Health Sciences Center
Practical Nursing Program
(LPN)

Practical Nursing

Student

Handbook

PN1: 2025-2026
PN2: 2026

FRANCIS TUTTLE
Technology Center

PRACTICAL NURSING

FRANCIS TUTTLE
TECHNOLOGY CENTER

STUDENT HANDBOOK
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WELCOME

Welcome to Francis Tuttle Technology Center and the Practical Nursing Program. The program will assist you to gain the knowledge and skills necessary to become a Licensed Practical Nurse. The career that you have selected is both demanding and rewarding. We are glad that you chose to join us and hope you will find this experience a period of personal and professional growth and fulfillment.

This handbook is designed to answer some of the questions that you may have about the Practical Nursing Program. When questions arise concerning topics not discussed on the following pages, please do not hesitate to consult with the program director, faculty, and staff. Due to the uniqueness of this program, there are many policies and procedures found in this student handbook that differ from the Francis Tuttle Technology Center Student Handbook. The administrative officers are aware of these differences and are in full support of the Practical Nursing program.

Students are to know and adhere to guidelines, policies, and procedures as set forth in the Practical Nursing Program Student Handbook, and Francis Tuttle Student Handbook. It is the responsibility of the students to read these handbooks and request clarification if something is not understood. Please keep these handbooks as a reference for questions that may arise during the year.

Every effort is made to not change a program policy during the school year. On occasion, changes must be made due to revisions in school policy, student safety, or operation of the program. If changes are made to any of the policies in this handbook or new policies are added, you will be provided with a printed copy of the change. That additional document should be secured in this handbook for future reference.

We look forward to working with you and wish you success in reaching your goals as you pursue the study of your chosen career.

Sincerely,

Practical Nursing Program Faculty

ACCREDITATION/APPROVAL STATUS

The Practical Nursing Program is fully accredited/approved by the following agencies:

Agency	Date of the Next Site Visit
The Practical Nursing Program at Francis Tuttle Technology Center at the Rockwell Campus located in Oklahoma City, Oklahoma is accredited by the: Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road, NE, Suite 1400, Atlanta, GA 30326 (404) 975-5000, www.acennursing.org The most recent accreditation decision made by the ACEN Board of Commissioners for the Practical Nursing Program is Continuing Accreditation.	Spring 2030
Oklahoma Board of Nursing 2915 North Classen, Suite 524, Oklahoma City, OK 73106 (405) 962-1800, www.oklahoma.gov/nursing	Fall 2025
Oklahoma Board of Career & Technology Education 1500 West 7th Ave., Stillwater, Oklahoma 74074 (405) 377-2000, www.okcareertech.org	Spring 2027

NONDISCRIMINATION POLICY

There will be no discrimination in the district because of race, color, sex, pregnancy, gender, gender expression or identity, national origin, religion, disability, veteran status, sexual orientation, age, or genetic information in its programs, services, activities and employment.

The following people have been designated to handle inquiries regarding the district's non-discrimination policies:

Dr. Jason Brunk, Executive Director of Human Resources 12777 N Rockwell Ave
Oklahoma City, OK 73142 405-717-4284
Jason.Brunk@francistuttle.edu   and/or

Jaared Scott, Ed. D., Deputy Superintendent/COO 12777 N Rockwell Ave
Oklahoma City, OK 73142 405-717-4256
Jaared.Scott@francistuttle.edu

Outside Assistance may be obtained from:
U.S. Department of Education Office for Civil Rights
One Petticoat Lane
1010 Walnut Street, Suite 320 Kansas City, MO 64106
(816) 268-0550
(816) 268-0599 (Fax)
(877) 521-2172 (TTY)
E-mail: OCR.KansasCity@ed.gov

SCOPE OF PRACTICAL NURSE

The licensed practical nurse is an integral part of the health care team. As advances have been made in the treatment of illnesses, many areas have become available to the licensed practical nurse. The following scope of practice for the Licensed Practical Nurse is taken from the Oklahoma Nursing Practice Act (2020), § 567.3a.4.

"Licensed practical nursing" means the practice of nursing under the supervision or direction of a registered nurse, licensed physician, or dentist. This directed scope of nursing practice includes, but is not limited to:

a. contributing to the assessment of the health status of individuals and groups,
b. implementing the appropriate aspects of the plan of care,
c. delegating such tasks as may safely be performed by others, consistent with educational preparation and that do not conflict with the Oklahoma Nursing Practice Act,
d. providing safe and effective nursing care rendered directly or indirectly,
e. participating in the evaluation of responses to interventions,
f. teaching basic nursing skills and related principles,
g. performing additional nursing procedures in accordance with knowledge and skills acquired through education beyond nursing preparation, and
h. delegating those nursing tasks as defined in the rules of the Board that may be performed by an advanced unlicensed assistive person.

OKLAHOMA BOARD OF NURSING REQUIREMENTS FOR LICENSURE

The Francis Tuttle Technology Center Practical Nursing Program is approved by the Oklahoma Board of Nursing (OBN). Graduates of this state-approved program are eligible to apply to take the National Council Licensure Examination (NCLEX) for practical nurses.
Applicants for Oklahoma licensure must meet all state and federal requirements to hold an Oklahoma license to practice nursing. More information on the requirements for licensure is located on the OBN's website at www.nursing.ok.gov.

CAREER CLUSTER PROJECT

Francis Tuttle Technology Center is part of a large network of career and technology schools in the state of Oklahoma. All schools in this network are a part of the Oklahoma Department of Career and Technology Education (ODCTE).

ODCTE has assumed a leading role in the implementation of a national project titled "Career Clusters". The administration, staff, and instructors at Francis Tuttle Technology Center support this statewide effort.

Career Cluster Goals

1. Provide a conceptual structure to expand educational and career opportunities for learners.
2. Provide continuous learning opportunities to help learners advance in their careers.
3. Create an easier transition to postsecondary education.
4. Support uniform curriculum alignment across education systems.

Categorization

Career Clusters are broad occupational groupings of specific industry based jobs and provides a way for schools to organize instruction and student experiences around categories that encompass virtually all occupations from entry through professional levels.

Each Career Cluster is divided into "Career Pathways." Every pathway has many associated

"Career Majors." Practical Nursing is categorized like this.

Career Cluster:	Health Careers Education (HCE)
Career Pathway:	Therapeutic Services
Career Major:	Licensed Practical Nurse

Many Career Majors in the Therapeutic Services pathway have the same courses. Students who have taken a course while enrolled in one career major will have the opportunity to not repeat that course when switching to a different career major in the same pathway.

Upon successful completion of the Licensed Practical Nurse Career Major, a student is eligible to apply to the Oklahoma Board of Nursing for permission to take the national licensure exam. Upon passing the licensure exam, the Oklahoma Board of Nursing can issue a license to practice as a practical nurse.

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Program Overview

PRACTICAL NURSING PROGRAM MISSION AND VISION STATEMENT

It is the mission of the Francis Tuttle Practical Nursing Program to provide our students with an innovative, industry-driven educational experience that prepares them to provide quality patient care in a variety of settings. Our vision is to be the first choice for obtaining practical nursing education in the Oklahoma City area.

PRACTICAL NURSING PROGRAM PHILOSOPHY

Practical Nursing Education: We believe the foundation of the **practical nursing education** learning process is the student–teacher relationship. Learning is enhanced in a collaborative environment characterized by active, responsible student involvement and faculty who function as facilitators, experts, and resources. Students are responsible for their own learning. Faculty are responsible for maintaining an expert knowledge base, managing the learning environment to the maximum benefit of the learner, and implementing teaching strategies and methodologies to meet the diverse learning styles of students.

To accomplish our mission, the student must transition to the role of the practical nurse. The transition requires an understanding of the Program's fundamental beliefs about human beings and the way they learn. An understanding of the practical nurse's clients, a collective definition of health, and the ever-changing role of the practical nurse in our current health care system is needed to fully realize the scope of our mission and philosophy.

Our instructional focus is on the process of learning how to learn. The knowledge acquired in our nursing program is only a beginning. The practical nurse who seeks to remain competent and mobile in the profession must have a commitment to lifelong learning. It is essential for the practical nurse to know how to acquire new knowledge from various sources outside of formal educational setting.

Clients: Our customers are the **clients** for whom practical nurses provide care. Individuals and the environment in which they exist are the primary focus of the practical nurse.

Clients are multidimensional in nature and have various healthcare needs across their lifespan. As multidimensional beings, clients function within and are influenced by their surroundings. These environmental factors often include socio-cultural systems, spiritual preferences, and family dynamics. Clients are recognized as autonomous and have the right to choose goals and interventions based on their identified needs.

Health: Our program defines **health** as an individually perceived, dynamic state that fluctuates on a continuum throughout the life of the client. Internal and external factors influence the individual's ability to adapt to and/or maintain an optimal level of functioning of all systems, both physiological and psychological.

Role of the Practical Nurse: A practical nurse's **role** is the application of both art and science to assist individuals in meeting certain health needs across their lifespan. The art of nursing is driven by the concept of caring. The science behind nursing first couples critical thinking with scientific knowledge. These two principles are then applied to problem-solving methodologies for identification of complications, recognition of desired outcomes, implementation of standard interventions, and evaluation of results. Excellence in nursing incorporates collaboration and clear communication not only between the nurse and client, but also between all individuals associated with the care of that individual. Maintaining the integrity of nursing as a profession involves practicing with responsibility and accountability. We strive to instill this integrity by consistently integrating Francis Tuttle Technology Center's core values in our day-to-day actions and decisions. These core values include the following: service, trust, aspiration, respect and responsibility.

Practical nursing roles vary within the health care industry. The responsibilities and level of supervision are diverse due to the multiple areas of employment available to the licensed practical nurse. We believe it is our responsibility to provide a broad-based curriculum focusing on care in a variety of settings while working within the scope of practical nursing.

A successful educational process results in positive changes in all learning domains. To achieve success, the curriculum must be continually influenced by the demographics of our society, the changes in our health care delivery system, and current technological advances. With due diligence in the implementation of our philosophy, the practical nursing program at Francis Tuttle Technology Center will be a success and our vision will become reality.

ORGANIZATIONAL FRAMEWORK

Practical Nursing Education

Student Driven

Lifelong Learning

Collaboration

Role of the Practical Nurse

Integrity

Problem Solving

Communication

Caring

Clients   **Health**

Needs   **Responses**

Multidimensional   **Continuum**

Growth and Development
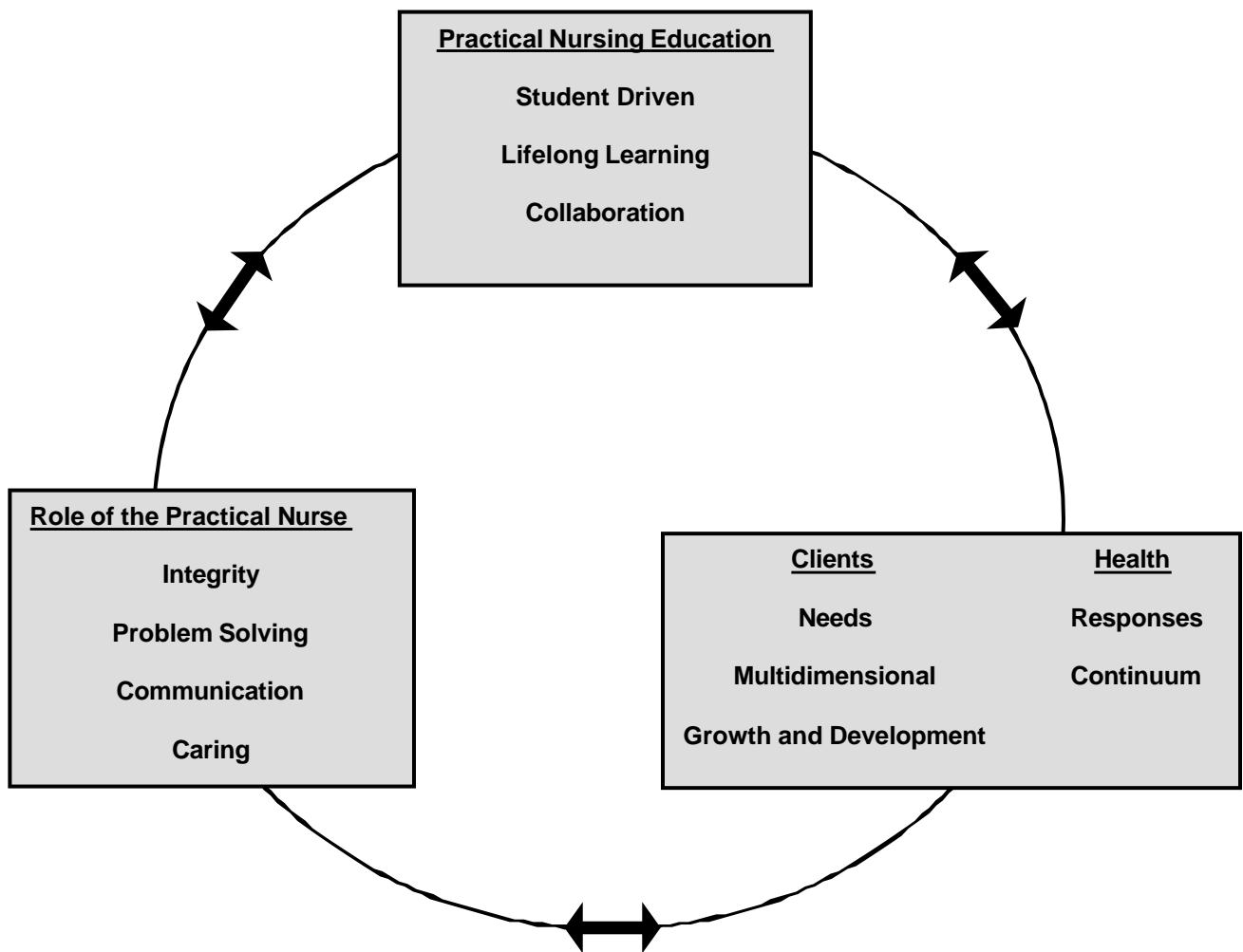
FRANCIS TUTTLE TECHNOLOGY CENTER
PRACTICAL NURSING PROGRAM

END-OF-PROGRAM STUDENT LEARNING OUTCOMES AND
PROGRAM OUTCOMES

End-of-Program Student Learning Outcomes

Upon completion of the Practical Nursing program, the student will be prepared to:

1. Provide safe, competent, theory-based practical nursing care for clients in a variety of settings.
2. Participate as an effective member of the health care team.
3. Utilize effective communication skills.
4. Demonstrate legal and ethical behaviors in the practice of nursing.
5. Demonstrate responsibility and accountability in the practice of nursing.

Program Outcomes

1. **Completion/Retention Rate:**
   A. Expected Outcome: Completion Rate
      1) Overall completion/retention rate will be 70% or greater.

2. **National Council Licensure Examination for Practical Nurses (NCLEX-PN) Success Rate:**
   A. Expected Outcome: NCLEX-PN
      1) Annual licensure pass rates and three-year mean will be at or above the national average.

3. **Program Satisfaction:**
   A. Expected Outcome: Graduate Follow-up Survey
      1) Overall rating of ≥ 3.2 will be achieved on the Graduate Follow-up Survey on items related to program satisfaction and the ability to perform the Student Outcomes during the first six months of practice.
   B. Expected Outcome: Employer Survey
      1) Overall rating of ≥ 3.2 will be achieved on the returned Employer Surveys on items related to satisfaction and the graduate's ability to perform the Student Outcomes during the first six months of practice.

4. **Positive Placement:**
   A. Expected Outcome: Job Placement
      1) Eighty percent (80%) of the program graduates, who pass NCLEX-PN, will be working as an LPN within six months of graduation.
   B. Expected Outcome: Positive Placement
      1) The program will have a "Positive Placement" score of ≥ 92% on the annual ODCTE Follow-Up Report

FRANCIS TUTTLE TECHNOLOGY CENTER
PRACTICAL NURSING PROGRAM

Curriculum Plan
2025-2026

The practical nursing program is based on clock hours rather than credit hours. The program has three prerequisite courses which comprise a total of 240 hours. The program has 1,223 clock hours that consist of 1,223 curriculum hours. The one-hour of curriculum to one-hour of attendance ratio is constant for lecture, skill laboratory, and clinical experiences. Progression sheets are included in each course syllabus and depict the clock hours for each LAP within a course. The clock hours for completion are also noted in each individual Learning Activities Packet.

Curriculum Plan		Course (Clock) Hours			
		Theory	**Skills**	**Clinical**	**Total**
Pre-requisites	Medical Terminology	45			45
	Anatomy & Physiology	120			120
	Long-term CNA	59	Hours included in theory	16	75
Nursing Fundamentals		121	48		169
*Pharmacology/IV Therapy Skills		37	36		73
Mental Health Nursing		54			54
Medical-Surgical Nursing I		95			95
Medical-Surgical Nursing II		96			96
Maternal-Pediatric Nursing		95			95
Transition to Practice		33			33
NCLEX-PN Preparation		24			24
**Clinical I: Basic Nursing				150	150
**Clinical II: MS-I; Specialty				159	159
**Clinical III: MS-II; Specialty				173	173
**Clinical IV: Leadership				102	102
Total Prerequisites Clock Hours		**224**		**16**	**240**
Total Nursing Courses Clock Hours		**555**	**84**	**584**	**1,223**
Total Program Clock Hours		**779**	**84**	**600**	**1,463**

*Clinical component included in Clinical II and III.
**See Page 2 for Clinical Rotation Plan.
Curriculum Plan: OBN Approved 06/10/2024

Francis Tuttle Technology Center
Practical Nursing Program

Clinical Rotation Plan

Clinical Level	Clinical Courses	Clinical Hours	Orientation/ Preplanning Hours	Clinical Hours/Shifts
Clinical Nursing I (150 Hours)	Basic Nursing	150	6 Hours: • Orientation to classroom/clinical facility	144 Hours: • 18-8 Hour Shifts
Clinical Nursing II (159 Hours)	Mental Health	27	3 Hours: • Orientation to classroom/clinical facility	24 Hours: • 3-8 Hour Shifts or 2-12 Hour Shifts
	Medical/Surgical I	132	6 Hours: • Orientation to classroom/clinical facility 14 Hours: • Pre-planning	112 Hours: • 14-8 Hour Shifts
Clinical Nursing III (173 Hours)	Medical/Surgical II	107	3 Hours: • Orientation to classroom/clinical facility 8 Hours: HOSA	96 Hours: • 12-8 Hour Shifts
	Maternal	39	3 Hours: • Orientation to classroom/clinical facility	36 Hours: • 3-12 Hour Shifts
	Pediatrics	27	3 Hours: • Orientation to classroom/clinical facility	24 Hours: • 3-8 Hour Shifts or 2-12 Hour Shifts
Clinical Nursing IV (102 Hours)	Leadership	102	6 Hours: • Orientation to classroom/clinical facility 16 Hours: HOSA	80 Hours: • 7-12 Hour Shifts
Total Clinical Courses and Hours	**7 Clinical Courses**	***584 Hours**		

*Qualifies for Simulated Patient Care Experiences (SPCE) up to 30 hours per clinical course in accordance with the OBN SPCE Guidelines.

PRACTICAL NURSING PROGRAM
COURSE DESCRIPTIONS

NURSING FUNDAMENTALS (NF)

The focus of this course is the preparation of the student in the fundamental nursing knowledge and skills needed to provide safe competent nursing care. Fundamental principles and skills related to infection control techniques, workplace safety, the nursing problem solving process, documentation, nutrition, communication, and client assessment are also presented. The legal responsibilities and scope of practice of the Licensed Practical Nurse are included. Fundamental nursing skills are mastered in the laboratory in preparation for the clinical experiences.

PHARMACOLOGY / IV THERAPY SKILLS (PH)

This course introduces the foundational principles of pharmacology with an emphasis on medication and intravenous (IV) therapy administration. The course begins with fundamental principles that are common to all aspects of pharmacology. The focus then changes to the laboratory and the acquisition of knowledge and skills required for safe administration. The course includes instruction on the roles and responsibilities of the practical nurse, drug classifications, specific drug information, and the associated nursing implications. Medication administration and IV therapy skills are mastered in the laboratory in preparation for clinical experiences.

MENTAL HEALTH NURSING (MH)

This course presents an introduction to Mental Health Nursing with a focus on the role of the practical nurse. The course begins with universal concepts needed in the care of clients experiencing a mental health alteration. An understanding of the health care needs of clients experiencing common mental health alterations is then built upon this foundation. The course concludes with mental health issues and care needs that frequently challenge the elderly.

MEDICAL-SURGICAL NURSING I AND II (MSI AND MSII)

The Medical-Surgical course is designed for the student to obtain the knowledge and skills necessary to provide effective nursing care to clients with medical and surgical conditions. Pertinent information related to commonly occurring conditions, their causes, treatments, pharmacologic interventions, and nursing care is an integral part of the course. Critical thinking and the nursing problem solving process are emphasized throughout the course. The course is built upon concepts learned in Nursing Fundamentals, Pharmacology and IV Therapy Skills.

MATERNAL PEDIATRIC NURSING (MP)

The Maternal-Pediatric course is designed to provide the student with knowledge of the physiological processes and nursing care of the childbearing family. Included in the course are concepts of health promotion and disease prevention, cultural variations, prenatal development, and potential maternal and neonatal complications. Pediatric surgeries and diseases are included, as well as developmental tasks and psychosocial processes of the neonate through the young adult. Basic maternal-pediatric nursing skills are mastered in the laboratory in preparation for clinical experiences.

TRANSITION TO PRACTICE

The focus of this course is the preparation of the student for entry into practice. Course content ranges from influences on the nursing profession, professional communication, decision making to the leadership role of the practical nurse. In addition the course includes content concerning job seeking, self-care, and life-long learning skills. Preparation for the NCLEX-PN is presented at the conclusion to the course.

CLINICAL NURSING 1: BASIC NURSING

The focus of this course is the mastery of nursing care skills that form the foundation of care for all clients. At the beginning of this course, the students' attention is directed toward meeting the basic care needs of clients in a long-term care setting. Learning activities concentrate on communication, demonstration of caring, and activities of daily living. The students are expected to provide age appropriate care, adapt basic care techniques to meet the needs of the client, and monitor responses to care. The focus then changes to the implementation of fundamental care skills in the acute care setting where the refinement of communication and caring skills, and the use of the nursing process in the provision of care are implemented. Learning activities direct the students toward the mastery of focused assessment, developing documentation skills, and understanding nursing interventions for common medical and surgical disorders through the use of standardized care plans.

CLINICAL NURSING 2: MENTAL HEALTH

This course provides the student with opportunities to observe and practice therapeutic communication, active listening techniques, and participate in a variety of treatment modalities in a mental health setting. Learning activities direct the student toward the implementation of theoretical knowledge gained during the Mental Health course to meet the needs of multidimensional clients in a mental health setting.

CLINICAL NURSING 2: MEDICAL SURGICAL I

This course focuses on the diseases and disorders of nursing care in the acute care and skilled/rehab clinical settings. Students are given opportunities to perform client care skills that incorporate pharmacology and IV therapy skills. In collaboration with other members of the health care team, learning activities direct the student toward utilization of theory content to problem-solve, meet client needs, monitor responses to care and implement the provision of total client care.

