and predictor testing.

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

TUITION & FEES

Day classes - 12 months

Breakdown of Expenses	1st Academic Year 900 Hours		2nd Academic Year 630 Hours	
	~450 Hours	~450 Hours	~315 Hours	~315 Hours
Tuition	\$5075	\$5075	\$3516	\$3517
Text Books	\$320	\$99		
Reference Guides/Books	\$128			
Technology/Instructional Fees	\$500	\$280	\$280	\$280
CPR Certification	\$65			
U-World			\$320	
Graduation Costs/Fees				\$945
Subtotals:	\$6088	\$5454	\$4116	\$4742
			Pre-entrance:	\$720
Total Program Tuition and Charges including Pre-entrance expenses:				\$21,120

Evening classes - 18 months

*Instructional 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 630 Hours	
	~450 Hours	~450 Hours	~315 Hours	~315 Hours
Tuition	\$5075	\$5075	\$3516	\$3517
Text Books	\$320	\$99		
Reference Guides/Books	\$128			
Technology/Instructional Fees	\$1250	\$1030	\$1030	\$1030
CPR Certification	\$65			
U-World			\$320	
Graduation Costs/Fees				\$945
Subtotals:	\$6838	\$6204	\$4866	\$5492
			Pre-entrance:	\$720
Total Program Tuition and Charges including Pre-entrance expenses:				\$24,120