CLINICAL NURSING 3: MEDICAL SURGICAL II

This course is a continuation of CL2 – Medical Surgical 1 and is completed in the acute care and skilled/rehab clinical settings. Students are given opportunities to perform client care skills that incorporate pharmacology and IV therapy skills. In collaboration with other members of the health care team, learning activities direct the student toward utilization of theory content to solve problems, meet client needs, monitor responses to care, and implement the provision of total client care. The second part of the course focuses the student on performing the client care duties of the practical nurse for a group of clients and collaborating with members of a health care team in the delivery of care.

CLINICAL NURSING 3: MATERNAL AND PEDIATRIC NURSING

The Women's Health portion of this course focuses on the role of the practical nurse in assisting the Registered Nurse, and other members of the health care team, in the provision of care for stable, uncomplicated women experiencing parturition. Learning activities in the inpatient setting, direct the student to participate in supervised observation of the laboring client, assisting with care of stable, post-partum clients and in provision of care for well neonates. The learning activities in the outpatient setting direct the student to practice the role of the practical nurse in the provision of care.

The pediatric portion of this course focuses on the delivery of age-appropriate care in a variety of pediatric settings. Learning activities focus on collaborating with parents, care-givers, and members of the health care team to ensure the child's health needs are met.

CLINICAL NURSING 4: LEADERSHIP

This course focuses on the role of the practical nurse (PN) in settings where, under the direction of a registered nurse or licensed physician the PN is required to delegate care to others, supervise the work of others, and/or is responsible for overseeing care in an outpatient setting. Clinical areas where this rotation will occur include, but is not limited to, long-term care facilities and skilled-rehabilitation units or facilities. Clinical experiences may be faculty led or precepted with faculty supervision. Learning activities direct the student toward an understanding of leadership responsibilities, work-place communication, safe delegation, and conflict management.

PRACTICAL NURSING PROGRAM
CURRICULUM LEARNING ACTIVITY PACKET (LAP) TITLES

THEORY:

NURSING FUNDAMENTALS

NF 01 Nature of Client	NF 09 Infection Control
NF 02 Communication	NF 10 Nutrition
NF 03 Legal and Ethical	NF 11 Wound Care
NF 04 Documentation	NF 12 Elimination
NF 05 Nursing Process	NF 13 Respiratory
NF 06 Client Environment	NF 14 Vital Signs
NF 07 Client Movement	NF 15 Focused Assessment

PHARMACOLOGY AND IV THERAPY SKILLS

PH 01 Dosage Calculations
PH 02 Pharmacology Research
PH 03 Pharmacology Principles
PH 04 Oral and Non-parenteral Medications
PH 05 Parenteral Medications and IV Therapy

MENTAL HEALTH NURSING

MH 01 Basic Mental Health Principles
MH 02 Nursing Roles in Mental Health
MH 03 Substance Abuse
MH 04 Social Issues
MH 05 Anxiety Disorders
MH 06 Personality and Mood Disorders
MH 07 Dementia/Alzheimer's
MH 08 Psychosis

MEDICAL-SURGICAL NURSING I

MS 01 Laboratory and Diagnostic Testing
MS 02 Fluid and Electrolyte Basics
MS 03 Medical-Surgical Complications
MS 04 Antibiotics
MS 05 Respiratory Nursing
MS 06 Respiratory Medications
MS 07 Cardiac Nursing – Part 1
MS 08 Cardiac Nursing – Part 2
MS 09 Cardiac Medications
MS 10 Urinary Nursing
MS 11 Urinary Medications
MS 12 Reproductive Nursing

MEDICAL-SURGICAL NURSING II
- MS 13   Pain
- MS 14   Sensory Nursing
- MS 15   Endocrine Nursing
- MS 16   Endocrine Medications
- MS 17   Immune
- MS 18   Immune Medications
- MS 19   Gastrointestinal Nursing Care
- MS 20   Gastrointestinal Medications
- MS 21   Neurology
- MS 22   Central Nervous System Medications
- MS 23   Musculoskeletal
- MS 24   Anti-inflammatory Medications
- MS 25   Integumentary
- MS 26   Oncology/Hematology

MATERNAL-PEDIATRIC NURSING
- MP 01   Growth and Development of the Pediatric Patient
- MP 02   Antepartum
- MP 03   Intrapartum
- MP 04   Postpartum
- MP 05   Care of the Newborn
- MP 06   Special Needs Newborn
- MP 07   Pediatric Care Adaptations
- MP 08   Lifespan Growth and Development
- MP 09   Pediatric Sensory, Neurological, Musculoskeletal Conditions
- MP 10   Pediatric Cardiac, Respiratory, Hematology Conditions
- MP 11   Pediatric Digestive, Urinary, Endocrine Conditions
- MP 12   Pediatric Skin, Immune, Mental Health Behavior Conditions

Transition to Practice
- TP 01   Legal and Ethical
- TP 02   Healthcare Team Management
- TP 03   History of Nursing
- TP 04   Capstone
- TP 05   Employability Skills

NCLEX PREPARATION

CLINICAL:
CLINICAL NURSING 1: BASIC NURSING
CLINICAL NURSING 2: MENTAL HEALTH; MEDICAL/SURGICAL-I
CLINICAL NURSING 3: MEDICAL/SURGICAL-II; MATERNAL/PEDIATRICS
CLINICAL NURSING 4: LEADERSHIP

Each Clinical Course Book contains the Syllabus, Clinical Performance Evaluation, and Clinical Assignments and Activities

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Policies and Procedures

ATTENDANCE POLICY AND PROCEDURES

Because of the commitment of Francis Tuttle to prepare students for careers, many of the policies and procedures of the school reflect those found in the workplace rather than those typically found in a school. Students are expected to attend classes and be in class on time. Violation of this policy will result in withdrawal. Proper communication with their instructor is expected.

COVID-19

We will continue to monitor the COVID-19 pandemic and will make the appropriate steps needed to ensure student safety. Updates will be communicated in a timely manner.

ABSENCES

An absence is defined as missing more than 30 minutes of class time. Attendance of 91% of the scheduled hours per semester is expected for successful completion. Students may not exceed nine percent (9%) absences. Based on a half-time, first of semester entry date, these percentages equate to:

- Students who miss in excess of five percent (5%) of scheduled hours per semester will automatically be placed on attendance probation.
- Students who miss in excess of nine percent (9%) of scheduled hours will be withdrawn.
- Attendance is prorated for students entering after the first day of the semester. See the PN program director, if applicable.

EXEMPTED ABSENCES

- Pre-approved exempted absences such as job interviews, job orientations, and professional workshops do not count against the 91% attendance requirement. There is a maximum of five days available during a twelve-month period, which must be pre-approved by the program director.
- Pre-approved exempted absences such as bereavement leave, leave of absence, jury duty, court appearance, and military duty will be handled on an individual basis. These "exempted absences" will not count against the 91% attendance requirement.
- Exempted absence documentation is to be submitted to the program director within five (5) days of the absence.
- Agency appointments are to be scheduled after school hours, not during school hours.

TARDIES

Students arriving late or leaving class early, resulting in missing up to thirty (30) minutes of class will be marked tardy. Each incident will count as one tardy. Three (3) tardies equal one (1) absence. One (1) absence is equal to one 3-hour block. Blocks are defined as either AM or PM.

WITHDRAWAL

- Students withdrawn may seek readmission through the program director's office.
- Students who miss five (5) consecutive days without contacting the program faculty will be automatically withdrawn.

LEAVE OF ABSENCE

- Two Leaves of Absence (LOA) may be granted to a student. Each leave must be a minimum of five (5) consecutive class days. The two leaves combined total may not exceed 20 class days and must be approved by the program director and instructional director. A leave of absence will be granted only two (2) times in a school year (12-month period of time). A student must be enrolled twenty (20) consecutive school days in each school year, upon reinstatement, or following a first leave of absence to be eligible for a leave of absence.
- Students on a LOA cannot earn credit for clock hours during their leave; therefore, financial aid disbursements may be delayed up to the number of days in the leave of absence. It is the student's responsibility to check with the funding agency to see if, or how, the LOA affects any benefit currently received.
- LOA Process:
    1. A LOA may be requested through the office of the program director or the instructional director.
    2. The request must be submitted in writing on both the proper Francis Tuttle LOA form and the HSC LOA form. The LOA form is in the program handbook and may also be obtained in the HSC office.
    3. The LOA forms must be signed/dated and must include the reason for the leave.
    4. There are no additional charges to the student as a result of the LOA.
    5. It is the student's responsibility to contact the Financial Aid Office to determine the effect of any LOA that may be requested and granted.

ATTENDANCE DOCUMENTATION

- Students must be accurate in recording their attendance hours. Misrepresentation of facts, or falsification of attendance hours, will be regarded as deceit and result in probation and possibly dismissal.
- Students are not to assist another student with attendance documentation in any way, as this will be considered falsification of records
- The method of documenting attendance hours (i.e. a timesheet or time clock) is determined by the program director. Students will be oriented to their responsibilities for maintaining accurate attendance hours. This document will be the official record. Students are held accountable to ensure accuracy of their records. Instructors do spot checks and have the authority to revise the attendance records as appropriate.

DAILY ATTENDANCE PROCEDURES

Accurate attendance records are required in order for Francis Tuttle Technology Center to be authorized to award financial aid to students and accept federal funds. The recording of attendance is also a workplace requirement. For these reasons, all Practical Nursing (PN) students are required to participate in attendance tracking. The Health Science Attendance Policy and Procedures apply to all PN students and are uniformly implemented. Program specific attendance procedures and additions to the Health Science Attendance Policy are noted below.

DEFINITIONS

Class day – Any day or time that the student is expected to be participating in learning activities on the Francis Tuttle Technology Center campus.

Clinical day – Any day that the student is expected to be participating in a clinical learning activity either off or on campus.

School day – Any day attendance hours are being counted. This could be either a class day or a clinical day.

Clock-in/Clock-out Log: The official attendance log that is taken from the online time clock portal.

Monthly/Daily Tracking Sheet: A calendar for the student to use in tracking attendance.

GENERAL RULES

A monthly time sheet calendar and a daily clock-in/attendance tracking sheet will be used to track attendance in the Practical Nursing Program.

Each program track will have a clock-in/daily attendance tracking sheet that records the time each student arrives and leaves for the morning and afternoon session. This may be done via a sign in/sign out method or a stamp in/stamp out method.

The monthly time sheet calendar will be completed by the student and turned in at the end of the month on the designated due date on the calendar. It is recommended that the students complete this on a daily basis.

It is the students' responsibility to ensure they complete the clock-in/daily attendance tracking sheet. The time on the daily tracking sheet should be what is reflected on the monthly time sheet calendar.

Specific directions on how to complete the monthly time sheet calendar is found on the front of the calendar. Please refer to the directions as needed to ensure accurate completion of the monthly time sheet calendar.

The student will sign the monthly time sheet calendar and turn in to the instructor. The instructor will review and sign and file the original document in the student's file. A copy is given to the student if requested.

The instructor(s) will monitor for discrepancies in these documents by comparing the clock-in/daily tracking sheet with the monthly time sheet calendar.

If a discrepancy is found between the clock-in/daily attendance tracking sheet and the monthly time sheet calendar, the time on the clock-in/daily attendance tracking sheet will be used as the "official

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time of record".

If a student fails to complete the clock-in/daily attendance tracking sheet for a morning or afternoon session, the student will receive **no credit** for time as they will be considered absent. This will need to be reflected on the monthly time sheet calendar as absent hours.

Time will be calculated in **30 minute increments only**.

A few examples are outlined below:

If the scheduled arrival time is 8:00 and the student arrives between 8:01-8:30	30 minutes is recorded as a tardy
If the scheduled arrival time is 8:00 and the student arrives between 8:31-9:00	1 hour is recorded as absence time
If the scheduled arrival time is 9:00 and the student arrives between 9:01-9:30	30 minutes is recorded as absence time
If the scheduled arrival time is 9:00 and the student arrives between 9:31-10:00	1 hour is recorded as absence time
If a student is scheduled to be in class until 3:00 and the student leaves anytime between 2:30-3:00	30 minutes is recorded as absence time
If a student is scheduled to be in class until 2:00 and the student leaves at 1:15	1 hour is recorded as absence time

The lunch hour does not count as attendance time.

Break times are given throughout the instructional day per school policy: A 10-minute break will be given after every 50 minutes of class within a 60-minute time period.

Break times do not need to be reflected on the attendance record.

If student(s) leave the scheduled learning environment during a non-scheduled break time, they are expected to sign or clock out on the clock-in/daily attendance tracking sheet and record hours of absence on the monthly time sheet calendar.

Failure to clock-in at the beginning of the day or after lunch indicates the student was not present and no attendance hours should be recorded on the monthly time sheet calendar.
- Each student will be provided three (3) missed punch forms per semester that can be turned in for a missed clocked in/out.

Pre-approved exempted absences or a leave of absence will be handled on an individual basis. These "absences" will not count toward the total hours of absence for the month. The student can reflect the absence on the monthly time sheet calendar with an "E."

The student should consult with the instructor maintaining the attendance records as soon as the 5% absence hours are exceeded.

The instructors will review the monthly time sheets at the end of the month after the time sheets are turned in for review. Students who have exceeded 5% of the allowed absence hours will be placed on probation. Students who have exceeded 9% of the allowed absence hours will be subject to program dismissal.

Students are provided a copy of their attendance record at the beginning of each month for the previous month. If the 5% is exceeded, an attendance probation plan will be initiated including the potential for makeup hours. Time is re-evaluated at the end of the month. If a student that is on probation exceeds the 9%, dismissal from the program occurs.

Students are expected to demonstrate accurate record keeping as this is a work-place readiness-skill and a professional behavior requirement. Dishonesty with the time sheet process is grounds for initiation of disciplinary action via a probation tool and behavioral growth plan. Students who fail to meet the requirements of the probation tool and behavioral growth plan will be dismissed from the program.

Examples of dishonesty include but are not limited to:
- Not capturing the actual time present by recording inaccurate time for arrival or dismissal
- Not following the 30 minute increment rule
- Signing or stamping in another student
- Signing or stamping out another student
- Leaving the learning environment after signing or stamping in and not recording absence time
- Failure to record absence hours on the monthly time sheets when the proper sign or stamp in/out procedure was not followed

MAKE-UP Time

The purpose of make-up time is to allow students who have missed scheduled hours either through absence or tardiness to reduce their hours of absence.

AFTER being put on Attendance Probation, the student needs to arrange make-up time with the Health Resource Center's staff. Make-up time opportunities will depend on the HRC hours of operation.
- During the fall and spring semesters, students will be allowed to make up a total of 30 hours.
- During the summer semester, students will be allowed to make up a total of 15 hours.
- The opportunity to make-up any clinical time is dependent upon program policies.

Make-up time is to be completed AFTER the absence has occurred. Special consideration may be given to students who will be missing class due to scheduled, unexcused absences or who are participating in HOSA events where make-up time can be earned.

Make-up time cannot be "banked" from one semester to the next. At the beginning of each semester all students begin with zero hours of earned make-up time as well as zero hours of absence. The student may make-up time in 30 minutes increments only. Time will not be rounded up.

Make-up time cannot be completed during scheduled class, lab, or clinical hours.

STEPS FOR COMPLETING MAKE-UP TIME IN THE HRC:

1. The student will be placed on attendance probation by an instructor after missing 5% of the semester hours.
2. Upon being placed on attendance probation, the instructor will email the HRC staff to inform them that the student can begin make-up time.
3. After the instructor informs the HRC staff, the student can begin to make-up hours in the HRC.
4. The HRC staff will track the student's make-up hours and notify the instructor weekly.
5. The instructor updates the student attendance record per Francis Tuttle's requirements upon receiving notification from the HRC staff.

CLINICAL ATTENDANCE PROCEDURES

- Clinical attendance will be maintained via the monthly time sheet calendar.
- If the student arrived tardy to clinical or left early (no more than 30 minutes), the student should record 30 minutes of absence per occurrence on the monthly time sheet calendar.
- Students must be in clinical to master client care skills and acquire the role of the practical nurse.
- Students are to report **directly to the clinical instructor** upon arrival at the clinical site and are considered absent until the instructor verifies presence.
- Any student arriving more than 30 minutes late for clinical will be sent home for the day. The student will receive zero points on performance evaluation and hours of absence for the entire clinical shift.
- Students are expected to attend a minimum of 80% of a clinical rotation in order to meet the clinical/program objectives. Exceptions are considered at the discretion of the program director.
- Late arrival (less than 30 minutes) will result in a reduction in points on the "demonstrate professional behavior" competency on the clinical performance evaluation tool.
- Students are expected to remain at the clinical site for the entire scheduled period (excluding unexpected emergencies such as acute illness). For justifiable circumstances students may be excused from post-conference thirty-minutes (30) early if previously approved by the instructor. Leaving early will be recorded on the time sheet as a thirty-minute absence and will be reflected on the clinical performance evaluation.
- If a student has to leave during a clinical shift, he/she will receive zero points on performance evaluation and hours of absence for the entire clinical shift.

Francis Tuttle Health Science Center
Exempted Absences/Leave Of Absence Explanations
PN Program 2025-2026

District Scheduled Absences		Approval Prior to Usage	Additional Information
No school these days	9/01 Labor Day 10/16-17 Fall Break 11/24-28 Thanksgiving Break 12/22-01/02 Winter Break 1/05 Staff Development Day 1/19 Martin Luther King Day 3/16-20 Spring Break 5/21-5/22 Program Closure Faculty 5/25 Memorial Day 6/19 Juneteenth Holiday	No	Dates are subject to change.

Absence Hours	Required Attendance	Approval Prior to Usage	Additional Information
Absence Hours include both Sick Leave and/or Personal Leave for adult students.	91% attendance required of program hours **per semester** (Fall and Spring). 5% absences = probation 9% absences = maximum allowed Refer to table on attendance requirements for specific hours per program.	No	Sick leave and personal leave is intended for personal, health and business concerns.

Exempted Absences MUST BE PRE-APPROVED BY THE PROGRAM DIRECTOR			
Type of Absence	**Days Allowed**	**Approval Prior to Usage**	**Additional Information**
Job interview, job orientation, job-related exam, professional workshop	5 days maximum in a 12-month period (usually not granted if on any type of probationary status)	Yes - complete form	Must provide document within 5 days.
Bereavement Leave	5 days maximum in a 12-month period	Yes - phone call & complete form	Must provide documentation within 5 days.
Leave of Absence (two LOA in a school year; must be enrolled for 20 days prior to LOA)	5 to 20 consecutive days (total) in school year.	Yes - phone call & complete form	* Extenuating circumstances only. Must provide documentation.
Jury Duty or Court Appearance (subpoena, court order, or letter from attorney)	Varies	Yes - complete form	Must provide documentation before taking leave.
Military Duty (required duty only)	Varies	Yes - complete form	Must provide documentation before leave.

* Extenuating Circumstances are defined as hospitalization, extended illness with a doctor's note, or a family/life crisis.

Francis Tuttle Health Sciences Center
STUDENT REQUEST FORM - EXEMPTED ABSENCE

This form must be submitted in advance of leave. Exceptions: Bereavement & Leave of Absence (see below). Documentation must be submitted to the program director within five days of Absence.

STUDENT SIGNATURE _____   Program: _____

Student Name (printed): _____Date: __ / __ / __

STUDENT SECTION: REQUEST FOR APPROVAL				
Reason for Exempted Absence	**Dates Requested**	**Hours Requested**	**Contact Person/Agency Description of Activity**	**Location of the Activity**
☐ Job Interview*				
☐ Job Orientation*				
☐ Workshop or Conference*				
☐ Jury Duty				
☐ Court Appearance				
☐ Military Duty				
Reason For Exempted Absence	**Dates Requested**	**Documentation (Submit a letter & the following evidence to the Program Director}**		
☐ Bereavement Leave (Immediate Family Only)		*Exception - may be arranged by phone.* Letter requesting leave, explaining relationship, and provide memorial pamphlet and/or newspaper obituary. Immediate family is defined as the student's or spouse's children, grandchildren, parents, siblings, and persons who lived as members of the family, i.e. foster children, foster parents, and guardians.		
☐ Leave of Absence (LOA)** (5-20 consecutive days)***		*Exception - may be arranged by phone.* Completed Leave of Absence form Submit supporting documentation, if possible, to verify extenuating circumstances. Refer to policy.		

*   Note: Usually not granted if on any type of probationary status.

** Leave of Absence: Students may take a total of two leaves of absence during a school year (refer to Policy). The Student Request Form, as well as the Leave of Absence (LOA) form, should be completed prior to taking leave. Extenuating circumstances are defined as hospitalization, extended illness with a doctor's note, or a family/life crisis requiring several days of absence from school.

*** LOA Policy: Due to the intense pace of the full-time lock-step PN/RC programs, students who take an LOA are limited to a five-day leave of absence

PROGRAM DIRECTOR - APPROVAL SECTION
Program Director Signature: _____Date: _____

ONE COPY OF LOA FORM TO BE SUBMITTED TO THE FINANCIAL AID OFFICE

LEAVE OF ABSENCE FORM

LOA POLICY: Two leaves of absence may be granted to an adult student for a combined total of 5 consecutive days or greater (not to exceed 20 class days), and must be approved by the instructor and the Instructional Director. **A leave of absence will be granted only two times in a school year. A student must be enrolled in the program 20 consecutive school days in each school year, upon reinstatement, or following a first leave of absence to be eligible for a leave of absence.**

Students on a leave of absence cannot earn credit for clock hours during their leave; therefore, financial aid disbursements may be delayed up to the number of days in the leave of absence. It is the student's responsibility to check with the funding agency to see if, or how, this leave of absence affects any benefits currently received.

Student: _____   ID#: _____

☐ Male   ☐ Female   Program: _____

Date Enrolled: _____   AM _____ PM _____ FT _____ Evening _____

Dates of Leave: _____   No. of days. _____

Funding: (Must choose at least one. Mark all that apply.)

    None _____   Pell Grant _____   OTAG _____

    Next Step Scholarship _____   TOP _____   WIA _____

    Voc Rehab _____   GI Bill.VA/VA Rehab _____   Other: _____

Reason for LOA: _____
_____
_____
_____
_____
_____

Have you previously taken a leave of absence at FT?   yes _____   when _____
                             no _____

Signatures:

Student: _____   Date: _____

Instructor: _____   Date: _____

Instructional Director: _____   Date: _____

_____

GRADING POLICY

Practical nursing students must complete each course with a score of 70% or higher to progress to the next course. Failure to achieve a course score of 70% will result in dismissal from the program. Students' progress will be evaluated periodically, and student-teacher conferences held as indicated to discuss academic progress.

Letter Grade	Percentage
A	= 90 – 100%
B	= 80 – 89%
C	= 70 – 79%
F	= 0 – 69%

- All individual exams, assignments, and performance grades are rounded to the nearest whole number. Scores ending in 0.1 - 0.4 are rounded down to the whole number. Scores ending in 0.5 - 0.9 are rounded up to the next whole number.

- Leadership theory and clinical courses have mandatory assignments that award either a "complete/incomplete" grade. A "complete" is required to pass the course and progress in the program.

- An incomplete "I" is a temporary grade issued to a *student in good standing* when certain requirements for a course are not completed by the end of the semester due to a justifiable reason. During a conference, the student will present the extraordinary situation, which inhibited completion of the course requirements, and the faculty and program director will issue a decision. If a grade of "incomplete" is awarded, a contract will be developed specifying the work that must be completed and the completion date. A probationary status will be in effect during the contract period. If the conditions of the contract are not fulfilled, a grade of "F" will replace the "I".

- A "CR" (credit) indicates that the requirements for the course have been previously satisfied.

- "WF" and "WP" reflect a failing or passing grade at the time of withdrawal from the course.

- Students are periodically notified of their current average and course progress. Students are encouraged to discuss any grade concerns with the instructor at the time the grade is earned.

- Students withdrawn for academic failure may seek readmission through the program director's office.

THEORY COURSE GRADING

Unless otherwise indicated in the syllabus, theory course grades are calculated as follows:

Test Average		Average of all LAP exam scores
ATI Content Mastery Exam	**+**	*Based on Proficiency Level earned May be 0, 1, 2, or 3 points
Course grade	**=**	Test Average + *Proficiency Points

*A student's Proficiency Level on an ATI content mastery exam is rated as either Below Level 1 (0), Level 1, 2, or 3. Points that equal the level earned (0, 1, 2, or 3) will be added to the final course grade only if the student's final course average is 70% or greater. No points will be added if the final course average is below 70%.

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- Some theory courses have a related lab skill-rating component (refer to Required Laboratory Skill Policy). The skill grade will be calculated into the theory course grade as described in the syllabus for each course.

- Some theory courses have related written assignment scores. These scores will be calculated into the theory course grade as described in the syllabus for each course.

- The instructor will be given at least 5 nonclinical school days to grade any test, grade assignments, and provide exam feedback.

WRITTEN ASSIGNMENT GRADING

- Refer to individual LAP for the specific grading criteria for each assignment.

- Courses may have written assignments that are graded by the instructor per the designated criteria or rubric. These grades are recorded in the gradebook as a percentage grade.

- Courses may have assignments that are assessed by the instructor and given a "Complete" or "Incomplete" designation. Mandatory "Complete/Incomplete" assignments MUST be completed in order to complete the course and progress in the program.

LATE ASSIGNMENTS

- Assignments must be turned in on the due date by the time established by the instructor to receive credit. Late assignments will not be accepted.

- If a student is absent on the due date, the assignment is to be turned in on the next school day the student is in attendance.

TYPED ASSIGNMENT FORMAT

The following rules should be followed when preparing typed assignments:
1. Use of a computer to complete the assignment is required.
2. Leave a one-inch margin on all edges of the paper.
3. All assignments are to use double-spaced line spacing.
4. Times New Roman Font.
5. Font size is to be 12.
6. Write name, date, and subject at top of page.
7. Utilize proper grammar, spelling, punctuation, and approved abbreviations.
8. Use assignment forms whenever provided.
9. Appropriate citation of resources.

Up to 10 points may be deducted from the assignment grade for failing to comply with this format. The assignment directions will indicate if an assignment is required to be typed.

There are six clinical courses in the program. Clinical courses are stand-alone courses. This means the grade earned for clinical is separate from the theory courses and appears on the transcript as a separate grade. Grading tools and criteria are in the course books.

In some clinical courses, the student gets a daily performance grade. In other clinical courses, the student's performance grade is an average of two to three shifts. The specifics of this pattern as well as the specific weighting pattern is discussed in each clinical course syllabi.

General Guidelines

1. Grades are based on achievement of clinical objectives as reflected on the clinical performance evaluation tool and anecdotal notes. Refer to "Methods of Evaluation" in Nursing Clinical Syllabi.

2. Forty (40) percent of the grade will be written assignments and sixty (60) percent of the grade will be evaluation of the student's performance unless otherwise indicated in the course syllabus.

3. Students are expected to maintain a personal record of grades.

4. Clinical courses have a related mandatory skill-rating component. Refer to Mandatory Clinical Skills Policy.

5. Ten points may be deducted for failure to observe the typed assignment format (refer to Typed Assignment Format).

6. Students who do not have written assignments prepared as directed in Nursing Clinical 4 and 5 will be sent home and will receive a grade of zero (0) for performance and hours of absence for the entire clinical shift.

7. Students who do not come with their photo student ID will be sent home and will receive a grade of zero (0) for performance and hours of absence for the entire clinical shift.

8. Select clinical courses may have hours designated for simulation patient care experiences. The specific criteria and expectations related to these experiences will be outlined in the associated clinical syllabus if applicable.

Clinical Absence - Grading Adjustment Methods

1. Clinical rotations involving single day grading: if a student misses a clinical day, a grade of "0" is recorded.

2. Clinical rotations that involve an average of points for multiple days: If a student misses a portion of the averaged days, the points will be deducted accordingly. See specific clinical syllabi for further description of the grading pattern.

Example of #2 for a multiple day grading pattern: The student went to clinical for one day and the grade was an average of the two days. The student performance grade = 86%+0%. One day of clinical was missed so the grade would be calculated by this process: 86/2 = 43%. Due to the clinical absence, the student would receive a 43%.

Example of #2 for a multiple day grading pattern: The student went to clinical for two days and the grade was an average of the three days. The student performance grade = 92%+83%+0%. One day of clinical was missed so the grade would be calculated by this process: 92+83+0/3 = 58.3%. Due to the clinical absence, the student would receive a 58%.

Additional circumstances that may impact the grading method:

- If a student misses a day of clinical due to program closure for weather or other issues (i.e., HOSA, excused absence, LOA), then the students' grade is based solely on the day(s) they were in clinical and no penalty is applied.

Simulation Patient Care Experiences

Simulation Patient Care Experience (SPCE) may be a component of select clinical courses in the nursing program. If these experiences are utilized, further information will be supplied in the clinical course syllabi. The goal of the SPCE is to provide a safe learning experience that promotes successful understanding in all aspects of health care. Simulation functions to replicate some or nearly all of the essential aspects of clinical situation so that the situation may be more readily understood and managed when it occurs in true clinical practice. Simulating real-life experiences for students in a safe lab environment is conducive for developing critical thinking, clinical reasoning, and clinical judgment. The Oklahoma Board of Nursing's Simulated Patient Care Experience (SPCE) for Registered and Practical Nursing Programs Guidelines and the Oklahoma Board of Nursing (OBN) Rule OAC 485:10-5-4.1(8) have been used in the development of simulation experiences.

General Guidelines for the SPCE

- An orientation will be facilitated by the instructors to introduce the SPCE equipment and process at Francis Tuttle.
- The Francis Tuttle Policy and Procedure Manual for the simulation lab will be given to all students.
- Students will sign a Confidentiality Agreement for the simulation lab setting.
- The SPCE will remain congruent with overall program outcomes.
- Evidence based practice will be utilized in the development and facilitation of simulation experiences.
- Each individual Nursing Clinical Syllabi will outline the specific simulations that will be expected.
- A consistent model for the SPCE will be used throughout the curriculum.
- The Nursing Clinical Syllabi will also outline the student learning outcomes, pre-briefing/debriefing, grading criteria for assessment/evaluation, and evaluation of the SPCE event.
- The SPCE will correspond to the student's knowledge level.
- The SPCE will incorporate holistic care principles.
- Nursing faculty are proficiently trained to manage the SPCE.

SKILLS LABORATORY PERFORMANCE AND GRADING

LABORATORY SKILL PRACTICE

Students should review the skill performance video and practice individually until the procedure can be quickly and skillfully performed. Directions for accessing the skill performance videos are found in the course syllabi.

Students are provided time to practice skills in the laboratory. In order to make the best use of this time, students should plan ahead and have the required supplies and skills checklists available.

Students have access to the laboratory outside of class hours for additional practice.

Students will follow their program track curriculum calendar for scheduled skill demonstrations, practice sessions, and check off times.

PEER CRITIQUE

Students are encouraged to practice each skill with a peer. During the practice time, a peer can follow along using the checklist, ask questions about the rationale for the steps, help clarify the steps, and observe the technique being used. This learning experience is valuable for the student performing the skill as well as the observer/guide as both learners are actively engaged in the skill.

LABORATORY SKILL CHECK-OFF SCHEDULE

Skills lab check-offs are arranged by the instructors according to a schedule. A grade of zero (0) will be recorded for any skill which has not been completed by the scheduled date. The student will still be expected to demonstrate the skill at a satisfactory level in order to validate competency.

SKILL CHECK-OFF CRITERIA

The student should arrive PRIOR TO the designated time to prepare the area and obtain the necessary equipment for the skill to be performed.

Skills must be completed within the allotted time on the Skills Competency List. If the check-off is not completed in the allotted time, the student will receive a rating of "2" and will have to repeat the skill as scheduled with the instructor.

Students should be able to progress smoothly through the evaluation according to the steps in the LAP or job sheet without assistance or coaching by the instructor.

Students must demonstrate all essential steps, maintain the theoretical principles associated with the skill, and be able to answer questions.

Students must earn a rating of "3" or "4" (see rating scale on next page) on skill check-offs in the laboratory setting prior to performing the skill in the clinical setting.

Students who either arrive late or do not appear for a skill check-off appointment with the instructor and who do not have an exempted absence, will receive a zero (0) rating for the skill as well as the indicated amount of absence time.

No student will be allowed to perform a skill in the clinical area that has not been performed in the skills lab at school with a passing grade. Until a passing grade is achieved, the student will have restrictions placed on clinical practice and the student's clinical grade could be affected for not demonstrating competency at the expected level.

SKILL PERFORMANCE RATING SCALE

1. General Information:

   a) Students are expected to be prepared to perform the skill according to the skills checklist.
   b) Students are expected to answer questions related to the rationale for the steps within the skill including applicable theory content.
   c) The initial skill performance grade is recorded and will not be changed.
   d) If the student does not perform the skill at the 3 or 4 level on the first attempt, see Skill Performance Recheck Policy below.

2. Rating Scale:

   a) **4 = Excellent:** Skill performed smoothly, principles of the skill maintained and verbalized, focused on the client, independent
   b) **3 = Satisfactory:** Skill performed accurately, principles of the skill maintained, focused on skill and client, needed reinforcement
   c) **2 = Needs Practice:** Steps omitted, principles of skill violated, focused on skill only, required assistance to perform skill
   d) **1 = Inadequate Performance:** Skill step-by-step memorization and practice required
   e) **0 = Lack of Performance:** Did not demonstrate skill performance check off; failed to attend scheduled skill check off

SKILL PERFORMANCE RECHECK POLICY

1. Recheck #1:

   a) Make an appointment with a PN Instructor that did not initially check you off.
   b) Complete remediation assignments.
   c) Recheck #1 needs to be scheduled at least one week after the original skill performance check off date and completed within two weeks from the original skill performance check off date.
   d) If level 3-4 is not achieved on skill recheck #1, student is placed on probation for the remainder of the course.
      i. Proceed to instructions for recheck #2.

2. Recheck #2:

   a) Make an appointment with the **PN Director** or designee.
   b) Complete remediation assignments.
   c) Recheck #2 needs to be scheduled at least one week after recheck #1 skills performance check off date and completed within two weeks from recheck #1 skills performance check off date.
   d) If level 3-4 is not achieved on skill performance recheck #2, **student will be dismissed from the program.**

LABORATORY SKILL DOCUMENTATION GRADING POLICY

The Practical Nursing Program has integrated Skill Documentation into the curriculum as the primary way for students to demonstrate documentation of the nursing skills demonstrated in the laboratory setting. The documentation expectations are found in the form of assignment sheets in the designated LAPS with skills. The "Course Progression Sheet" and the "LAP Activity Page" will clearly state which skills have documentation assignments that must be completed. There are written assignments in this course to be completed after skill completion. These assignments are scored using a 0-2-4 point scale. At the end of the course, the assignment points will be averaged together and converted to a percentage score. The skills performance percentage score and the assignment percentage score will be averaged together and added into the course grade IF AND ONLY IF the student has earned a passing grade (70% or greater) on the exam average, which includes the LAP exams and the ATI exam points. The skills performance/assignment average is weighted as one LAP exam.

MAINTAINING PROFICIENCY

After earning a passing rating on a skill, it is expected that students will perform satisfactorily in the clinical setting. If proficiency is NOT maintained in clinical, the student will be placed on a probation plan which will include remediation and support to address the objectives needing growth and development. Continued lack of proficiency will result in possible dismissal from the program via the specifics of the probationary tool.

CLINICAL FACILITY SKILLS VARIATIONS

Students should remember that each clinical facility has policies and procedures related to clinical skills and these may vary from the steps the student has learned in the laboratory setting. In general, students should comply with each facilities' approach to skills performance so long as safety is maintained and the basic principles of the skill are not violated. The student should seek direction from the instructor any time the student is not comfortable with the facility's policies and procedures.

TEST POLICY AND PROCEDURES

All tests are designated as closed book and are taken under secure lab testing conditions. Students will take tests on the date designated by the instructors.

PAPER AND PENCIL TESTING

If in the event of a paper/pencil test, the student will receive the test and directions on how to record the answers (Scantron, on test itself, answer sheet).

Grading errors caused by incomplete erasures, double marking a question, or not correctly completing the bubble process will not be adjusted by the instructor.

If testing in the HRC/Assessment Testing Room, the student is to return the test document and the Scantron or answer sheet as applicable back to the testing staff. Students will automatically receive a zero for tests or answer sheets not returned upon leaving the testing room.

COMPUTER TESTING

All tests administered via computer are to be taken in the designated testing room.

Students should follow the specific procedures of the designated testing room. Refer to "Health Resource Center Student Guidelines" for the testing room rules.

EXAMSOFT COMPUTER TESTING

ExamSoft is the testing software used in the Practical Nursing Program to administer all course LAP exams. The exams are facilitated in a secure, online lab environment via the HRC testing room and the Assessment Center. An orientation will be provided at the beginning of the program reviewing the specific procedures for the online testing product. The student will also have the opportunity to take a practice test as part of the orientation.

GENERAL ExamSoft Guidelines:

- Students are expected to conduct themselves in an honest, professional manner at all times.

- Students must make every effort to arrive for exams on time. This may include planning for traffic, work schedules, or other occurrences. An exam is **not accessible** 10 minutes past the scheduled download time.

- During an exam and/or exam review, students should not bring anything into the testing room except a pencil. Assessment Center/HRC staff will provide blank paper (scratch paper) which must be turned in prior to leaving the testing environment. Failure to turn in scratch paper will be considered academic dishonesty.

- Calculators are accessible on the computer via ExamSoft.

- No coats or outerwear, headwear with visors, purses, backpacks, books, papers, cell phones, or other personal items will be allowed. No wearable technology i.e. Apple watch, Google glasses, etc.

- Students may not leave the testing room and then return at a later time to complete the test.

- Students are expected to visit the restroom before the exam. Quietly contact the Assessment Center/HRC staff for any extenuating circumstances that impair one's ability to remain in the testing area for the length of the exam.

- Students must have a signed "Interactive Testing Statement " on file prior to taking computer tests.

- Students are responsible for ensuring the test being taken is the test designated on the test ticket or per the program track calendar.

- Faculty complete statistical analysis on all nursing exams.

- Test items must be kept confidential to maintain the integrity of the exams for future use. This includes not sharing information with individuals who have not taken the exam.

- To better prepare for NCLEX, students will be required to respond to items in a variety of formats on exams. Examples of exam formats that may be included, but not limited to, are the following: multiple choice, true-false, fill in the blank, matching, hot spots, and select all that apply.

- In the event of a computer failure, the student may ask the testing room staff for a paper copy of the test being taken. The student is to start the test from the beginning. The paper and pencil version of the test will be the OFFICIAL test and used to determine the student's score on the test.

- Being on time for all tests is critical. Tests are only able to be uploaded and completed in ExamSoft during a certain scheduled timeframe. If the scheduled upload and administration time is missed, the student will need to meet with the instructor(s) for directions on a makeup test with associated penalty which is outlined below.

TEST ITEM CHALLENGE POLICY

Following each test in theory, a student may challenge or ask for clarification regarding a test item from the test that was immediately taken and not a previous test. The following procedure will be taken by the faculty:

A. A designated instructor will inform the students when they may challenge or seek clarification on test items.

B. Only questions from the test that was immediately taken may be questioned.

C. All students must have completed the same test prior to any test item discussion.

D. After identifying which questions are of concern, the instructor will examine the test items in ExamSoft for accuracy, clarity, rationale explanations, and overall class statistics for the test item.

E. If errors are identified, the item will be nullified on the test for all students and full credit will be given.

MAKE-UP TESTS

Ten percentage points (10%) off total possible points are deducted if an exam is not taken by the assigned due date and time. Another ten percentage points (10%) off total possible points per day is deducted for each additional day late.

A student may be exempt from the above penalty with an exempted absence and *only with prior approval* from the instructor. This includes circumstances such as leave of absence, bereavement leave, military leave, school related activities, or jury duty. In the

rare situation that prior approval is not feasible, (such as in unexpected bereavement leave), students should inform the instructor of the situation via phone contact. The request will be taken into consideration when the student returns with proper documentation. In the case of an exempted absence or approved school activity, students are expected to take *tests prior to or on the date/time scheduled if able.* If this is not possible to arrange based on the individual situation, students must meet with the instructor upon return to school to determine a time frame for test completion. The student request for exemption from the penalty may be denied.

EXAM REVIEW AND POSTING OF GRADES

- If taken on the computer, students receive their unofficial score results immediately upon submission of the exam. If it is a paper/pencil test, the instructor(s) will provide a grade and feedback within five (5) class days.

- The ExamSoft computer nursing exams are set up to provide the option to review immediately after taking the exam. This includes a review of questions missed and the rationale. If it is a paper test, a review of questions will be facilitated by the instructor(s).

- Students may also schedule an appointment for a more in-depth review of the exam with his/her instructor prior to administration of the next exam.

- Individual exam reviews with faculty will be limited to 30 minutes unless otherwise stated in a Student Learning Agreement.

- Students who fail to achieve 70% on any exam are encouraged to contact faculty after grades post to schedule an appointment. It is the responsibility of the student to schedule this appointment. Academic referrals may be made at the discretion of faculty for a student who fails to achieve 70% on unit exams.

- The official test grade will be the final grade posted to the gradebook.

EDUCATION ENHANCEMENT CENTER (EEC) INSTRUCTOR TEST REVIEW

The Education Enhancement Center (EEC) instructor is available to assist students to develop their test-taking skills. Upon request from the Education Enhancement Center (EEC) instructor, test feedback for the **first two LAP exams in any course** will be provided for diagnostic purposes. The feedback sheets will NOT be given to the student. If any other exam or missed question report needs to be reviewed by the Education Enhancement Center (EEC) instructor, this will be done in the presence of the instructor who administered the test. No copies will be released.

RETEST POLICY

The PN program allows a student who is not passing a theory course to retest based on the following policy:
- The Retest Policy may only be used one time per academic semester.
  - The academic year is divided into two semesters:
    - Fall semester: August – December
    - Spring semester: January – May
- The Retest Policy pertains to theory courses only.
- During each academic semester, if a student's final theory course grade is less than the required 70% minimum, the student may utilize the option to retest on ONE exam per academic semester
- The exam to be retaken will be the student's lowest scored exam in the course (See Example #1 below).
- If multiple exam scores below 70% are identical, the instructors will choose which

exam is to be retaken.

- If the student scores higher than a 70% on the retake exam, the student will receive a 70% (PN Program's minimum passing score) on that single exam to be recorded in the gradebook as a replacement for the original grade (See Example #2 below).
- Instructors will assign remediation that the student is required to complete in order to retake the exam.
- The student will have five school days following the last scheduled course exam to complete required remediation work and retake the exam with the Assessment Center.
- If the retest score of 70% is not sufficient to bring the student's course average at or above passing (70% minimum), the retest option cannot be utilized and the student will be dismissed from the program.
- This policy does not apply to the Dosage Calculation test.

Example #1:
Test #1 Score = 68
Test #2 Score = 66 -------Retake here = 70%
Test #3 Score = 72
Test #4 Score = 70
1st Avg: 69%
2nd Avg: 70% = Passing

Example #2:
First exam score: 50%
Retake score: 82%
Score to be recorded in gradebook: 70%

DOSAGE CALCULATION TEST

Accuracy in the administration of medications is critical to client safety. Therefore, the "Dosage Calculation" LAP test requires 100% accuracy to be completed successfully.

RETESTING FOR DOSAGE CALCULATION

Students failing to achieve 100% mastery on the first attempt at the Dosage Calculation test are automatically placed on *academic probation for failure to progress.*

Students on probation must schedule an appointment with the instructor and present a plan for remediation. Remediation with the Health Science Academic Instructor is recommended. Students may not retake the test without evidence of remediation.

Students failing to achieve 100% mastery on the *third* attempt at the Dosage Calculation Test will be dismissed from the program for unsatisfactory progress.

ASSESSMENT TECHNOLOGIES INSTITUTE'S (ATI) PN-COMPREHENSIVE ASSESSMENT AND REVIEW PROGRAM (PN-CARP)

ATI's PN-CARP program consists of standardized exams and focused remediations that the school purchases for each student. All ATI Content Mastery Exams and assignments are mandatory and required to be completed (See Written Assignment Grading Policy in the PN Student Handbook). Focused remediations and reviews are given after each exam in which students are also expected to complete.

An ATI Content Mastery Exam is aligned with and administered at the end of each theory

course, with a comprehensive exam that is administered towards the end of the program. Upon completion of the ATI Content Mastery Exam, the Proficiency Level earned will be added to the LAP exam average only if the student's final course average is 70% or greater. No points will be added for a student whose final course average is below 70%.

Assignments are given that students are expected to complete prior to taking an ATI Proctored exam. If all assignments are not completed by the due date and before the scheduled date of the Proctored exam, a grade of zero (0) will be recorded, but the assignments are still required for completion prior to taking the Proctored exam. Students are required to complete the ATI exam on the scheduled exam day. If a student is absent (unexcused) on the day of the scheduled ATI exam, a score of zero (0) will be given. When the student returns to campus, the student is required to contact the HRC or Assessment Center staff and schedule a make-up exam. The make-up exam cannot be scheduled during regular class time. Failure to complete the ATI exam on the scheduled make-up day will result in Academic Probation, in addition to a hold being placed on the student's transcript until the ATI exam has been completed for the course.

CLINICAL ORIENTATION TEST

All of the clinical facilities require the students to be prepared for clinical and have pre-clinical requirements to ensure the safety of the clients, staff, and students. A score of 85% is required on test. Students who do not achieve this score on the first attempt will need to review the material independently and retest until a passing score is earned.

SAFETY TEST

In order to protect the clients, staff, and students from injury, every student is required to complete a safety test at the beginning of the program. A score of 100% is required.

PROFESSIONAL TESTING BEHAVIOR

Students are expected to demonstrate honesty and integrity during the exam process. This includes upholding the security of the exam and exercising high ethical standards.

Acts of dishonesty may include, but are not limited to, the following:

- Copying from another person's examination.

- Stealing exam questions or utilizing questions from a stolen exam.

- Copying or photographing exam questions to use for the student's own purposes or to give to another student to use.

- Bringing material into an examination or accessing electronic sources during an examination to use to answer the exam questions.

- Sharing questions or testing information that was on an examination with students who have not yet taken the examination or asking another student for information on an exam.

- Taking an online exam with another students "log in" information and/or requesting another student to engage in that practice.

FRANCIS TUTTLE TECHNOLOGY HEALTH SCIENCE CENTER STUDENT DRESS CODE

- Clothing is to be appropriate, conservative, neat, and clean. Fashions and/or styles that reveal breasts, buttocks, and the midriff are inappropriate for the classroom and laboratory settings. No hats are to be worn while inside the school buildings.

- Other examples of inappropriate attire are bare midriffs, obscene, profane, or offensive language or symbols on clothing, clothing which allows undergarments to be visible when the student is sitting or walking, short shorts, white undergarment type T-shirts, cut-offs, tank tops, thongs, or purposely frayed clothing. For health reasons, footwear is necessary.

- Prohibited are the nude look, see-through blouses and revealing fashions without appropriate concealing undergarments. Any type of wearing apparel that distracts from the classroom atmosphere is considered inappropriate.

- Hoodies should be worn at the shoulders when inside buildings for security reasons.

- Hair should be neat, clean, and well-groomed at all times. Headgear of any type is not to be worn in the HSC classrooms, Laboratory, Resource Center, or clinical settings.

- Teachers who identify a violation of the dress code will confer with the student and have them correct the problem immediately. Students who repeatedly violate the dress code will be subject to disciplinary action.

- ***Student ID badges must be worn at all times.***

PROFESSIONAL ATTIRE

- Students are expected to dress professionally when going to out-of-school meetings, workshops, field trips, student organization conferences, and the clinical site.

- Professional attire for men is dress slacks, shirts, and closed shoes. Women should wear conservative dresses or slacks/skirt with a non-low cut, sleeved blouse, and closed shoes.

- Excluded from professional attire are: casual / leisure wear such as jeans, jean-style pants, jersey knit pants/skirts, tennis shoes, sandals, etc. Also not acceptable are tight fitting or low cut fashions.

- Francis Tuttle name badges should be worn at all times when presenting as a student.

- Inappropriate attire is not acceptable, and the student will be counseled and sent home if deemed necessary.

CLINICAL ATTIRE

- The student uniform has been designed to provide neat, comfortable, and professional attire that identifies the individual as a student from Francis Tuttle.

- The school will provide one scrub top and pant for each student. Students are responsible for purchasing additional complete uniforms. Patches will be supplied to each student.

- Students are advised to have uniforms purchased four weeks prior to the first day of the first clinical rotation.

- The complete student uniform is not worn outside the clinical area except per instructor request and must comply with established criteria.

1. **Uniform:** Wrinkle-free, clean, properly fitting uniforms are required. Students need to wear the specified uniform (solid hunter green scrub top with solid hunter green scrub pants) and in a size that complements the student's personal body build. If a scrub dress or skirt is available to wear, it must be at least knee length and worn with full length hosiery. The student needs to look professional in appearance.
   - Long-sleeved solid white or black undershirts are permitted.
   - No hoodies, jackets, lab coats, and coats should be worn in patient care areas.
   - No jeans or t-shirts are to be worn during clinical learning experiences. Professional appearance is expected according to the PN program's clinical dress code.
   - No perfume or cologne.

2. **Shoes:** Close-toed shoes with a solid surface on the top and sides are required. Shoes must be leather/leather- like (not canvas – needs to be waterproof or wipeable), neutral colored. Clogs, slides, and half shoes are prohibited.

3. **School Patch:** The Francis Tuttle patch must be <u>sewn</u> (around the edge) onto the left sleeve, centered two (2) inches below the shoulder seam on uniform tops.

4. **School ID Badge**: The official school ID badge is to be worn on the left side of the uniform top or on a lanyard at eye level.

5. **Personal Hygiene:** All students must demonstrate good personal hygiene.

6. **Hair:** Hair should be clean, neat, and above (off) the collar. Extreme hair styles and/or non- natural fad colors including sprayed coloring are not permitted. If hair ties/bands or religious/cultural headwear is worn, they must be modest in style and similar to the color of the hair. Facial hair should be well-groomed and neatly trimmed and may not interfere with personal protective equipment (PPE). Facial hair consists of beards, mustaches, and side-burns.

7. **Tattoos:** Tattoos should remain covered during clinical opportunities.

8. **Jewelry:**
   - Plain wedding bands only
   - No necklaces or bracelets
   - Body jewelry to include, but not limited to, tongue rings, eyebrow, lip, nose or other facial piercing, etc. must be removed or replaced with a flesh colored plug.
   - No more than one pair of stud earrings may be worn.
   - Flesh colored plugs for gauged ears are permitted.

9. **Cosmetics:** Make-up in moderation;

10. **Nails**: Nails should be well-groomed, trimmed (less than 5/8 inches from base to tip), clean, short in length, and well filed. Artificial nails and colored nail polish of any kind are prohibited. Clear polish only that is not chipped, cracked, or peeling. Nails should not interfere with job duties or performance.

11. Gum chewing is prohibited in and during any clinical experience.

12. Students in clinical are required to have a watch with a second hand (or digital with seconds display), nametag, pen light, black pen, drug book, bandage scissors, stethoscope, and any other supplies needed for the clinical site.

13. Specific clinical areas may have uniform guidelines; and these guidelines supersede this policy.

A completed physical examination form and proof of immunity/immunization for all the listed diseases must be submitted to the PN Secretary on or before the first day of class. <u>Failure to submit these documents will result in the student being placed on probation.</u> <u>Failure to meet the terms of the probation will result in dismissal from the program.</u>

Failure to maintain a current immunization status will prevent the student from attending clinical rotations and will result in a probationary status. Absence hours will be calculated into attendance and the student is subject to the clinical grading policy for unexcused absences.

PHYSICAL EXAM

The required physical examination form must be performed by a physician, physician assistant, or advanced practice nurse. A physical exam occurring up to six months prior to the first day of class is acceptable.

The pre-entrance physical examination must reflect good physical and mental health, as well as reflecting the ability to perform tasks associated with the profession.

Inability to pass the required physical examination, maintain a state of good health, maintain a negative urine drug screen and/or or to perform the physical and mental requirements for the program will prevent the student from progressing in the program.

IMMUNIZATIONS/PROOF OF IMMUNITY

All clinical agencies require proof of immunization for, or immunity to, the following diseases. Due to the potential exposure to blood and body fluids the Hepatitis B vaccinations are highly recommended.

Disease	Requirements – Please provide copies of documentation
*Tuberculosis	Two TB Skin Test (PPD) results that have been done approximately 2 weeks apart BUT less than 12 months apart as well as a "TB Symptom Survey".
	If a student has had a positive PPD – Submit a Chest X-ray report that is no more than 3 years old OR a TB blood test report that is no more than 1 year old as well as a "TB Symptom Survey"
	If student is positive for TB a "Cleared for Public Contact" Certificate must be submitted.
Varicella	Positive titer or 2 doses of Varicella vaccine (Immunizations required if titer is negative)
Rubeola	Positive titer or 2 doses of MMR vaccine (Immunizations required if titer is negative)
Mumps	Positive titer or 2 doses of MMR vaccine (Immunizations required if skin test is negative)
Rubella	Positive titer or 2 doses of MMR vaccine (Immunizations required if titer is negative)
Hepatitis-B	3-dose series of Hepatitis-B vaccine – First 2 doses prior to the first day of class. The third dose is required six (6) months after the first injection
	Hepatitis-B Declination Wavier may be signed in lieu of Hepatitis-B vaccination series
Tdap	1 dose of Tdap vaccine or booster within the last 10 years
Seasonal Influenza	All students are required to have a seasonal flu vaccination by the deadline given or provide documentation regarding either medical or religious exemption.
COVID Vaccination	FTTC does not require the COVID vaccination for admission. The PN program director will advise students on any updates with clinical site requirements.

*Clinical affiliates may require additional proof of immunity/TB testing during the school year.

C.P.R. CERTIFICATION

All students should submit proof of current CPR certification on or before the first day of school. The **ONLY** acceptable certification is American Heart Association – BLS for Healthcare Providers.

All students must maintain current CPR certification while in the program. Failure to maintain a current CPR certification status will prevent the student from attending clinical rotations and will result in a probationary status. Absence hours will be calculated into attendance and the student is subject to the clinical grading policy for unexcused absences.

DRUG TESTING

When considering adult applicants for admission into selected Francis Tuttle Health Science Center programs, applicants must submit to and successfully pass a drug screen after receiving a conditional letter of acceptance into the program. Applicants who refuse to test will be denied acceptance into the program.

Conditionally accepted applicants with a positive drug screen report may be denied access by partnered clinical facilities. In the event this should occur and an equal, alternative clinical experience cannot be arranged, the applicant will be withdrawn from the program.

The drug test results of all accepted students will be provided to the clinical facilities.

The Oklahoma Board of Nursing will be notified of all applicants who have positive drug test results. This may impact the applicants' ability to obtain an unrestricted nursing license in the future.

The school may require individuals to submit to random drug testing under the following circumstances:

- Applicant testing as a determinant for final acceptance in the program
- Suspicion of substance use or abuse

The clinical site may require individuals to submit to random drug testing according to the agency's drug-free workplace policy for employees (which includes students).

Students who refuse to submit to a drug test will be subject to dismissal from the program.

DRUG TESTING PROCEDURES

Urine testing is the method used to test for ten (10) substances or their metabolites (as approved by the Commissioner of Health of the Oklahoma State Department of Health), as listed below:
1) Marijuana
2) Opiates (to include synthetic opiates)
3) Methadone
4) Cocaine
5) Phencyclidine
6) Amphetamines
7) Barbiturates
8) Benzodiazepines
9) Methaqualone
10) Propoxyphene

CLINICAL ORIENTATION EXAM

Prior to attending clinical, students will annually complete the Clinical Orientation Examination with a score of 85% or higher. Topics covered on this examination include:

- Blood-borne Pathogens
- Multidrug Resistant Organisms
- Fall Precautions
- Infection Control (PPE, Standard Precautions, Hand Hygiene)
- Restraints
- HIPAA
- Emergency Preparedness
- Pain Management
- FAST Stroke Identification
- Hazardous Communications
- Safety Data Sheets
- Back Safety
- Latex Allergies
- Electrical Safety
- Population Specific Care (Age and Culture)
- Abuse, Neglect, Harassment
- The Joint Commission
- Tuberculosis

STUDENT HEALTH

EMERGENCY HEALTH CARE

Adult students may request that the District contact a designated person or emergency service.

Students seriously injured in the clinical setting will be taken to the emergency room of the facility or the nearest facility equipped with an emergency room.

COSTS

Students are responsible for their own medical expenses resulting from treatment of illness or accidents, including injuries at school or in the clinical setting.

STUDENT ASSISTANCE BY MERCY (CALL SAM)

Mercy Health Care Systems offers students who are experiencing stressful life situations, anxiety, depression, or other emotional reactions to life experiences a free resource for initial evaluation. To access this resource, the student should call 1-855-225-2726.

SELF-ADMINISTERED MEDICATION

"In keeping with the provisions of Section 1-116 of Title 70 of the Oklahoma Statutes, a student shall be allowed to self-administer asthma or anaphylaxis medication. Said student shall be permitted to possess and use a prescribed inhaler or anaphylaxis medication, including but not limited to an Epinephrine injector, at all times (70-1-116.3).

1. "Medication" means a metered dose inhaler or a dry powder inhaler to alleviate asthmatic symptoms, prescribed by a physician and having an individual label, or an anaphylaxis medication used to treat anaphylaxis, including but not limited to Epinephrine injectors, prescribed by a physician and having an individual label.

2. "Self-administration" means a student's use of medication pursuant to prescription or written direction from a physician."

   Students needing to self-administer asthma or anaphylaxis medications will notify the instructors and program director on the first day of class. The program director will validate that the student's need complies with the procedure outlined in the Francis Tuttle Policies and Procedures Manual.

3. Marijuana Statement: While medical marijuana is legal in the State of Oklahoma, it is not accepted in healthcare or in any of the Health Science Center's Programs at Francis Tuttle Technology Center. A positive test for marijuana will result in the student's loss of eligibility to remain in a Health Science Center program.

Inhaler Availability

In keeping with Senate Bill 381, effective July 1, 2019;

- A minimum of two inhalers with spacers and holding chambers will be maintained in the administration office of each of the Francis Tuttle campuses at Portland, Reno and Rockwell.
- Prescription for the inhalers is in the name of the Francis Tuttle Technology Center

Self-Administration of Replacement Pancreatic Enzymes

In keeping with Senate Bill 48, effective July 1, 2019, a student shall be permitted to self-administer replacement pancreatic enzymes to treat cystic fibrosis.

DIABETES MANAGEMENT PLAN

"A diabetes medical management plan shall be developed for each student with diabetes who will seek care for diabetes while at school or while participating in a school activity."

Students with diabetes will notify the instructor(s) and program director on the first day of class. The program director will review the procedure outlined in the Francis Tuttle Policies and Procedures Manual and develop an action plan for implementation of the procedure.

CELL PHONES AND OTHER ELECTRONIC EQUIPMENT USE

On Campus Use

Cell phones are expected to be used responsibly and professionally. The cell phone can be an important tool in the educational process but should not be a distraction to a conducive learning environment. No cells phones are allowed in the HRC Testing Room and Assessment Center. Failure to comply with this request may result in disciplinary action due to the unprofessional nature of this behavior.

Electronic music equipment may be used by students during **independent study time only,** so long as headphones are used, and the volume is low enough to not be heard by other students. This equipment may NEVER be used in the lab due to safety reasons. Electronic music equipment may only be used in HRC testing area if able to be supplied by the HRC staff.

Students may bring laptop computers or tablets for the purpose of taking notes, completing projects/activities during classroom time, and independent study time. They **MAY NOT** be used to access the Internet for non-school related activities except during the students' lunch and break periods. Computers are also accessible in the nursing classrooms and the HRC to assist the student with completion of educational activities.

ALL CELL PHONES AND ELECTRONIC EQUIPMENT ARE THE RESPONSIBILITY OF THE STUDENT. DO NOT LEAVE THE EQUIPMENT UNATTENDED! CLASSROOMS ARE FREQUENTLY LEFT UNLOCKED.

Clinical Use

The use of technology in a health-care setting is becoming more commonplace. However, many patients have not adjusted to this technology and find it offensive. Secondly, when the electronic equipment is used in the health care setting, it can become contaminated and carry disease to others including patients, staff, visitors, and students' families. Consequently, responsible and considerate use of electronic equipment in health-care setting is mandatory.

- The clinical setting is a work-setting. Non-emergent personal communication in any form, with family, friends, business associates, services etc., during clinical hours is restricted to breaks and mealtime only.

- The student needs to provide his/her family and/or child's care-giver with the PN Program's Administrative Assistant's number for emergency contact: 405.717.4307.

- Cell phones or other electronic equipment being used for research MAY NOT be used in the patient rooms. Because of potential contamination, they should not be taken into a patient room.

- Cell phones may be used to call or text the instructor for assistance during the clinical shift. Be sure to withdraw from the common area for these communications.

- No photographs of any type for any reason are to be taken at the clinical site.

- Students are also subject to the facilities' policy related to cellphone use.

- Students need to be aware of his/her surroundings to avoid violation of any HIPAA laws.

CELL PHONES AND ELECTRONIC EQUIPMENT ARE THE RESPONSIBILITY OF THE STUDENT. DO NOT LEAVE THE EQUIPMENT UNATTENDED OR OUT IN PLAIN SIGHT. THE SCHOOL IS NOT RESPONSIBLE FOR A STUDENT'S CELL PHONE THAT MAY BE LOST OR STOLEN.

SOCIAL MEDIA POLICY

Social networking web sites are being used by students and employees of Francis Tuttle Technology Center. The school district is committed to building a school in which all persons can interact together in an atmosphere free of all forms of harassment, exploitation, or intimidation. Therefore, when using school district electronic resources to access on-line social networks, employees and students are expected to act with honesty, integrity, and respect for the rights, privileges, privacy, sensibilities, and property of others. By doing so, employees and students will be abiding by applicable laws, school district policy, and the Core Values of Francis Tuttle Technology Center.

Employees of the school district should limit communication with students to matters concerning the student's education or extra-curricular activities for which the employee has assigned responsibility. Excessive messaging to a single student should be avoided.

Employees who engage in school-related communications with students shall inform students of class or activity-based guidelines for communicating with students. In instances where the student or employee's communications are inappropriate or outside permissible school policy, such communication should be reported to the employee's supervisor or school district administrator.

Employees/students should be aware of individual liability for posting online. Individuals have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous, or obscene.

Employees or students are not permitted to use the Francis Tuttle Technology Center logo or make endorsements on behalf of Francis Tuttle Technology Center without express written permission from the school district Marketing & Communications Department.

Improper or unethical use of social media may result in disciplinary actions consistent with existing student/employee discipline policy.

GUIDELINES FOR POSTING ON THE SOCIAL MEDIA PAGES

1. **Think twice before posting**. Privacy does not exist in the world of Social Media. Consider what could happen if a post becomes widely known and how that may reflect on both you and the school.

2. **Anonymity is a myth**. Write everything as if you are signing it with your name.

3. **Remember your audience**. A presence in the Social Media world is or easily can be made available to the public at large. This includes prospective students, current students, current employers and colleagues, patients and their families, and peers. Consider this before publishing to ensure the post will not alienate, harm, or provoke any of these groups.

4. **Strive for accuracy**. Get the facts straight before posting them on Social Media. Review content for grammatical and spelling errors.

5. **Familiarize yourself with and use conservative privacy settings regardless of the content on your profile**. Practice restraint when disclosing personal information on social networking sites; your audience is everyone.

6. **Consider the professional image you would like to portray**. As a rule, only post online what you would want your instructor or supervisor to see. Employers are beginning to search social networking sites as part of their background checks for new employees. While we all view our lives outside of work personal, consider the professional image you would like to portray to your patients and their families. Even seemingly innocuous pictures and comments can impact the respect and trust your patients have for you, now and in the future.

7. **Do not "friend" patients, family members, or legally appointed decision makers on social networking sites.**

8. **If in doubt, do not post**!

9. **Do not harass, libel, slander, or embarrass anyone**. Do not post any material that is obscene, defamatory, profane, libelous, threatening, harassing, abusive, hateful, or embarrassing to another person or entity. Individuals may be held personally liable for defamatory, proprietary, or libelous commentary.

RETENTION AND PROGRESSION

The Practical Nursing Program strives to graduate students who are well prepared for nursing practice, who are prepared to function as effective members of a team, and who understand their responsibilities as employees. As part of the effort to train this kind of graduate, the program has established criteria for retention in, and progression through, the program. *As per the Disciplinary Action Procedure, failure to meet any of the requirements may result in dismissal from the program.*

ADMISSION REQUIREMENTS
1. Complete requirements as stated in the PN Application packet.
2. After being selected for admission:
   A. Attend mandatory orientation and complete introductory requirements prior to the class start date or as outlined.
   B. Submit current clear background check and negative drug screen results per Francis Tuttle Technology Center's (FTTC) policy. New students with positive background checks or drug screens will be immediately dropped from attending the PN Program.
   C. Complete and submit FTTC's pre-entrance physical examination form.
   D. Complete and submit documentation for specified immunizations and/or titers, and TB Symptom Survey.
   E. Submit copy of current, appropriate, CPR certification.

ATTENDANCE REQUIREMENTS
1. Maintain satisfactory attendance hours (91%) and comply with attendance policy and procedure.

ACADEMIC PROGRESS REQUIREMENTS
1. Complete each theory and clinical course with a grade of "C" (70%) or higher.
2. Achieve a 100% on the Dosage Calculation Test in three attempts or less.
3. Correct academic probationary status within the period of time set forth.
4. Demonstrate continual proficiency in lab skills and/or mandatory clinical skills.
5. Complete ATI's PN-CARP assignments, as required.
6. Consistently acquire and integrate new learning into performance of the course/program objectives and/or the role of the practical nurse. The absence of these behaviors is termed "Failure to Progress." This indicates a failure to meet course objectives and requirements as listed in the syllabi. Examples include but are not limited to:
   A. Failure to build on past learning while taking on more complex tasks.
   B. Failure to satisfy clinical course requirements (including mandatory skills).
   C. Failure to complete skills check offs as scheduled.
   D. Failure to change behavior based on instructor feedback and direction.
   E. Failure to meet prescriptive learning plan as outlined by faculty.

PROGRAM COMPLETION REQUIREMENTS
1. Academic and Clinical Requirements:
   A. Attain a minimum average of 70% in each theory and clinical course.
   B. Successful completion of the ATI assessment assignments and exams, NCLEX Review, and any required NCLEX preparatory remediation. Successful completion is noted in the ATI LAP book and will also be determined by the PN faculty. Unsuccessful completion will delay the student being able to complete the program until all requirements are met.

1) A student who scores below a 90% on the ATI Comprehensive Predictor Exam will be required to complete the remediation assignment, retake the exam, and complete the retake exam's remediation assignment.
2) If the student scores below 90% on the second attempt on the ATI Comprehensive Predictor Exam, the student will need to take the exam again for the third time at the student's expense.
C. Students will be given two weeks after the last day of the program to complete any ATI assignments/exams. If a student has not completed the ATI assignments/exams by the end of the two week period, the student will be dropped from the program and not receive a transcript for program completion. If the student is dropped, the student may follow the Readmission Policy. If the student is readmitted, the student will be required to re-enter the program upon the faculty's advisement.

2. <u>Attendance Requirement</u>: Maintain satisfactory attendance hours (91%) and comply with attendance policy and procedure.
3. <u>Payment of Fees</u>: Pay all expenses and have no financial holds on the student's account.
4. <u>HRC/Equipment Returned</u>: Return or pay for all books, magazines, equipment, laptop, and other articles checked out from school.

Students are eligible to receive completion certificates after all of the above requirements are met. Students meeting these requirements will be eligible to make application to take the NCLEX-PN for licensure to become a licensed practical nurse.

PHYSICAL AND MENTAL REQUIREMENTS

1. Ability to lift or move weights of up to 35% of recommended body weight (approx. 50 pounds).
2. Motor ability necessary to ambulate independently in clients' rooms and in work areas.
3. Visual acuity sufficient to observe and assess client behavior, prepare and to administer medications, and accurately read monitors and computer screens.
4. Auditory acuity sufficient to hear instructions, requests, monitoring alarms, and to auscultate heart tones, breath sounds, and bowel sounds.
5. The ability to speak, write, and comprehend the English language proficiently (safety issue).
6. The ability to communicate in a professional manner and establish rapport with clients and colleagues.
7. The ability to resolve conflicts appropriately and function effectively under stress.
8. The absence of situations where a court has adjudged a student incompetent, mentally ill, chemically dependent, or dangerous to the public.

BEHAVIOR: PROFESSIONAL REQUIREMENTS

Students are required to demonstrate consistent progress toward achieving professionalism in accordance with the core values of Francis Tuttle. Core values indicating professionalism include; Service, Trust, Aspiration, Responsibility, and Respect.

A. Follow the policies and behavior requirements set forth in the Francis Tuttle Technology Student Handbook.
B. Follow the policies and behavior requirements set forth in the Practical Nursing Student Handbook.
C. Adhere to the American Nurses Association's Nurses' Code of Ethics (Appendix D).

D. Comply with all requirements set forth in the Oklahoma Nurse Practice Act and the Oklahoma State Law found in the Rules. Both documents can be found at www.oklahoma.gov/nursing.

E. Establish and maintain respectful communication and professional interpersonal relationships with FTTC's administration, faculty, support staff and, students, in addition to clients, family members, and clinical site personnel.

F. Demonstrate positive teamwork and collaboration with students, faculty, nurses, and patients.

G. Contribute to a positive and conducive learning environment.

H. Avoid social contact with clients and any discussion of clients except as necessary in the classroom or clinical area with authorized staff.

I. Avoid discussion of personal life/problems and school business with clients or clinical site personnel while in the clinical setting.

J. Avoid gossip by refusing to repeat it or, preferably, by refusing to listen to it.

K. Demonstrate the ability to accept and profit from constructive feedback.

L. Recognize the need for assistance and seek supervision from the clinical staff members and/or nursing faculty to ensure safe practice in the clinical area.

M. Render care the student has been prepared and assigned to perform.

N. Recognize one's limitations regarding professional skills and seek assistance to improve them.

O. Demonstrate responsible use of social media, cell phones, and other electronic equipment.

P. Render care that is safe and meets current standard of practice.
    1. Unsafe behavior is that which places the client, other students, or staff in either physical or emotional jeopardy.
        a. Physical jeopardy is the risk of causing physical harm.
        b. Emotional jeopardy means the student creates an environment of anxiety, distress, or uneasiness for the client, other students, staff, or family of the client.
    2. Unsafe behavior may be a single occurrence of a very serious nature or may be a pattern of behavior involving unacceptable risk. Unsafe behavior in the clinical area will lead to disciplinary action.

Q. Practice within the limitations of the student practical nurse such as performing only previously checked off skills

R. Demonstrate continual progress toward socialization into the profession. Indicators of socialization include:
    1) fulfilling attendance expectations.
    2) maintaining a positive attitude.
    3) communicating effectively.
    4) participating in group activities.
    5) being a team player.
    6) displaying flexibility and adaptability.
    7) exhibiting initiative and self-directedness in learning.
    8) accepting personal accountability.
    9) demonstrating the ability to self-reflect.
    10) developing personal and professional learning goals.
    11) demonstrating the ability to utilize critical thinking and problem-solving skills.
    12) displaying time management and organizational skills.
    13) meeting timelines.
    14) demonstrating dependability.
    15) demonstrating effective conflict management skills.

S. Maintain confidentiality and adhere to the condition of the Confidentiality Waiver.

T. Avoid engaging in acts of dishonesty.

DISHONESTY

As a profession, nursing is concerned with maintaining high ethical standards among its members. The Practical Nursing Program faculty is equally concerned with assisting students to develop those same ethical standards. In addition, the public has the right to feel assured that the nurses who are caring for them have earned their certificate fairly and are knowledgeable and competent. For these reasons, the Practical Nursing Program faculty expects that students in the program will demonstrate ethical conduct by behaving and communicating with honesty.

Acts of dishonesty may include, but are not limited to, the following:

1. Copying from another person's examination or assignment.

2. Stealing an exam or utilizing questions from a stolen exam.

3. Copying or photographing exam questions to use for the student's own purposes or to give to another student to use.

4. Bringing material into an examination, or accessing electronic sources during examination, without permission, to use to answer the exam questions. This includes Skills Performance Check-Offs which are a form of examination.

5. Sharing questions or any test information included on an examination with students who have not yet taken the examination or asking another student for information on an exam previously taken.

6. Accepting credit for participating in a group assignment when such credit is unjustified or allowing another student in the group to receive such credit.

7. Submitting another person's work as the student's own.

8. Taking an online exam with another students "log in" information and/or requesting another student to engage in this practice.

9. Copying or paraphrasing material from a book, journal, or online reference such as AI (example: ChatGPT, etc.), without citing the reference.

10. Falsifying client data on client records or for written assignments.

11. Embellishing and/or exaggerating the facts of a situation or event.

12. Requesting assistance from others to falsify documentation or share answers on any graded work.

13. Falsifying attendance records, which includes not using the Positive Attendance System correctly.

FRANCIS TUTTLE TECHNOLOGY CENTER
PRACTICAL NURSING PROGRAM

DISCIPLINARY ACTION PROCEDURE

The Practical Nursing Student Handbook outlines reasons a student may experience disciplinary action. These reasons include, but are not limited to, failure to:

1. Meet the requirements for Retention and Progression
   - Admission Requirements
   - Academic Progress Requirements
   - Attendance Requirements
   - Physical and Mental Requirements

2. Adhere to the Professional Behavior Policy

Students may enter the system of disciplinary action at any of the given levels, based on the severity of the offense.

The procedure for disciplinary action is as follows:

LEVEL 1 - The student and faculty member have a conference about the area of concern and a conference form is completed. The conference form will include an outline of the expectations.

LEVEL 2 - The student is placed on probation for a designated period of time. This may include being on probation for the duration of the program or for a particular course.

Probation status is intended as notification to a student that she/he is in danger of being dismissed from the program if an improvement in performance or correction of inappropriate behavior is not immediately observed.

A student will be notified of probationary status in a conference between the student and the faculty. During this conference, the student will be informed of the performance or behavior requiring improvement and the necessary requirements to continue in the program.

The student will be made aware of dates for repeat evaluation and termination of the probation.

LEVEL 3 - The student is dismissed from the program.

LEVEL 1 – CONFERENCE SUMMARY REPORT

Date: _____   **Time Conference Occurred:** _____

Topic/Purpose: _____

In Attendance:

_____

_____

Summary of behavior leading up to conference

Suggestions/Plan for improvement

The student's signature only indicates the information above has been discussed with him/her and the student was given a copy of this document.

Student: _____**Date:** _____

Instructor: _____**Date:** _____

Student may add comments and/or information on the reverse side

FRANCIS TUTTLE TECHNOLOGY CENTER
PRACTICAL NURSING PROGRAM
LEVEL 2 — PROBATION TOOL

Name _____   **Date** _____

REASON FOR PROBATION	ADMISSION PROBATION – Complete Section A	PROBATIONARY PERIOD
☐	Failure to complete and submit pre-entrance physical examination form	
☐	Failure to complete and submit documentation of immunizations and/or titers	
☐	Failure to complete and submit current and clear background check or drug screen results	
☐	Failure to submit copy of current, appropriate, CPR certification	
☐	Failure to provide proof of completion of pre-requisite courses prior to the class start date or as outlined by the director	
REASON FOR PROBATION	**ACADEMIC PROBATION - Complete Section A**	**PROBATIONARY PERIOD**
☐	Failure to maintain a 70% or higher average in any course	
☐	Failure to meet course objectives and requirements listed in the syllabi (Failure to progress)	
☐	Failure to meet prescriptive learning plan as outlined by faculty	
☐	Failure to achieve 100% mastery on the Dosage Calculation Test on the first attempt.	
☐	Failure to build on past learning and clinical skills while taking on more complex tasks	
☐	Failure to satisfy clinical course requirements (including mandatory skills)	
☐	Failure to complete skills check offs as scheduled	
☐	Failure to complete ATI's PN-CARP assignments	
REASON FOR PROBATION	**ATTENDANCE PROBATION - Complete Section A**	**PROBATIONARY PERIOD**
☐	Failure to maintain satisfactory attendance hours and comply with attendance policy and procedure	
REASON FOR PROBATION	**BEHAVIOR PROBATION – Complete Section B**	**PROBATIONARY PERIOD**
☐	Loss of ability to meet the Physical and Mental Requirements as listed in the PN Student Handbook under the Retention and Progression Policy	
Area of Concern		
☐	Failure to demonstrate the Professional Behavior Requirements as listed in the PN Student Handbook under the Retention and Progression Policy	
Area of Concern		

ADMISSION/ACADEMIC/ATTENDANCE PROBATION – SECTION A

If student is placed on Admission, Academic, or Attendance Probation, Section A must be completed and signed by designated parties.

Practical Nursing Students must comply with the retention and progression policy including the established requirements for admission, academic progress, and attendance. Students requiring a level 2 probation will be given suggestions for improvement to assist in meeting these requirements.

Summary of behavior leading up to the probation: (Utilize supporting excerpts from the retention and progression handbook policy)

Suggestions for Improvement

I understand that the above requirements are suggestions for improvement. However, it is mandatory to meet the established admission, academic progress, and attendance requirements. Failure to meet established requirements will result in program dismissal.

The student's signature only indicates the information above has been discussed with him/her and the student was given a copy of this document. It does not imply agreement.

Signatures:

_____   _____
Student   Date

_____   _____
Faculty   Date

_____   _____
Program Director   Date

BEHAVIOR PROBATION – SECTION B

If student is placed on Behavior Probation, Section B must be completed and signed by designated parties.

The Practical Nursing Program has established professional behavior requirements that are essential in demonstrating consistent progress toward achieving professionalism in accordance with the core values of Francis Tuttle and continual progression toward socialization into the profession of nursing. There are also essential physical and mental requirements necessary for retention and progression. Students requiring a level 2 behavior probation will be placed on a mandatory individualized growth plan.

Summary of behavior leading up to the probation: (Utilize supporting excerpts from the retention and progression handbook policy)

Mandatory Individualized Growth Plan

I understand that the above requirements are mandatory. Failure to comply with these requirements will result in program dismissal.

The student's signature only indicates the information above has been discussed with him/her and the student was given a copy of this document. It does not imply agreement.

Signatures:

_____   _____
Student   Date

_____   _____
Faculty   Date

_____   _____
Program Director   Date

WITHDRAWAL/DISMISSAL POLICY

A student withdrawing from the program must notify the instructor who will in turn notify the PN Program Director. If the student has a locker assigned, the locker must be emptied and the door left open. All school property is to be returned and financial obligations cleared at the time of the withdrawal. Failure to do so will prevent the release of a transcript and readmission.

Students who have withdrawn or are dismissed from the program should follow the readmission policy.

READMISSION POLICY

- Students who have withdrawn or been dismissed from the program may only be readmitted one time.

- Completed nursing courses remain current for 24 months from the date the course was completed. Readmitted students will have to repeat non-current coursework or prove competency through course challenge. Nursing courses that were not completed at the time of program exit must be repeated in their entirety.

- A student who has withdrawn or been dismissed from the program and is eligible for readmission should submit a letter of request for readmission to the program director or the HSC Director within one week from the date of dismissal.

- The following items must be addressed in the letter:

    A. Precisely state the behaviors that caused the withdrawal.

    B. Itemize what has been done to change those behaviors.

    C. Present a precise, detailed plan of new behaviors that will ensure success.

    D. Include any requests for advanced standing credit

- After the readmission request letter has been received, the program director will present the request to the PN faculty.

- The committee will consider the student's history in the program, reasons for dismissal, and individual circumstances. A decision for or against readmission will be made by majority vote as well as the specific conditions for readmission.

- A letter will be sent to the student reporting the decision of the committee. If readmission is granted, the letter will inform the student of the process for readmission, any conditions for readmission, status of Advanced Standing Credit, and the documents to be submitted.

- Readmission with Advanced Standing Credit is contingent upon space availability and alignment of the curriculum calendar with the student's place in the curriculum.

- Students may also apply to the program via the next available program admission cycle. Students applying to start from the beginning will be subject to the ranking process via the preference point system for admission.

- Readmitted students may be placed on probation at the time of readmission.

- If the PN faculty decides not to readmit the student, the student may follow the Disciplinary Procedures Applicable to Adult Students set forth in the FTTC Policy and Procedures Manual.

GRIEVANCE PROCESS FOR DISCRIMINATION, HARASSMENT, AND RETALIATION

The purpose of this grievance procedure is to provide for an orderly method of resolving grievances based upon charges of discrimination, harassment, or retaliation based on real or perceived race, color, sex, pregnancy, gender, gender identity or expression, national origin, religion, disability, veteran status, sexual orientation, age, or genetic information.

Definitions

Complaint: A written or verbal complaint alleging any action, policy, procedure or practice that discriminates on the basis race, color, sex, pregnancy, gender, gender expression or identity, national origin, religion, disability, veteran status, sexual orientation, age, or genetic information (including harassment and retaliation).

Claimant: Any person enrolled in or employed by the District or a parent/guardian of a minor student, or member of the public who submits a complaint alleging discrimination based on race, color, sex, pregnancy, gender, gender expression or identity, national origin, religion, disability, veteran status, sexual orientation, age, or genetic information (including harassment or retaliation). For purposes of this policy, a parent or guardian's complaint or grievance shall be handled in the same manner as a minor student's complaint would be.

District Equity Coordinator(s): The person(s) designated to coordinate efforts to comply with and carry out responsibilities under Title VI of the Civil Rights Act, Title IX of the Education Amendments of 1972, Title II of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act and any other state and federal laws addressing equal educational opportunity. The Coordinator under Title VI, IX, Section 504/Title II and the Age Act is responsible for processing complaints and serves as moderator and recorder during hearings. The Coordinator of each statutory scheme may be the same person or different persons, but each coordinator will receive relevant training in order to perform his/her duties. The District Equity Coordinators may be contacted at:

> Dr. Jason Brunk, Executive Director of Human Resources
> 12777 N Rockwell Ave
> Oklahoma City, OK 73142
> 405-717-4284
> Jason.Brunk@francistuttle.edu
>
> and/or
>
> Jaared Scott, Ed. D., Deputy Superintendent/COO
> 12777 N Rockwell Ave
> Oklahoma City, OK 73142
> 405-717-4256
> Jaared.Scott@francistuttle.edu

Site Equity Officers: The Instructional Directors, Assistant Instructional Directors shall serve as the site equity officer to receive and investigate complaints of discrimination or harassment made by students. The Director/Assistant Director may designate an employee of the school of the same gender as the Claimant to investigate claims of gender discrimination. Prior to acting in the role of Equity Officer, he/she will be trained in the Federal laws prohibiting discrimination.

Respondent: The person alleged to be responsible for the alleged discrimination or harassment contained in a complaint. The term may be used to designate persons with responsibility for a particular action or those persons with supervisory responsibility for procedures and policies in those areas covered in the complaint.

Day: Day means a working day when the technology center's main administrative offices are open. The calculation of days in complaint processing shall exclude Saturdays, Sundays and legal holidays.

Procedures:

The District shall promptly investigate complaints of discrimination, harassment, and retaliation; take appropriate action against any student or employee who violates this policy; and take any other action reasonably calculated to end and prevent further discrimination, harassment, and retaliation against students, employees, or others. All employees shall cooperate with any investigation of alleged discrimination, harassment, and retaliation conducted under this procedure or by an appropriate state or federal agency.

Informal Pre-Filing Procedures:

Prior to the filing of a written complaint, the student or employee is encouraged to visit with the Site Equity Officer or District Equity Coordinator, as applicable, and reasonable effort should be made at this level to resolve the problem or complaint. In the event the Claimant is under the age of 18, the Equity Coordinator or Equity Officer will notify his/her parent(s).

Formal Complaint Procedures:

A. Any student, employee or other person who believes he or she has been discriminated against on the basis of race, color, sex, pregnancy, gender, gender expression or identity, national origin, religion, disability, veteran status, sexual orientation, age, or genetic information who desires to proceed with a complaint, shall, within twenty (20) days of an alleged violation, submit a written complaint to the District Equity Coordinator or Site Equity Officer.

B. In addition to taking action with respect to a written complaint, a District Equity Coordinator or Site Equity Office may investigate allegations of discrimination without a written complaint according to the procedures set forth in this Policy whenever a District Equity Coordinator or Site Equity Officer deems such action to be appropriate.

C. The complaint shall state the Claimant's name, the nature of the alleged violation, the date of the alleged violation, the names of persons responsible, any witnesses to the alleged action, and the requested action or relief sought.

D. Upon the receipt of the complaint, the District Equity Coordinator or Site Equity Officer shall authorize or undertake an investigation. In the event the Claimant is under the age of 18, the Equity Coordinator or Equity Officer will notify the parent(s) of the student.

E. The District Equity Coordinator or Site Equity Officer may determine whether interim measures should be taken pending the outcome of the investigation. Such interim measures may include, but are not limited to, separating the claimant from the person who allegedly harassed or discriminated against the claimant, suspending the implementation of a policy, practice, or procedure and, in cases involving potential criminal conduct, determining whether law enforcement officials should be notified.

F. Within ten (10) business days of receiving the Complaint, the District Equity Coordinator or Site Equity Officer, shall notify the Respondent of the Complaint in writing.

G. Within ten (10) business days of notification, the Respondent shall submit to the applicable District Equity Coordinator or Site Equity Officer, a written answer which shall

confirm or deny the facts upon which the allegation is based, indicate acceptance or rejection of the Claimant's requested action, and/or outline alternatives. The Respondent may also identify witnesses who should be contacted to provide input during the investigation.

H. Within ten (10) business days of receiving the Respondent's answer, the applicable District Equity Coordinator or Site Equity Officer shall initiate an appropriate investigation which may include, but is not limited to, interviewing both the Claimant and the Respondent and any witnesses identified by either party, identifying any documents or tangible evidence in support of or opposition to the complaint, and conducting any further investigation deemed appropriate by the District Equity Coordinator or Site Equity Officer. The investigation should be concluded within thirty (30) days but the District Equity Coordinator or Site Equity Officer may extend the period of time for an investigation by notifying the Claimant and the Respondent.

I. Within ten (10) business days after completion of the investigation, the applicable District Equity Coordinator or Site Equity Officer shall render a written decision as to the complaint and shall provide a copy of the written decision to the Claimant and the Respondent. The written decision shall be a summary report containing a synopsis of the evidence, findings of facts, determination of policy violation, and resolution. Additionally, if the District Equity Coordinator or Site Equity Officer determines that the allegations of the complaint are in violation of the policy, prompt and appropriate action shall be taken to address and remedy the violation as well as prevent any recurrence. Such action may include discipline up to and including expulsion or termination.

J. Within ten (10) business days of receipt of a decision from the applicable District Equity Coordinator or Site Equity Officer, if unsatisfied with the decision, either the Claimant or the Respondent may submit a written request to the Superintendent for a review by the Board of Education.

K. Within ten (10) business days of receiving a request for review by the Board, the Superintendent shall notify the Board of the request, shall place an agenda item for a review of the complaint on the next regularly scheduled Board meeting, and shall notify the Claimant and the Respondent of the date of the Board's review.

L. The review by the Board shall involve a review of all documents submitted to the District Equity Coordinator or Site Equity Officer, and, if the Board desires, a statement from the Claimant and the Respondent or the representatives of either of the parties. The Board shall render a decision which either modifies, affirms, or reverses the decision of the District Equity Coordinator or Site Equity Officer.

M. Within ten (10) business days of conducting the review, the Board or the Board's designee shall provide the Claimant and the Respondent with written notice of the Board's decision on the complaint. The Board's decision shall be final and non-appealable.

Extension of Time: Except as otherwise provided, any time limits established by this policy and these procedures may be extended by mutual consent of the parties involved.

Confidentiality of Records: All records, complaints, notes, documents, and statements made during or relating to allegations of discrimination shall be maintained on a confidential basis by the District Equity Coordinator or Site Equity Officer, and no information concerning any complaint shall be documented in an employee's personnel file. However, in the event official proceedings relating to such allegations are initiated by a party or the District, such records may become public in accordance with law. Information pertaining to complaints shall be maintained for three (3) years after resolution of the Complaint.

Non-retaliation Provision: No person filing a complaint nor anyone participating in the complaint process under this policy will be subjected to any form of reprisal, retaliation, intimidation or

harassment because he or she has utilized this complaint procedure in good faith or because he or she has in any way participated in any investigation or hearing involving or related to any complaint filed under this policy. The School District will discipline or take appropriate action against any student, employee, agent, or representative of the District who is determined to have engaged in such retaliatory behavior.

Notice: The district will notify all students, parents or guardians, members of the public and employees of the name, office and telephone number of each Coordinator and this Grievance Procedure in writing via school publications and/or listings at each campus to which employees or students are assigned.

Outside Assistance: Individuals may also file complaints alleging discrimination, harassment or retaliation with the Office of Civil Rights. The OCR may be contacted at:

U.S. Department of Education
Office for Civil Rights
One Petticoat Lane
1010 Walnut Street, Suite 320
Kansas City, MO 64106
(816) 268-0550
(816) 268-0599 (Fax)
(877) 521-2172 (TTY)
E-mail: OCR.KansasCity@ed.gov

STUDENT BEHAVIOR RESULTING IN DISCIPLINARY ACTION

POLICY:

The Board of Education recognizes that students do not surrender any rights of citizenship while in attendance at Francis Tuttle. The school is a community with rules and regulations. Those who enjoy the rights and privileges it provides must also accept the responsibilities that inclusion and opportunity demand including respect for and obedience to school rules.

This policy applies to high school, adult career training, and Workforce and Economic Development students and does not permit an appeal based upon academic failure or removal from the district for unauthorized absences from class.

The Superintendent or his/her designee and selected administrators shall have authority to implement disciplinary procedures with any student who violates the District's Policies & Procedures.

The following behaviors are prohibited while on District property, while in attendance at any District sponsored activity, while under the general supervision of school personnel regardless of location, while in school vehicles, or while going to or from District events and will result in disciplinary action:

- Arson, extortion, forgery, gambling
- Any disruptive use of cell phones during class time.
- Cheating, plagiarism
- Conduct that threatens or jeopardizes the safety of others, assault upon a student or school personnel, either in or away from school
- Cutting class or sleeping, eating or refusing to work in class
- Disruption of the educational process or operation of the school, creating or attempting to create a disturbance or repeated classroom disturbances
- Driving a vehicle on school property in a reckless or unsafe manner
- Failure to attend a disciplinary assignment without approval
- Failure to comply with state immunization records
- Failure to comply with any Health Science Program's Clinical Affiliation Agreement stipulations, policies and rules of the clinical site, and/or behavior that threatens the continued relationship between the school and the clinical facility
- False reports or false calls
- Fighting
- Hazing (initiations) in connection with any school activity
- Immorality, indecent exposure
- Inappropriate attire
- Inappropriate behavior or gestures, inappropriate public behavior
- Leaving campus during break
- Obscene language, physical or verbal abuse, profanity, vulgarity
- Possession of a caustic substance
- Possession of obscene materials
- Possession, threat or use of a dangerous weapon and related instrumentalities (i.e., bullets, shells, gunpowder, pellets, etc.)
- Possession, use, distribution, sale, conspiracy to sell or possess or being in the

chain of sale or distribution, or being under the influence of alcoholic beverages, low-point beer (as defined by Oklahoma law, i.e., 3.2 beer) and/or controlled substances. Counterfeit drugs, drug paraphernalia, and chemicals that provide a mood-altering effect are included as controlled substances.

- Sexual or other harassment of individuals including, but not limited to, students, school employees, volunteers
- Theft
- Threatening behavior (whether involving written, verbal or physical actions)
- Use of hoverboards or skateboards while on Francis Tuttle campuses
- Use of any tobacco products, vaping devices, e-cigarettes or facsimile products
- Use or possession of missing or stolen property if property is reasonably suspected to have been taken from a student, a school employee, or the District
- Using racial, ethnic or sexual epithets which convey abuse or contempt
- Using language, conduct or symbols in such a manner as to be commonly understood to convey hatred, contempt or prejudice
- Vandalism
- Violation of the Board of Education policies, rules, or regulations or violation of school rules and regulations
- Violation of Appropriate Use of Technology Policy
- Violation of Internet Use Agreement, accessing sites not applicable to program
- Wearing of gang colors and paraphernalia associated with gangs
- Willful damage to District property
- Willful disobedience of a directive of any school personnel, open or persistent defiance of authority to any school personnel, either in or away from school

In addition, conduct occurring outside the normal school day or off school property that has a direct and immediate negative effect on the discipline or educational process or effectiveness of the school, will also result in disciplinary action.

Furthermore, adult students who are guilty of the following actions will be subject to disciplinary action:

- Violation of school policies or regulations
- Immorality
- Adjudicated as guilty of a violent offense as that term is defined in Oklahoma criminal laws
- In possession of missing or stolen property that has been taken from the school, its students, or others associated with the school
- In possession of a dangerous weapon or a controlled dangerous substance as defined by federal law or Oklahoma law

Any adult student who has assisted, abetted, or distributed any of the above to a high school student shall come within the disciplinary procedures of this policy.

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A variety of methods of control and discipline of adult students may be utilized and administered by the District administration. Although it is not possible to identify all possible options, following are several alternative disciplinary actions:

- Verbal warning
- Written warning
- Temporary removal from all District campuses and/or their activities
- Probation
- Dismissal/removal

The above listing of disciplinary options is by way of example and does not limit school officials to fashioning a remedy or administering a discipline plan in a manner and under circumstances appropriate to the student's conduct or behavior.

DISCIPLINARY PROCEDURES APPLICABLE TO ADULT STUDENTS

Policy: Removal of a Student

Whenever an alleged violation of the Adult Student Behavior Policy is reported to an administrator designated by the District, he/she will ascertain whether disciplinary action is required.

Upon administrator's review, if removal is found necessary, the administrator shall document the justification in a 'Notice to Student of Disciplinary Action' and immediately forward it to the student and the Superintendent.

The notice shall state the adult student's right to meet with the administrator to appeal the administrator's decision and to offer reasons why the decision is incorrect. The notice to the student shall also state the student's right to appeal the decision of the administrator to a Review Committee.

Upon receipt of the appeal, the Superintendent or his/her designee shall confirm the timely receipt of the request and shall appoint a Review Committee.

This Committee shall be composed of three administrators and/or instructors. The composition of the committee shall be reserved to the District's discretion. No administrator or instructor is eligible to serve on the committee who was a witness to the student's conduct, nor is any teacher eligible to serve who has the student in his/her class for the current school term.

Appeal to a Review Committee

The convening of the Review Committee can be requested by letter to the Superintendent which must be received within five (5) calendar days after the administrator's notice to student of disciplinary action. The administrator's decision shall become final and non-appealable if a request is not timely submitted.

The Superintendent or designee shall schedule the committee hearing as soon as possible taking into consideration the schedules of the student and the committee as well as others who may be involved. The student shall, when possible, be notified in writing of the date and location of the committee hearing.

Pending the committee hearing, the administrator shall have made a decision regarding whether the student shall be permitted to attend classes, participate in training opportunities, or otherwise be involved in regular or extracurricular activities until such time as the committee has met and rendered its decision with respect to the student's appeal.

The committee will conduct a full investigation of the student's conduct. The administrator shall outline the student's conduct; the policy, rule or regulation violated and present any evidence and witness(es) which support the administrator's decision. The student shall be given a similar opportunity to respond to the administrator's decision, to explain the student's conduct, and to present any evidence and witness(es) that support the student's position.

At the conclusion of the evidence, the committee shall privately deliberate regarding its decision and shall render decision at the conclusion of the hearing by a majority vote. The committee shall have the following options available:

- To affirm the decision of the administrator;
- To modify the administrator's decision by increasing or decreasing the severity of the penalty adopted by the administrator; or
- To reject the decision of the administrator in favor of no adverse action involving the student.

The committee shall announce its decision and shall also forward a copy of its decision to the student, administrator and the Superintendent within five (5) calendar days of the close of the committee hearing. The decision of the committee shall also state the right of the administrator or the student to appeal the committee's decision to the Superintendent.

Appeal to the Superintendent or His/Her Designee

The student or the administrator may appeal the committee's decision to the Superintendent within five (5) calendar days of receiving the committee's decision. The Superintendent may hear and decide the appeal or may designate an alternate administrator to hear and decide the appeal. The Superintendent or his/her designee may at his/her option review the proceedings before the administrator and the Review Committee and affirm, modify, or reject the decision below or may ask the administrator and the student to appear for the purpose of making statements and submitting, if requested, specific additional testimony or evidence regarding the discipline dispute. The Superintendent or his/her designee shall provide notice of the date, time, and place of any proceeding to be conducted before the Superintendent or if no additional information to testimony is necessary, may render a decision within fifteen (15) days of the receipt of the Notice of Appeal to the Superintendent.

The decision of the Superintendent, when an appeal to the Superintendent has been timely submitted, shall be a final and non-appealable decision.

ADULT STUDENTS DISPLAYING EMOTIONALLY DISTURBED BEHAVIOR

The purpose of this policy is to provide guidance to District employees when dealing with emotionally disturbed adult students.

Abnormal behaviors are overt actions, omissions to act, or verbal/written statements which would not be consistent with the actions or statements of a reasonable, prudent person under similar circumstances.

Emotional problems include, but are not limited to, behaviors resulting from possible physical, drug related or psychological disorders which may pose a potential harm to the physical well-being of the student or others, and/or cause significant disruptive activity to the normal function of the District.

In non-emergency situations, incidents should be referred to District Administration and possible referral to the Student Crisis Committee.

Actions by the Committee may include:

1) Adult student may be temporarily suspended and required to obtain psychological counseling. In order to be readmitted, the student must furnish the Committee a mental health evaluation from the attending counselor/psychologist.

2) The student will be afforded a hearing before the Committee. The Committee will consider whether the student will be allowed to be reinstated, remain suspended or if the student fails to seek counseling and furnish the mental health evaluation, the Committee may elect to administratively withdraw him/her.

In dealing with students behaving in an emotionally disturbed behavior, there may be instances that are dangerous to the student or others. In emergency situations (life threatening or dangerous to others) District security should be called to intervene in the matter. Once the student has been removed from the District property, the matter will be handled with the administrative process cited above or processed under the adult student behavior guidelines.

District Administrators may attempt to contact family members of the adult student if they are removed from District property as a result of being a threat to themselves or others.

Nothing in this Policy shall preclude District Administrators from utilizing the Adults Student Disciplinary Procedure to administratively process student issues.

BULLYING/INTIMIDATION/HARASSMENT/STALKING POLICY

It is the policy of the District that bullying/intimidation/harassment/stalking of students by other students, personnel, parents, or the public will not be tolerated. This policy is in effect while the students are on school grounds, in school transportation, or attending school activities. It also applies to any form of communication specifically directed at students or school personnel at any time that concerns bullying, intimidation, harassment, or stalking.

Bullying is intimidation by threats of or actual physical violence, the creation by whatever means of a climate of hostility or intimidation, or the use of language, conduct, or symbols in such a manner as to be commonly understood to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual.

As used in the School Bullying Prevention Act, bullying, intimidation and harassment means any gesture, written or verbal expression, or physical act that a reasonable person should know will harm another person, damage another's property, or insult or demean another in such a way as to disrupt or interfere with the school district's educational mission or the education of any student. This includes, but is not limited to threatening behavior, harassment, intimidation, bullying, and stalking by students at school and by electronic communication, whether or not such communication originated at school or with school equipment, if the communication is specifically directed at students or school personnel and concerns harassment, intimidation or bullying at school.

Examples of prohibited behavior include, but are not limited to, the following:
- Verbal, physical or written abuse;
- Intimidation by threats of or actual physical violence;
- Repeated remarks of a demeaning nature;
- The use of language, conduct or symbols in such a manner as to be commonly understood to convey hatred, contempt or prejudice;
- Implied or explicit threats concerning one's grades, achievements, etc.;
- Demeaning jokes, stories, or activities directed at the student;
- To have the effect of insulting or stigmatizing an individual;
- Unwelcome physical contact.

Harassment includes but is not limited to harassment on the basis of race, gender, creed, color, national origin, religion, marital status, veteran status, or disability.

The Superintendent shall develop procedures providing for:
- Prompt and thorough investigation of allegations of bullying;
- The expeditious correction of the conditions causing such bullying;
- Establishment of adequate measure to provide confidentiality in the complaint process;
- Initiation of appropriate corrective actions;
- Identification and enactment of methods to prevent recurrence of the harassment; and
- Notification of students, teachers, and parents or guardian of students attending the technology center.

Violations of this policy may result in disciplinary actions. Sanctions may range from reprimands to suspension, expulsion, and/or termination if an employee of the District. If a student's actions are determined to constitute prohibited bullying, intimidation, harassment, or stalking, the Superintendent may, as a condition or part of any disciplinary action that is taken:

1. Recommend that available community mental health care options be provided to the student. The Superintendent may further require the student (if eighteen (18) or over)

or the parent or guardian of the student to allow the mental health care provider to disclose any information concerning students who have received mental health care pursuant to this policy that indicates an explicit threat to the safety of students or school personnel as a condition of being allowed to return to school.

2. Contact law enforcement if an incident reported involves an immediate threat to school safety or immediate harm to the safety of an individual student.

3. Recommend the referral of a person who commits an act of bullying to a delinquency prevention and diversion program administered by the Office of Juvenile Affairs.

Procedures:

The procedure for investigating reported incidents of harassment, intimidation, and bullying, or threatening behavior, is as follows:

1. The matter should immediately be reported to the Instructional Director or Assistant Director of the area. If the bullying involved an electronic communication, a printed copy of the communication as well as any identifying information such as email address or web address is to be provided. As much detailed information as possible is to be provided in written form to allow for a thorough investigation of the matter.

2. Prompt investigation of allegations of harassment will be conducted by the appropriate administrator.

3. Appropriate corrective actions will be taken.

4. Reporting forms will be completed:

   i.   Investigation Form
   ii.   Resolution Form
   iii.   Reporting Form

5. The Bullying, Harassment, or Intimidation Reporting Form will be submitted to the Campus Administrator who is the Bullying Coordinator.

6. Actions will be reviewed and Reporting Forms kept on file.

SEXUAL HARASSMENT/SEXUAL ASSAULT AND BATTERY

It is the policy that sexual harassment by any individual under the jurisdiction of the District is expressly prohibited. Persons determined to have engaged in sexual harassment of any individual shall be subject to disciplinary sanctions, which sanctions shall include dismissal as an employee and/or as a student.

Francis Tuttle Technology Center policy strictly prohibits any form of Sexual Harassment, Sexual Assault, or Battery. Any person who is victim of a sexual assault should have as their first priority to seek a place of safety and seek medical assistance if needed. It is also vitally important that the assault be reported in a timely manner to an FTTC staff member, who will then notify a Title IX Coordinator.

General Prohibitions

- Conduct of a sexual nature may include the following:

- Verbal or physical sexual advances, including subtle pressure for sexual activity, or propositions of a sexual nature;

- Touching, pinching, patting, or brushing against;

- Unwarranted displays of sexually suggestive or sexually explicit objects or pictures;

- Sexual assault;

- Comments regarding physical or personality characteristics of a sexual nature; and

- Sexually oriented "kidding", "teasing", double meanings, and jokes.

- Conduct of a sexual nature may constitute sexual harassment when the allegedly harassed person has indicated, either orally or by his or her conduct, that it is unwelcome.

Procedures

All complaints of sexual harassment shall be initiated by filing a written complaint with one (1) of the Title IX Officers. Any District employee contacted by a person who believes that person has been sexually harassed shall advise the person contacting them to notify a Title IX Officer immediately. Said District employee shall also notify a Title IX Officer that he/she has been contacted and shall provide the Title IX Officer with the name of the person contacting him/her.

The complaint must include the following information: name of complainant, address of complainant, telephone number of complainant, name of accused, position at Francis Tuttle of the accused, dates, times, locations, names of any witnesses, and description of the incident or incidents alleged to have occurred.
In the course of any disciplinary proceeding of an alleged sex offense, both the accuser and the accused will be entitled to the same opportunities to have others present. In addition, both the accuser and the accused will be informed of the outcome of the proceeding and any sanctions imposed following such proceeding.

The Sexual Assault Prevention Program policy and information will be included on the website, www.francistuttle.edu/studentLife/campusServices/counselingServices. Students will be informed about the FT CARE line and process and informed about the Student Resource Officer's presence on Campus. Students will be informed that Francis Tuttle Technology Center personnel will assist the student in notifying the authorities if the student requests assistance.

Disciplinary Action

Any student who is guilty of immorality or violation of the regulations of a public school may be suspended by the administration. The suspension shall not extend beyond the current school semester and the succeeding semester, provided the student suspended shall have the right to appeal the decision of the administration in accordance with student appeal policy.

In addition to the policy, a student shall be subject to disciplinary actions, including suspension from school, when charges are filed in any court (municipal, state or federal) which accuse a student of commission of a criminal offense occurring on or off school premises at any time and is determined that the filing of said charges cause, in the opinion of the school administration, a possibility that the continued attendance of the student at school could have a direct and adverse immediate effect on discipline operation, general welfare, educational environment, or safety of the school.

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SMOKING/SMOKELESS TOBACCO

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Francis Tuttle Technology Center is committed to the promotion of wellness and healthy living for its employees and students. Part of that commitment involves taking a role in discouraging the usage of tobacco by prohibiting its use on all school district property.

Policy

Effective August 1, 2008, it shall be the policy of Francis Tuttle Technology Center that the use of all tobacco products including, but not limited to, cigarettes, cigars, pipes, snuff, chewing tobacco or any other form of tobacco product is prohibited on school district property. The use of e-cigarettes or facsimile products is also prohibited on school district property. "Vapor Products" includes noncombustible products which may or may not contain nicotine as well as any vapor cartridge intended to be used with an E-cigarette, E-cigar, E-Cigarillo, E-pipe, or similar devices.

- **The use of any tobacco product shall be prohibited anywhere on school campuses, including buildings, grounds and parking lots leased, owned or operated by Francis Tuttle Technology Center. Tobacco product use is also prohibited in any vehicle leased or owned by the school district.**

- **This policy applies to all persons on campus including, but not limited to, employees, students, and visitors to the campus.**

- **The Office of Human Resources will ensure that Francis Tuttle job postings will contain information about the tobacco-free environment.**

- **The Office of Human Resources will ensure that new employees receive information about the tobacco-free policy during new-hire orientation.**

- **Marketing will ensure that the public and the campus is made aware of the tobacco-free environment through press releases, Website announcements, and other communication sources.**

Compliance:

Compliance with this policy by all students and employees is expected based on our commitment to a healthy environment to live, work and learn. Emphasis will be placed on creating a positive and healthy culture free of tobacco and should be a cooperative effort encouraged by all administrators, faculty, staff, and students.

Non-compliance with this policy will be handled in the same manner as any other policy violation and is subject to the disciplinary process.

POSSESSION OF OR UNDER THE INFLUENCE OF NON-INTOXICATING BEVERAGES, ALCOHOLIC BEVERAGES, OR CONTROLLED DANGEROUS SUBSTANCES

Policy:

It is policy that any teacher who has reasonable cause to suspect that a student may be under the influence of or said student has in his/her possession any of the following as they are now defined by law shall immediately notify the appropriate administrator or his/her designee of such suspicions:
- **Non-intoxicating beverages (i.e., 3.2 beer, wine coolers)**
- **Alcoholic beverages**
- **Controlled dangerous substances; and/or**
- **Imitation controlled dangerous substances.**

The administrator shall immediately notify the Superintendent or his/her designee.

A high school student's parent(s)/guardian(s) will be notified immediately.

Procedures:

Any student suspected of being under the influence of or in the possession of beer or alcohol or under the influence of a controlled dangerous substance on school grounds or during school activities will <u>immediately</u> be referred to an administrator.

The administrator shall then <u>immediately</u> notify the parent(s)/guardian(s) of said student of the matter except in the case of an adult student.

The administrator shall suspend a student found to have violated these provisions for a minimum of ten (10) days.

In the case of an adult student, the administrator may recommend dismissal. The student may be required to seek assessment and/or counseling from a person trained in the treatment of chemical abuse.

Any student in possession of imitation controlled dangerous substances will be liable for the same penalty.

The student will be responsible for providing verification of compliance with the assessment recommendations. A second offense will result in dismissal of the student. Any such disciplinary action may be appealed in accordance with the appropriate high school or adult method of appeal found in this section.

Conspiracy/Chain/Sale/Distribution/Delivery of Drugs/Alcohol
A high school student found to be in the chain of distribution/sale/delivery of drugs or alcohol will incur a long-term suspension for the remainder of the current semester and the next succeeding semester. An adult student will be dismissed.

SUSPECTED SUBSTANCE ABUSE PROCEDURE

PRINCIPLES

The general principles used in the development of this procedure are:

- Substance abuse compromises both the educational process and client care.

- The Practical Nursing Program has a commitment to the welfare of both the students and the clients.

- Addicted persons need help to recognize the consequences of their substance use.

- Addiction is a treatable illness and rehabilitative and therapeutic approaches are effective in facilitating recovery.

- Individuals with addictive illnesses should receive an opportunity for treatment.

FRANCIS TUTTLE TECHNOLOGY CENTER - DRUG-FREE CAMPUS POLICY:

Francis Tuttle Technology Center has a Drug-Free Campus Policy in effect. This procedure is not meant to supersede the Drug-Free Campus Policy, but rather to supplement it. The student is held responsible for knowing and following the Drug-Free Campus Policy.

PROCEDURE WHEN THE STUDENT APPEARS TO BE UNDER THE INFLUENCE OF A CHEMICAL SUBSTANCE

1. The Instructor will confront the student with the suspicion that she/he is under the influence of a chemical substance (drugs or alcohol), which may include prescription drugs that are impairing the student's ability to perform. The specific observations that led to the suspicion will be shared with the student by the Instructor.

2. If the student admits that she/he is under the influence of a chemical substance, she/he will be required to leave the educational setting immediately and will not be allowed to return until professionally assessed and a treatment plan, (if recommended) has been initiated.

    a. The student must comply with treatment recommendations with documentation of compliance provided by the substance abuse treatment provider. This will occur monthly until the provider judges that the treatment is no longer necessary. This will be at the expense of the student.

3. The assessment and treatment plan will include the following elements:

    a. A psychological evaluation prepared by a licensed mental health professional addressing assessment for chemical dependency, severity of addiction,

motivation for treatment, and recommendations for treatment. This will be at the student's expense.

b. The student must comply with treatment recommendations with documentation of compliance provided by the substance abuse treatment provider. This will occur monthly until, in the judgment of the provider, treatment is no longer deemed necessary by the provider. This will be at the student's expense.

c. During the time of treatment, the student must agree to undergo immediate drug and/or alcohol screen via an approved laboratory when requested to do so. If the screen is positive, the student will be immediately terminated from the Practical Nursing Program. All lab costs will be at the student's expense.

d. Ability to remain in the Practical Nursing program during the time of treatment will be reviewed by the Nursing Faculty on an individual basis, based on the recommendation of the treatment provider.

e. The student will only be allowed to return to the educational setting only after undergoing an assessment as described in 2.a. If treatment is recommended by the evaluation, the elements described in 2.b-2.d will go into effect. Refusal to agree to the assessment will result in the student being dismissed from the Practical Nursing Program.

f. The student's refusal to agree to a plan including the elements described above will result in the student being dismissed from the Practical Nursing Program.

4. If the student denies being under the influence of a chemical substance when confronted, she/he will be requested to immediately have a urine drug screen and blood, breath, or saliva alcohol screen at an approved laboratory at the student's expense. A refusal to undergo this screen will result in the student being requested to leave the education setting immediately.

5. In all cases involving admitted or suspected substance abuse, a conference will occur and the conference will be documented. Documentation will include:

- A description of the behavior that resulted in the need for a conference.
A description of the conference and its outcomes

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Program Information

DESIGN

The Fall semester cohort is designed for students to complete in the PN program in 10 months. The Spring semester cohort is designed to be completed in 10 months with a short summer break. All students complete the same curriculum and follow a curriculum calendar for curriculum progression.

ATTENDANCE

1. **FALL SEMESTER (PN1 COHORT)**
   The Fall semester PN1 cohort begins in August and ends in May of the following year. PN1 is a full-time, daytime cohort with an average attendance of 30-34 hours per week. Attendance hours are required for classroom activities and instruction, skills demonstrations, skills practice, skills performance checks, testing, and clinical. Students should plan to be in attendance on campus or at the clinical site five days per week, according to the instructional calendar. On-campus attendance hours are 8:00am-3:00pm, Monday – Friday.

   Clinical hours and days vary but are usually scheduled 6:30AM – 2:30PM, Thursday and Friday. In general, clinical will be two days a week, but will increase to 3-5 days a week toward the end of the program. Some limited 12-hour and/or 3:00PM-11:00PM shifts may be required.

2. **SPRING SEMESTER (PN2 COHORT)**
   The Spring semester PN2 cohort begins in January and ends in December of the same year. PN2 is a full-time, daytime cohort with an average attendance of 30-34 hours per week. Attendance hours are required for classroom activities and instruction, skills demonstrations, skills practice, skills performance checks, testing, and clinical. Students should plan to be in attendance on campus or at the clinical site five days per week, according to the instructional calendar. On-campus attendance hours are 8:00am-3:00pm, Monday – Friday. No classes are held in June or July.

   Clinical hours and days vary but are usually scheduled 6:30AM – 2:30PM, Thursday and Friday. In general, clinical will be two days a week, but will increase to 3-5 days a week toward the end of the program. Some limited 12-hour and/or 3:00PM-11:00PM shifts may be required.

CLINICAL ROTATIONS

Students complete six different clinical rotations. The rotations occur either concurrently with the theory content or after the theory content has been presented. Clinical rotations and locations are scheduled by the program director. The make-up of the groups change with each rotation to give the students the opportunity to work with each instructor and different peer groups.

ACADEMIC ADVISEMENT

Student-instructor conferences are scheduled as needed. The purposes of individual student conferences are to provide an opportunity to review progress, discuss grades and attendance, and to discuss any problems or needs of the student. This may include one-on-one tutoring, discussion of the individual's learning style, and special needs. Students will receive frequent feedback and reinforcement of learning for both classroom and clinical instruction. Students are expected to initiate academic advisement with their assigned instructors **first,** and if additional assistance is needed, the student will be directed to the appropriate resources to assist in meeting individual learning needs and goals.

CURRICULUM

Curriculum is presented in Learning Activity Packets (LAPs). Each LAP is a self-contained unit of instruction containing objectives and activities. After completing each didactic course, students complete an ATI Content Mastery Examination in addition to other assignments and remediations. Course grade requirements are located in the PN Student Handbook and each course syllabus.

CURRICULUM PROGRESSION

All LAP exams, assignments, and assigned skills are to be completed by the due date on the calendar. Penalties will be imposed for all LAP exams, assignments, and assigned skills not completed by the due date. No late assignments are accepted.

The instructors act as a facilitator of the learning process. It is the student's responsibility to maintain satisfactory progression through the curriculum. It is also the student's responsibility to seek out assistance when having difficulty understanding concepts or when having difficulty keeping up.

EVALUATION

Evaluation of student comprehension and performance is ongoing and utilizes the methods of skill lab check-offs, clinical performance ratings, assignments, and exams.

INSTRUCTIONAL OVERVIEW

Instruction is divided into three main areas: didactic or theory (classroom), psychomotor (skills laboratory), and practical application (clinical site). A variety of teaching strategies are employed in each instructional area to facilitate individual learning styles.

LABORATORY SKILLS

Specific skills will be viewed on video, computer and/or demonstrated by the instructor. Unsupervised practice times are available when the HSC lab is open (see Health Lab Guidelines). Skill performance check-off times are scheduled by the instructors. Students are expected to be prepared to demonstrate each skill at a satisfactory level without coaching or instruction.

PROGRAM INSTRUCTION

A variety of teaching methods are utilized to present course content. The methods used include independent learning activities, directed study, online and computer-assisted instruction, group discussion, student presentations, case studies, demonstration, lecture, individualized tutoring, field trips, student and professional organization activities, patient-centered conferences, clinical lab simulations, supervised health laboratory and clinical experience, and guest speakers. Students are expected to prepare for active participation in class.

SATISFACTORY PROGRESSION

Students who fail to exhibit minimal progress as determined by the curriculum calendar will be placed on academic probation and may be dismissed from the program if the situation is not immediately rectified (see Academic Progress Requirements).

LEARNER RESPONSIBILITIES

The student is responsible for his/her readiness to learn and for the process of learning. Factors that contribute to successful student outcomes are:

- Self-motivation
- Self-discipline
- Personal support
- Adequate resources
- Attendance
- Ability to acquire knowledge through self-study

INSTRUCTOR RESPONSIBILITIES

- Instruction
- Guidance
- Individualize student needs
- Laboratory skill instruction
- Clinical instruction

CLINICAL ROTATIONS INSTRUCTIONAL PLAN

INTRODUCTION

- During the clinical experience, students have the opportunity to repeatedly perform nursing skills that build upon the principles and skills taught in the classroom and laboratory settings. The major portion of clinical experience will be in these areas: acute care medical-surgical, long-term care, skilled nursing, and long-term acute care/rehab. Limited clinical opportunities may be offered in the operating room, diagnostic unit, clinic, and home health agency.

- While in the clinical area, students will be supervised, directly or indirectly, by a faculty member with assistance from clinical affiliate staff. Although planned instruction and informal learning opportunities will be provided daily, <u>students must use initiative and self-direction in seeking out learning opportunities.</u> The amount of knowledge, understanding, and experience gained from clinical rotations is proportional to the amount of effort put forth by the student.

- The safety of the clients is the primary concern of the instructor. Students are expected to follow the directions of the instructor and keep the instructor informed of changes in the client's condition or treatment plan. Students must also communicate with the licensed nurse and other personnel assigned to care for the client. It is the student's responsibility to ensure the nurse knows what skills the student can and cannot perform. Students are expected to properly self- reflect on their individual limitations and the necessary actions necessary for safe and effective care.

CLINICAL PROGRESSION

- The Practical Nursing program consists of six (6) clinical courses. The student receives a separate grade for each clinical course.

- In order for a student to progress, the student must successfully complete each clinical course with a course grade of 70% or better.

- A grade below 70% in any one of the clinical courses will result in dismissal from the program.

- **NC 3 – Medical-Surgical Nursing II has two exit points for this clinical course.**

  - **Students who do not have a passing average (70% or above) prior to the start of the Role Mastery shifts, will be withdrawn from the course and dismissed from the program.**

  - **Students who do not have a passing average (70% or above) at the end of all of the CN3 – MS II shifts (end of course) will be withdrawn from the course and dismissed from the program.**

CLINICAL SCHEDULES AND HOURS

Students are scheduled to attend specific clinical rotations during each clinical course. Specific dates for each rotation will be communicated to students via clinical schedules. Tentative clinical days available per month are underlined on the school calendar.

CLINICAL PERFORMANCE EVALUATION

- Students' clinical performance will be evaluated by the instructor with input from clinical affiliate staff.

- Student evaluation will be based on established clinical performance evaluation criteria, utilizing a rating scale, and documented on an evaluation instrument. This tool will be completed by the instructor and distributed to the student weekly.

- Copies of the Clinical Performance Evaluation Tools can be found in each course syllabus.

BREAKS AND LEAVING THE UNIT

- Contact the instructor and clients' nurse when leaving the assigned clinical area for any reason.

- Most clinical facilities are "tobacco-free". Students must abide by the clinical facility policy. Students will need to refrain from using tobacco during the clinical day.

- Confine eating and drinking beverages to designated break time and area. Limit break to 15 minutes; stagger breaks with other students. Eating and drinking may be allowed during post clinical conference at the instructor's discretion and/or facility policy.

- Students may purchase meals in the cafeteria. Some facilities give students a reduced rate. Students may have to eat out during selected rotations or may be able to bring lunch. Thirty minutes for lunch will be allowed unless directed differently by the instructor.

CALL-IN PROCEDURE

Students who are going to be absent or tardy must notify the clinical instructor prior to the beginning of the shift. Each clinical instructor will provide specific information on how to notify them during clinical orientation. If unable to locate the instructor, follow the below steps:

  - First priority: Notify the clinical instructor for the shift you are scheduled for this rotation. Exception, NC 6 Leadership – the student will notify the facility site as well.

  - Second priority: As a last resort, contact the PN Program Administrative Assistant (717- 4307) and request the clinical instructor be notified.

The first infraction for failure to follow the above procedure will result in disciplinary action.

EXEMPTED ABSENCES

- If clinical attendance requirements have been met and objectives *have been* mastered prior to the occurrence of an approved leave of absence or excused absence, no additional clinical days or work will be required. The clinical grade will be calculated based on the maximum points available excluding the exempted period.

- If clinical course attendance requirements and objectives *have not* been met prior to the occurrence of an approved leave of absence or excused absence, an individual progression plan (IPP) will be developed that includes a contract specifying the work to be completed and the completion date. The student may receive an incomplete (I) for the clinical course and the requirements and objectives must be completed during the next available opportunity. The student will attain a clinical probationary status. If the student fails to meet the terms of the contract, the "I" will be changed to an "F" and the student withdrawn from the program. In some cases with an extended leave, the student may be withdrawn from the program and will have to seek readmission per policy and procedure.

CLINICAL PREPARATION

Students are expected to arrive at clinical having met the expectations for preparation outlined in each clinical syllabus. Proper preparation also extends to having all necessary clinical supplies and resources as well as being physically and mentally ready for patient care and team collaboration. If preparation is considered inadequate, the student may be sent home per the discretion of the instructor. CN3 and CN4 outline specific criteria for clinical preparation and if not completed, the student will be immediately sent home. A score of zero will be recorded on the performance evaluation tool and absence hours will be recorded.

CLIENT ASSIGNMENTS

- Students are responsible for knowing the objectives and skills for each clinical rotation. In CN2 – MS I and CN3 – MSII, students are responsible for completing the preplanning packet prior to the scheduled clinical day in order to be prepared to meet the clinical rotation objectives.

- If a client is transferred or discharged, the student will be responsible to select another client, change the assignment sheet, and obtain approval from the charge nurse. Notify the nurse in charge if the client has any questions/concerns about having a student nurse.

- When a client is to be discharged during the clinical day, the student must notify the instructor before or within 30 minutes of the client leaving.

- CN3 – MS II
  - Students are expected to select client care experiences related to the content being covered in class if possible and who afford the student the opportunity to perform skills and procedures. The instructor is ultimately responsible for each student's assignment and reserve the right to make changes based on the client's condition and the student's level of ability.

SKILLS PERFORMANCE IN CLINICAL

The clinical setting is where you will improve your ability to perform client care. There is much to learn about organization, decision-making, communication, and teamwork. The skills you have learned in the lab are only a small part of your nursing role. Even though skills play a minor role, if done incorrectly, major damage can be done. The information below is intended to assist you to be prepared for skills performance and ensure you safely complete your skills.

- **The student must have completed the skill in the laboratory setting with a rating of 3 or 4 to be able to perform the skill in the clinical setting.**

- Competency in performing mandatory skills is a part of the clinical objectives for each clinical course. The skills are listed in the *Skill Performance Pocket Notebook.*

- Mandatory skill evaluation time will be arranged between the student and instructor.

- The student must be able to perform satisfactorily all mandatory skills under direct supervision of the instructor or designee.

- If the student is unable to provide safe verbal step by step directions or physical implementation of the skill(s), remediation may be required per the instructor's discretion.

- Students must actively seek opportunities to perform mandatory skills and keep the instructor informed of the need for skill evaluation.

- It is the student's responsibility to take the initiative to complete these skills.

- Students are expected to make *weekly progress* in order to complete the majority of the mandatory skill evaluations by mid-rotation.
- Inability to perform mandatory skills will be reflected on the clinical evaluation tool.
- Failure to complete available mandatory skills during the rotation is considered failure to progress and will result in disciplinary action.
- Non-mandatory skills will be observed and initialed by the instructor as time permits.
- When students have "no opportunity during rotation" ("*NO*" rating) to perform a skill, the student is expected to perform the skill during the next rotation.

SKILLS PERFORMANCE POCKET NOTEBOOK

- Students are to take the *Skill Performance Pocket Notebook* to clinical every day.
- The student is responsible for maintaining documentation and obtaining the initials of the instructor who supervised the skill in the *Skill Performance Pocket Notebook.*
- Students are to notify the instructor of record and/or the clinical instructor if the notebook is lost. The notebook will be reconstructed at the discretion of the clinical instructor.

CLINICAL SKILL CHECK-OFF PROCEDURE

The instructor will supervise procedures performed for the first time in the clinical setting. If the instructor is not available to supervise you performing a procedure, the instructor may delegate a staff nurse to supervise you. The instructor will inform the student who is to supervise the procedure. Student actions for clinical skill check-off include:

- Notify the instructor of the opportunity to perform the procedure. Please give as much notice as possible so the instructor can plan to be available to you.
- Check the written order on the client's chart before administering any treatment or medication.
- Consult the hospital policy & procedure if needed.
- Go over the procedure with the instructor in a step-by-step fashion <u>before</u> entering the client's room.
- Assemble needed supplies and equipment.
- Explain procedures to the client. Do not expect the instructor to do the talking.
- Be prepared to critique personal performance with the instructor post-procedure.
- Obtain the instructors' initials in the competency profile pocket notebook each day.

SAFETY

Follow safety rules and policies and procedures of the clinical affiliates according to contractual agreements.
- Minimize distractions; concentrate on the procedure being performed. Report changes or unusual conditions to the instructor and to the charge nurse.
- Any question about ability to perform a procedure should be discussed with an instructor.
- Use principles of body mechanics when lifting, pulling, or pushing objects.
- Be knowledgeable of and use standard precautions for all clients.

- Due to OSHA regulations, students may choose to come to clinical with goggles/protective eyeglasses and a CPR mouth shield. However, most clinical facilities have these supplies available for use. (These items may be purchased from the school bookstore.)
- Students who have cuts, abrasions, or other types of skin lesions shall ensure that these are covered with a waterproof dressing and that gloves are worn when caring for any client.
- Wash hands prior to and immediately after client contact. If gloves are worn, hands must still be carefully washed prior to gloving and after gloves are worn.
- Comply with OSHA regulations that prohibit eating, drinking, smoking, applying cosmetics or lip balm, and handling contact lenses in work areas where there is a reasonable likelihood of occupational exposure. Students must take a break from the work area in order to do any of these activities.
- Be knowledgeable of safety procedures for equipment and supplies before attempting to use. Handle equipment carefully to prevent injury.
- Check all equipment and supplies for defects or damages before each use and before applying to client. Report any discrepancy immediately. Store all equipment and supplies in the proper place.
- Know the policy of the clinical institution for fires or tornadoes and be able to follow designated procedures.
- All chemicals, reagents, and caustic solutions are to be used only under direct supervision of an instructor.
- Students are referred to the clinical affiliate's policy and procedure manual for information regarding isolation precautions, handling equipment and supplies, and cleaning up spills.
- Remove any hazardous objects or spills from the floors or hallways immediately.

ACCIDENTS IN CLINICAL, MANAGING

Immediately report all accidents and errors to the instructor and nurse in charge.

CLIENT-RELATED ACCIDENTS

- All accidents or errors should be reported immediately to the instructor and to the nurse in charge of the unit. This is considered an ethical and legal responsibility.
- The client's physician will be notified for appropriate action to be taken in regard to the error or accident when deemed necessary by the nurse in charge.
- An incident report will be completed by the student involved and signed by the instructor. This report goes into the client's chart or to the designated person. A duplicate report will be completed by the student and the instructor and will be placed in the student's file.

STUDENT-RELATED ACCIDENTS

- Students involved in an accident must report it to the instructor immediately. An accident report will be completed and retained by the hospital. A duplicate report will be completed and placed in the student's file.
- Students sustaining a needle stick injury during a clinical experience will complete an accident report. A duplicate report will be completed and placed in the student's file.

Students must adhere to hospital policies that stipulate what treatment and immunizations may be required. Documentation of treatment must be provided for the student's file.

- Students seriously injured during the clinical rotation will be taken to the nearest emergency room. Students are responsible for their own medical expenses resulting from treatment of illness or accidents, including injuries in the clinical setting or at the school. Absence hours may apply at the discretion of the program director.

CONFIDENTIALITY

It is important to remember HIPAA and maintaining confidentiality of client information. Sharing of client information is limited to only those healthcare providers caring for that client. No printed material with client identifying information, such as name, hospital number, age, date of birth, diagnosis, etc. is to be taken outside the clinical facility. The client's name is not to be used on any clinical assignments.

ORIENTATION TO A CLINICAL SETTING

Nursing Clinical rotations are arranged by the Director of the Practical Nursing Program and your instructor. You will be provided an orientation to the clinical site by your instructor and/or the staff at the facility.

During this clinical site orientation you will be given information about the policies of the institution, your role as a student, the resources available, and the expectations the staff has of students. This is YOUR opportunity to learn what you need to be successful. Take advantage of this time.

You have the responsibility to assist with orientation to the clinical setting. Be sure to pay attention and take notes so you can refer back to them. Things to know in order to be less stressed and more successful are listed below.

- Date and time of rotation.
- Place of rotation and how to get there.
- When/where do I meet my instructor?
- What to do if I will not be at clinical.
- Telephone number for your instructor.
- What is the role of my instructor?
- When do I need to call my instructor?
- How do I go about getting checked-off on skills?
- What are the objectives for the rotation?
- What written work do I need to do each week?
- What are students restricted from doing?
- How do I respond in the event of an internal or external emergency?
- Where are the policy and procedure manuals?
- Where do I store my belongings?
- Where is report held and what time does it start?
- What are the phone numbers of the unit?
- Where do I park?

CLINICAL OVERVIEW/RESPONSIBILITIES

When students attend clinical, it is important that they apply what was learned in the classroom and health lab to the client care. View clinical as an extension of, or a continuum of, learning and not as something separate. Nursing is a blending of the application of knowledge and experience.

The overall goals of any clinical experience are to:

- **Give safe care**
- **Have meaningful learning experiences**
- **Meet your clinical objectives**

The focus of learning in each clinical rotation will be determined by the clinical course objectives and, in more detail, the clinical LAP objectives. KNOW THESE OBJECTIVES and use them to guide your learning.

YOUR LEARNING NEEDS

Students develop the ability to perform certain procedures at different rates. Students will need to practice some procedures more than others. Therefore, you need to decide what to practice each clinical day and which procedure you are proficient in and need to check-off. Once you have determined this, inform your instructor prior to student-client assignments. If you self-assign, choose an appropriate client.

Students need variety in the types of clients they care for. Variety includes different medical and nursing diagnoses, client gender, age, ethnicity, and socio-economic environment. If you self-assign, choose an appropriate client. Sometimes the 'appropriate' client is not available to satisfy your identified learning needs. If this is the case, focus on another aspect of care for your client such as health habits, general nutrition, occupation, etc., and assess how these aspects of your client's life affect current illness. Include these aspects of care in your Client Care Assignment.

PRACTICAL NURSE SCOPE OF PRACTICE

Students are responsible for functioning within the Practical Nurse scope of practice as established by the Oklahoma Board of Nursing. This may mean it will be necessary to explain to others that an action is not lawful for you to perform.

Students are responsible for providing a level of care that meets current standards of practice. It is the responsibility of the student to seek direction from the instructor when unsure about what care should or should not be rendered.

WORKING WITH STAFF

Staff Nurse: Identify your staff nurse before shift report, if possible, introduce yourself and identify the clients you will be providing care for. Obtain report and share the following information with them:

a. assigned client and your learning objectives

b. your prioritized interventions for each

c. what time you will be leaving the shift

During the shift, keep your staff nurse(s) informed of:
   a. any change in your client(s) condition
   b. your evaluation of each intervention
   c. physician's visits and new orders
   d. evaluations of your client(s) by other health providers
   e. when you leave and return to your clinical area

At the end of the shift report to your staff nurse and:
   a. give a report of each client and review of care provided
   b. identify the end of shift tasks you have or have not done

Clear and effective communication between you, your staff nurse, and other team members is imperative. If, despite your best efforts and using your communication skills, you are experiencing difficulty, seek your instructor's advice.

CHARTING

Your instructor will provide specific instructions on charting in the client's chart in each clinical rotation orientation. Always inform the staff nurse when and what you will be charting on the client's chart. Remember, this is a legal document, **write legibly, spell correctly, and use proper medical terms and grammar correctly.** Many of the clinical sites allow "computer read only access" for the student and the student will demonstrate charting competencies via assignments. It is still important to communicate information to the appropriate staff as indicated if any charting is necessary in the client's official chart.

CLINICAL CONFERENCES

Daily Pre-Clinical Conference: All students must meet with the instructor to report attendance as soon they reach their clinical site. **If your clinical instructor indicates,** each student will attend a short pre-clinical conference for updated information. Your instructor will identify time and place prior to the clinical rotation.

Post-Clinical Conference: Each student will attend a post-clinical conference. The instructor will determine the time, duration, and place for this activity. Numerous activities may be planned during this time including equipment in-services, case study presentation, personal evaluations, report on a client or newly learned information, problems and/or frustrations, and department tours.

Students are expected to attend scheduled pre-conference and post-conference on time. Please refer to individual course syllabi for penalties for late arrival. Timeliness is also reflected in the student performance evaluation tool.

HUMAN RESOURCES

Your staff nurse is your primary resource regarding your client. Clear and effective communication between you and your staff nurse is imperative. Be prepared to ask questions. Not all staff nurses find it easy to share what they think and know.

Your instructor is a resource, evaluator, encourager, and promoter of client care.

Instructors are available both during your time of preparation and during the clinical time. Be sure to know how to get in touch with him/her.

INTRODUCTION TO CLIENT

Establishing the nurse-client relationship begins with an introduction as well as obtaining permission from the client to assist in providing their care for the day. This ideally should be done after the selection of the client has been made and prior to beginning your clinical assignment paperwork.

The introduction and obtaining permission can be a brief process. Please see the following example for a suggestion of how to begin the nurse-client relationship.

Hello, Mr./Mrs._____my name is_____. I am a student practical nurse from Francis Tuttle. I would like your permission to assist the nurse in providing care for you on____day.

Recognize that the client has the right to refuse and this is in no way a reflection on your abilities to provide care. If this occurs, select another client or speak to the charge nurse or your instructor for a new assignment.

GETTING THE MOST OUT OF CLINICAL

It is the role of your instructor to assist you in finding clinical experiences to meet the clinical course objectives. It is also her/his role to ensure you are providing safe care and are not placed in situations you are unprepared to experience. Your instructor is your encourager, protector, and mentor.

It is not your instructor's role to make clinical enjoyable or to ensure you take full advantage of the experience. These two things are up to you. Here are some tips to assist you to get the most out of your experience.

1. **Have a plan for the week –** Yes, you are going to be taking care of your client but what else do you want to do during your clinical days? See a procedure? Work on communication by meeting every client through assisting the nurses and tech? Improve your assessment skills by listening to every client's chest? Think about YOUR NEEDS and what you want to improve/see/master. Then look for opportunities. Share this information with your instructor so she/he can assist you.

2. **Keep your eyes open -** Client care is but a small part of what happens in the facility every day. Watch what is going on around you. What happens to that order once it is written or entered in the chart? Where does the equipment come from? What happens if the medication is not on the unit? Who does the staff call for what? How do specimens get to the lab? Ask questions. Offer to help. Hang out with the unit secretary a while. Get involved in the day-to-day workings of the unit. See a need? Try to fill it.

3. **Keep your ears open –** The objective is not to hear the gossip but rather to know when things are "happening" on the unit. You might hear that the wound care nurse has been called to see a client. The ECG tech is coming up to do an ECG. The client in room 290 needs a new IV and another client has to have a urine specimen sent down to the lab. Learning opportunities abound. Speak up!!!! Ask to perform the skill, do the duty, and watch the procedure.

4. **ASK** – Most people like to talk and share what they know. Do not be afraid to ask questions. Ask for explanations. Pick the brains of the staff. Find out the thinking that went into making a care decision. It will be invaluable to you in the future. A great way to get a positive response and lots of information is to take ownership of your learning need and share it. Examples are:

- I have only read about this procedure. Will you please explain to me what you are doing?

- I have learned the pressure ulcer stages but will you please show me what you are seeing to determine the stage of this ulcer?

- This test results are high. What does that mean for the client?

- I am trying to improve my decision-making skills. Will you please share with me the process you went through to make that decision?

- Please show me how that works?

- May I help you?

LEARNING ACTIVITY PACKETS (LAPs)

Every LAP has a cover page that will tell you the overall objective for the LAP as well as the specific learning outcomes for the LAP. It is ESSENTIAL that you use these objectives to guide your preparation for class and your study time.

After the cover page in each LAP you will find the Learning Activities Page. This is where the LAP writer has listed all the options available to you to help you master the content necessary to meet the specific learning outcomes. The things you will find on the Learning Activities Page include:

- Reading Assignments – tells you the chapters/pages you should read in the textbooks for the course.
- Study Guide Activities – not all courses have a study guide that goes with the textbook. If there is one, it will be listed as a suggested activity to assist in learning the material.
- Activity Sheets – may be written work that helps to summarize the content in the textbook or case studies that ask you to apply theory to a client situation. Sometimes you may find links to websites that have information or activities that may be beneficial to you.
- Information Sheets – THESE ARE IMPORTANT!! An information sheet will always cover content that is not in your textbook. You may see this information on an exam.
- Videos Links – Explain to you where you can see a video about the content in the LAP or a skills demonstration.
- Other Electronic Media Resources – are usually added to the Learning Activity Page if the resources will help you learn the content or explain the content in a different way.
- Nursing Skills – lists all the skills you will need to demonstrate in the lab for your instructor.
- Assignments (to be turned in) – there are not many of these so be on the look-out for an item you will need to complete and submit to your instructor.
- Exam Information – lets you know when you will have an exam. Exams are usually after you have completed two LAPs.

Use the LAP to Organize Your Study Time

One first glance at the Learning Activity Page and the reading assignment you are likely to be very overwhelmed. There is a lot of information, so it is hard to know where to start. Here is one method that works.

1. Read the objectives and group them together by topic.
2. Look in the textbook and locate the page numbers where the topic is discussed. WRITE this down next to the objectives.
3. Look in the LAP and see what information and activities are in there that go with the topic. WRITE this down next to the objectives.
4. Check out the other items on the Learning Activity Page and match them with the objectives they go with. WRITE this down next to the objectives.

Here is an example:

Specific Learning Objectives

1. Define terms associated with culture. *LAP p 31-35*
2. Describe ways in which individuals differ based on culture. *Chap 2 p 24*
3. Evaluate your level of cultural awareness.

4. Define terms associated with human development. *Act. Sheet #3 p 36*
5. Summarize the major developmental theories. *Chap 18 p 358*
6. Describe the positive and negative resolution of each of Erikson's Eight Stages of Man.
7. Apply Erikson's positive and negative resolution to client situations.

8. Describe each of the four components of self-concept. *Info Sheet #2 + 3*
9. Describe factors affecting self-concept. *pg 40 - 42*

10. Apply terms associated with health/wellness and illness to client situations. *Act S. #4*
11. Describe the strength and weaknesses of the health-illness continuum. *p 43*
12. List the behaviors clients' exhibit in each stage of acute illness. *Chap 3 pg 41*
13. Apply risk factors that influence health.

14. State the reason a nurse should understand basic human needs. *AS #5 pg 45*
15. List the six characteristics of a basic human need. *Chap 4 pg 55*
16. State the five levels of Maslow's Hierarchy of Needs in order.
17. Describe the components of each of the five levels of Maslow's Hierarchy of Needs.
18. Apply standard nursing interventions to each level of the Maslow's Hierarchy of Needs.

19. Describe the relationship between individuals in a variety of family types. *Act Sh #5*
20. Describe the purpose of each function of the family. *p 47*
21. List the four reasons for involving family on the care of a client. *Chap 4 p 59*
22. State how components of a community may affect a client's health status.

23. Differentiate between the goals and focus of palliative care as opposed to hospice care *IS #4*

24. Describe the client behaviors associated with each Kubler-Ross stage of death and dying. *1549*
25. Define terms associated with end-of-life care. *AS #6*
26. Define terms associated with dying and death. *IS #5+6 p 53*
27. State the indicators of impending death. *1549* *Chap 43*
28. Discuss Advance Directives. *1561* *pg 1548-1557*
29. Describe the role of the nurse in dying and death situations.
30. List the responsibilities of the nurse in providing post-mortem care. *IS #6*

NOW you are ready to study. Do one topic at a time. Before you go on to the next topic, take a piece of paper and write down the answers to the objectives. Then write down the answer to these questions; "How am I going to use this information to take care of someone," and "What do I need to know to be SAFE and EFFECTIVE when I care for someone." Do a summary page for each topic. Be sure to include information from all sources such as classroom, online, activities, lab, etc. These are your study notes for the test.

APPLICATION-STYLE TESTING METHOD

Taking a test in nursing school is very different from taking a test for history or biology. A nursing test requires you to KNOW the information and then apply it to a situation or client. In the health care profession, information alone is not enough to care for a client. You have to know what information to use and how to use the information to decide what you are going to do and how you are going to do it. You can expect for all of the tests you will be taking to consist of application style questioning.

In order to be successful on an application style test YOU HAVE TO HAVE A TESTING METHOD. Typically, there are at least six decisions you will need to make for each question, so the first rule is "Take Your Time."

We suggest you use these steps to answer each and every question:

Step 1 – Read the question then STOP! DO NOT look at the answers yet. Before you look at the answers, ask yourself these three questions:

- What am I being asked? (What is the question asking?)
- What information do I need from the question to be able to answer?
- What do I think is the answer?

Step 2 – Read Answer Option A. – Ask yourself, "Why is this answer right? Why is it wrong?

Step 3 – Repeat Step 2 for each of the remaining answer options. Be on the lookout for what you thought the answer was in the first place.

Step 4 – Choose the BEST answer. Two or three answers might be correct but choose the *best* answer. The best answer would be priority: Which answer/action would you do first?

Step 5 – Go to the next question. DO NOT GO BACK AND CHANGE YOUR ANSWERS.

This short video demonstrates how to break down a nursing test question:
http://www.youtube.com/watch?v=Gc5L3SmPs4Q

TUITION POLICY FOR CAREER TRAINING PROGRAMS
2025-2026

It is policy that tuition for career training programs is based upon the career major. Tuition amounts are published and available through www.francistuttle.edu or the Career Planning Center (CPC). The tuition is calculated based upon the standard length of the career major multiplied by the current tuition rate. Tuition is $3.00 per clock hour times the number of hours in the student's career major. For example, if the career major has 1000 hours, the student's tuition is $3,300.00.

Payment Options

It is the student's responsibility to pay their tuition or make financial arrangements prior to the start of their program. Students have several options:

- Pay tuition in full
- Set up a payment plan – with a required down payment. Please contact the cashier for more information at (405)717-4228 or (405)717-4224
- Approved federal student aid or scholarship (Confirmed financial aid recipients may qualify for tuition and book deferrals)
- Students who receive outside funding that covers tuition should notify the cashier

Transfer Hours/Advanced Standing Credit

Students will receive a tuition credit for any transfer hours accepted by his or her instructor. If a student transfers from another educational institution with coursework in his or her program area, the student must submit a transcript to the program advisor. The advisor will work with the program instructor to determine what credits will transfer to the current program requirements, and an adjustment for the transfer hours will be applied to the student's account.

If a student tests out of a course, the student will receive advanced standing for the course and will receive a tuition adjustment for the corresponding clock hours.

Out-of-State Tuition Policy

Students from out of state are charged twice the normal rate for the student's career major tuition. Please note that once students are on out-of-state tuition, they will remain on out-of-state tuition. If the student changes to a new career major, the student may request a change with the advisor to the in-state tuition rate.

Tuition Adjustments for Withdrawals

It is policy to refund a credit balance for students who withdraw, after all adjustments and fees are posted, to the person who paid on the account. For students who receive federal financial aid, the District follows the Federal Title IV Return of Funds policy**.** Students who withdraw, prior to the last one-fourth (1/4) of their career major will receive a tuition adjustment for unused time. There will not be a tuition adjustment for students withdrawing in the last one-fourth (1/4) of their career major. There is no tuition adjustment for students who complete their career major early. The tuition is based upon the curriculum for each career major. Students who complete the curriculum quickly have received the complete product.

Exception: If a new student withdraws during the first week of their first enrollment (because the program is not what was expected) a full refund for any amount they paid will be given. If tuition has been paid by check, the refund will be held until ten (10) business days have elapsed since the payment was receipted. This is to ensure the check will clear the bank.

<u>Example</u>
If a student was enrolled in a 1000-hour career major and withdraws after he/she was scheduled to complete 600 hours, the student would be credited for 400 hours.

Tuition for the major of 1000 hrs	$3,300.00
Tuition charge for 600 hrs	$1,800.00
Refund due to student of 400 hrs	$1,200.00

Financial Aid Deferral
Students with confirmed financial aid applications may be eligible to defer tuition, books, and supplies based on their projected financial aid award provided all documents have been submitted and eligibility confirmed. Maximum book deferrals are $300, per financial aid pay period.

Scholarships
A list of scholarships available to Francis Tuttle students can be accessed at www.francistuttle.edu. All scholarships are subject to availability and have their own award criteria. The District cannot guarantee the receipt of any scholarships; however, scholarship guidance is provided through the Career Planning Center.

Tuition Waivers

Policy:

It is policy that tuition for career training programs and certain WED open enrollment classes will be waived for students meeting specified criteria.

Eligible Oklahoma National Guard or any reserve component, and certain veterans of any branch of the United States military are exempt from paying tuition.

Next Step tuition waivers are available for graduates of partner High Schools for one career training program, up to the age of 21.

Superintendent's scholarship waiver is available through an application process.

Procedures:

Military Waivers

Any member of the United States military, who has served active duty in wartime during military engagements known as Viet Nam, Gulf War, Afghanistan and Iraqi Conflict shall receive a tuition waiver, provided the student:

- Is a resident of Oklahoma;
- Is attending half-time or full-time in a career training program, Aircraft Sheet Metal, or Adult & Career Development class;
- Meets all enrollment, admission, and retention requirements of Francis Tuttle.

This tuition waiver is limited to tuition only and does not include other charges related to enrollment in a full-time career training program such as college tuition, books, protective clothing, or other required expenses. Application forms are available through www.francistuttle.edu or the Career Planning Center. Certain documentation such as DOD form DD-214 is required. The District reserves the right to limit the total number of waivers allowed

and to discontinue the program after currently enrolled students have completed their program of study.

Next Step Waivers

The Next Step Tuition Waiver provides qualifying students with a tuition waiver for one field of study in a long-term Career Training program. To qualify, students must have a diploma from one of Francis Tuttle Technology Center's partner schools, or have lived within the Francis Tuttle Technology Center school district upon high school graduation. Applicants must begin their first Career Training program before their twenty-first birthday to qualify.

TRANSCRIPT POLICY

Students desiring a transcript must complete a transcript request form and submit it to the Practical Nursing Program secretary. Transcripts will be available for pick-up or to be mailed within five (5) working days of the request. All financial obligations must be cleared before a transcript is issued. There is no fee for requesting a transcript.

PRACTICAL NURSING PROGRAM
STUDENT EXPENSES
2025-2026

Items	Estimated Cost
Application Fee	FREE
Tuition ($3.00 per clock hour *)	$3,669.00
Required Textbooks**	$784.00
Shoes, watch, bandage scissors, and stethoscope**	$250.00
One set of scrubs (minimum) are needed. (Student needs at least two sets of scrubs, but FT provides the second set of scrubs.)	$60.00
Physical Examination to include required immunizations and diagnostic tests **	$250.00
Admission Completion Costs $49 for extensive background check, $40 for Urine Drug Screen**	$99.82
Licensure Fees: $85 – Oklahoma Board of Nursing and approximately $65 for a National background check with fingerprints.**	$150.00
TOTAL	**$5,262.82**

* Individual student expense; not collected by school.
** Out of State tuition is double the listed tuition costs

INDIVIDUAL STUDENT EXPENSES

- Uniforms and accessories are needed approximately four weeks prior to the first day of the first clinical rotation.

- Textbooks are to be obtained by the first day of each course. Books are available at Francis Tuttle or may be purchased at a bookstore selected by the student. Student may purchase / rent e-books if desired.

- Students should submit licensure fees and the national background check at least 4-8 weeks prior to exit date.

- Transportation, room, board, and medical care are at the students' expense.

Practical Nursing Program
Textbook List 2025-2026

REQUIRED TEXTBOOKS

1. ***Nursing Fundamentals Course:**
   1. **Theory:** Taylor, C.R., Lynn, P.B., & Bartlett, J.L. (2023). *Fundamentals of nursing: The art and science of person-centered care.* (10th ed.). Wolters Kluwer. ISBN-978-1-9751-6815-5
   2. **Skills:** Francis Tuttle Technology Center's Practical Nursing Skills Book

2. ***NCLEX Review Book:** Silvestri, L.A., & Silvestri A. (2025). *Saunders comprehensive review for the NCLEX- PN examination.* (9th ed.). Elsevier. ISBN-13: 978-0-443-11287-4

3. ***Drug Guide:** Vallerand, A.H. & Sanoski, C.A. (2025). *Davis's drug guide for nurses.* (19th ed.). F.A. Davis. ISBN: 978-1-7196-5003-8 *(includes bonus digital access)*

4. **Mental Health Course:** Kincheloe, C.A. (2023). *Introductory mental health nursing.* (5th ed.) Wolters Kluwer. ISBN-13: 978-1-975211-24-0

5. **Pharmacology Course:** Visovsky, C., C., Zambroski, C., & Hosler, S. (2025). *Introduction to clinical pharmacology.* (11th ed.). Elsevier. ISBN-13: 978-0-443-11336-9

6. **Medical/Surgical Course:** Williams, L.S. & Hopper, P.D. (2023). *Understanding medical surgical nursing.* (7th ed.). F.A. Davis. ISBN-13: 978-1-7196-4458-7

7. **Maternal Pediatric Course:** Leifer, G. (2026). *Introduction to maternity and pediatric nursing.* (10th ed.). Elsevier. ISBN-13: 978-0-4431-2757-1

ADDITIONAL RESOURCES (OPTIONAL)

Hopper, P. D. & Williams, L.S. (2023). *Study guide for understanding medical surgical nursing.* (7th ed.). F.A. Davis. ISBN-13: 978-1-719-64459-4

Cooper, K. & Gosnell, K. (2026). *Study guide for Leifer's introduction to maternity and pediatric nursing.* (10th ed.). Elsevier. ISBN-13: 978-0-4432-4958-7

Martinez-Kratz, M.R. & Flynn Makic, M. B. (2022). Ackley and ladwig's guide to *nursing diagnosis handbook.* (13th ed.). Elsevier. ISBN-13: 978-0-323-8111-7

Taylor, C.R. (2023). *Study guide for fundamentals of nursing: The art and science of person-centered care.* (10th ed.). Wolters Kluwer. ISBN-13: 978-1-9751-6820-9

Visovsky, C., Zambroski, C., & Hosler, S. (2025). *Study guide for introduction to clinical pharmacology.* (11th ed.). Elsevier. ISBN-13: 978-0-443-11502-8

*Required the first day of class.

BOOK DISCOUNT CODES

Discounts are available from the HRC Coordinator if students choose to purchase books directly from the publishers. Students should carefully review the policies on these websites. Francis Tuttle Technology Center is only providing the information. The school has no control over the student's experience with the vendors, nor does the school receive a portion of the revenues from these vendors.

TECHNOLOGICAL REQUIREMENTS

Francis Tuttle Technology Center is available to assist students with technology needs that are required in the PN program. When a new class begins in both August and January, instructors assess students' technology needs for the following equipment:

1. A laptop with a camera, microphone, speaker, MS Office software, and reliable internet service are required for use during the length of the PN program.
2. Laptops that are well-equipped with a camera, microphone, speaker, and MS Office software are available for students to check-out while in the PN program.
3. MS Office software on the laptop is needed to complete the online curriculum assignments.
4. Students who use Chromebooks will need to navigate the usage of MS Office software. Otherwise, the student may check-out a laptop from the school.
5. Students who use Mac will need to purchase MS Office for his/her Mac. Otherwise, the student may check-out a laptop from the school.
6. Students who have a Microsoft computer should have MS Office software on the computer.
7. Basic computer literacy is required. Students need to have a working knowledge of MS Word, how to navigate PowerPoint, internet searches, downloading apps, etc.

HEALTH LAB GUIDELINES
2025-2026

The Health Sciences Center (HSC) Health Lab (HL) provides students with state-of-the-art equipment and learning facilities. It is open Monday through Friday from 8:00 AM – 4:00 PM. The office will be closed from 11:00 AM – 12:00 PM for lunch. Students will not be allowed to work in the HL without an instructor or HL staff present.

Students' behavior must comply with the school's discipline and dress codes. Appropriate use of cell phones is allowed for educational purposes and with the instructor's approval. Students are required to wear their photo ID badge. No food or drink is allowed in the labs, hallways or MA desk. Food and drinks can be left in the HL Theater or on the table outside the HL office.

In an ongoing effort to provide a safe learning environment, high-touch areas and equipment will be cleaned with disinfectant often.

The Health Lab Coordinator is the supervisor of this area. Primary functions include:
- Maintain a safe and conducive learning environment
- Assisting faculty and students in locating equipment and supplies when needed
- Room Scheduling

Instructors are responsible for lab instruction, which includes supervised lab practice and skill check-offs. Students are responsible for arranging make-up skill check-off sessions with their instructor. It is the instructors' and students' responsibility to set up and put away what they need for each lab practice or check-off session. Walk-in practice sessions are allowed as long as the equipment and lab facility are available and within lab hours

Location
The Health Lab is located on the first floor, north wing, just off the HSC atrium, A1332-75. The Health Lab includes the following areas: Clinical Simulation Labs, Patient Care Lab, Senior Care Labs (A-D), ICU, Reception Area, Clinics (C&D), Diagnostic Lab, Practical Nursing Lab, Respiratory Care Lab, PFT Lab, and the Health Sciences Theater. The Pre-Nursing Lab is located on the first floor, north wing/hallway, A1291.

CPR Classes
American Heart Association BLS CPR certification and re-certification classes are scheduled by the Health Lab Coordinator as needed, and according to the availability of CPR instructors. The best space available will be used for these classes.

Guidelines and Safety Rules
Students must know and abide by these guidelines and safety rules to effectively and safely utilize the Health Lab.
- Students must have studied the "Safety" LAP and pass before they may use the Health Lab.

- Due to the potential for injury, children are not allowed in the Health Lab unless they are participating in an instructor-designed learning activity.

- Work safely! Use personal protective equipment and standard precautions, and wash your hands often. Faculty, staff, and students must wear closed-toe shoes at all times while working in the Health Lab.

- Read over the skill check-off sheet being worked on; gather supplies and equipment needed. Locate equipment and supplies by becoming familiar with the lab set-up; access the Health Lab staff if needed.

- Operate equipment correctly. Ask your instructor for help when learning to use equipment for the first time. Always test equipment before applying it to your "patient" or peer.

- Use chemicals and other lab supplies carefully and safely. Know the hazards and safety precautions before using chemicals or gases. Ask your instructor for help if using a chemical for the first time. SDS information is in a labeled cabinet in the HL office storage area.

- To avoid waste and reduce costs, use the same supplies to practice skills numerous times. Share supplies with other students when possible. You will need to reassemble a kit for repeated practice sessions. Use a new kit for the actual check-off only.

- **Handle sharps safely!** Sharps are anything with a sharp edge or potential sharp edge if broken: i.e., needles, glass, microscope slides, lancets, blood tubes (including plastic ones), razors, scalpels, etc. Dispose of all sharps in the designated <u>sharps containers</u> located in each lab. **NEVER DISCARD SHARPS IN THE BIOHAZARD CAN OR IN THE TRASH CAN!** Use safety precautions when using sharps: handle with care and be aware of others around you so you don't accidentally puncture or cut someone. Report any needle sticks immediately to the instructor or Health Lab staff. A student accident form must be completed. Do not dispose of paper towels, paper items, or wrappers in sharps containers.

- Biohazard waste receptacles are provided for disposal of blood and body fluid waste products as designated by the biohazard label: i.e., specimen containers, throat culture tubes, contaminated paper towels, paper items, wrappers, and kits. If these items are not contaminated, please dispose of them in regular trash.

- Report any accident, injury, or hazardous spill immediately to the instructor and the HL staff for proper management. Do not attempt to clean up any spill – get help! This includes broken thermometers and/or mercury spills.

- If supplies are low and need to be replaced, or if equipment and furniture are not in good working order, report this to the HL staff. Work and talk quietly. Be respectful and courteous to others using the labs. Do not use the labs as study areas – they are only to be used when practicing or checking-off skills. You may be asked to return to class if you are not "on task." Inappropriate language and disruptive behavior will not be allowed. Do not sit on the floors or congregate in the reception area or in the hallways.

- Clean up your work area before you leave. Return all supplies, chemicals, equipment, and furniture to the designated storage areas. Request assistance from your instructor or HL staff to lock up any items kept in locked storage areas.

- Place soiled or damp linen in the linen hampers.

- Personal use of diagnostic equipment and diagnostic supplies is strictly prohibited.

- Students not following the Health Lab Guidelines will be asked to return to the classroom, and the instructor will be notified.

Revised 2/2025 TL

Health Resource Center – Student Guidelines FY25/26

The Health Resource Center (HRC) is open from 7:00 am – 3:30 pm Monday through Friday. The HRC is closed during spring break, fall break, winter break and on all school holidays. Daily hours may vary according to staff availability and are subject to change without notice.

HRC staff may assist students with books, research, testing, and technology needs. The HRC has the latest technology available including computer testing, internet access, books, videos, Destiny library catalog and academic research databases. The HRC has a security system to ensure the proper circulation of books.

Photo ID Badges
Photo identification badges are issued upon HSC program entry. This badge is for student identification and also serves as your library card. All students must wear their badge in the HRC. If your badge is lost or stolen, a replacement badge will cost $5.00.

HRC Rules
- Students must check in and out with HRC staff by showing their badge at the desk when entering and exiting the HRC.
- Students must either wear, or be able to show their photo ID badge when in the HRC.
- Drinks are allowed in the common areas in the HRC (not in the testing room) but must have a secure lid.
- Cell phones should be on silent and phone calls should be made outside the HRC.
- Please use the provided headphones when using audio on the HRC computers or personal computers.
- Students may not bring children or visitors in the HRC at any time, including after school.
- Four group study rooms are available on a first-come, first-served basis. Personal belongings may not be left in a study room while students are on a break or in the Health Lab to reserve the room. **Do not leave personal belongings unattended.**

Testing Room
The HRC testing room is for HSC students to take computer or paper tests as determined by their instructors. The testing room is also used for third-party certification tests by customers who are not students at Francis Tuttle. Please be respectful of all testers by being as quiet as possible and keeping disruptions to minimum.
The testing room is monitored with <u>audio and video</u> surveillance equipment. Testing should be *completed* by 3:30 pm. Students may need a test ticket in order to access testing. Contact your instructor for your test results.

Testing Room Rules
The following testing room rules must be adhered to by all students and customers as follows:
- Checking in and out at the front desk by showing your ID or badge is required.
- No cell phones, watches or other electronic devices allowed.
- Food and drinks are not allowed inside the testing room.
- Talking is not permitted at any time inside the testing room.
- No backpacks, purses, books or overcoats may be taken into the testing room. All personal belongings should be left in your classroom or the cabinets in the HRC.
- Calculators, pencils and scratch paper are provided for use in the testing room.
- Students may be assigned to a desk/computer.
- Students may not leave and re-enter the testing room during their testing time.
- Test tickets, scratch paper, and written tests (if applicable) should be placed in the tray at the front

counter. No tests, answer sheets, scratch paper, or any other materials may be taken out of the HRC without approval from HRC staff or your instructor.

Library Resources

There are multiple resources available for use in the HRC. Students can locate resources using Destiny's online catalog or by asking the HRC staff. The catalog provides information as to what resources are available for use in the HRC or for check out.

EBSCO and CINAHL are academic research databases available for student use on campus, in the HRC, and off campus using the provided login information. These academic research databases are a great resource to help you conduct scholarly research. We encourage you to ask for any assistance with these databases in the HRC. We are happy to help!

To access research databases off campus, go to: http://search.ebscohost.com and login using francistuttlehrc and password: 25#purpleduck

Computer, Printer, Software and Internet Use

Students must sign an "Internet Usage Statement" before using the school district's network, computers, software, and the internet. Computers and printers are to be used for class-related purposes only. Inappropriate use of the internet, computers or printing may result in disciplinary action. Please note that student computers are monitored to determine appropriate access to websites; some websites are automatically blocked by the network.

Rules for Library Resource Use

- You must show your badge or other photo ID to check out materials.
- Books may be checked out for a period of four (4) weeks.
- Students are allowed to check out a maximum of five (5) books at a time.
- Library books are not available as a substitute for buying your textbooks. Current editions of program textbooks are held as reference for in library use only.
- The book drop is available for your convenience in returning your books.
- Students with overdue books will not be permitted to check out additional books until the overdue books are returned.
- Students are held responsible for payment of lost or damaged books that have been checked out in their name. If the books are not returned or replaced, the student's transcript will be withheld until the financial obligation is rendered.

Makeup Time

Makeup time for the adult programs can be done in the HRC before school or during lunch, depending on your program. Program specific time requirements can be found in your program handbook. In order for makeup time to be reported, you MUST inform the HRC staff upon your arrival and exit that you are doing makeup time. If you fail to inform the staff, your makeup time will not be reported to your instructors.

The HRC staff is here to assist our Health Sciences students. We ask for your help in making it the best possible environment to study and access the resources that are here for you.

If you have any questions, just ask! We are happy to help!

GENERAL STUDENT INFORMATION

FOOD – DRINK

Food is not allowed in the Health Lab or Health Resource Center. Vending machine type snacks are allowed in the classrooms. Meals are to be consumed in the break areas or cafeteria.

Drinks with covered tops are allowed in the HSC classrooms and Health Resource Center (except at computer stations). No drinks are allowed in the Health Lab.

TELEPHONE

Except in the case of an emergency, students will not be called out of their classes for telephone calls. Instructor's telephones are not to be used by students except in an emergency. Students are to follow the policies related to responsible cell phone use.

Please provide family members, child care, and schools, with the PN Program Administrative Assistant's phone number in case a true emergency exists. The number is 405-717-4307.

COMMUNICATION

Students are expected to read email daily.

BOOK STORE

The Francis Tuttle Bookstore is located on the south hallway in the Campus Center. During Fall and Spring semesters, it is open Monday through Thursday, from 8:00 a.m. to 6:00 p.m. and Friday 8:00 a.m. to 5:00 p.m. Hours are subject to change. The student assumes responsibility for purchasing the correct textbooks for the course.

COPYING NEEDS

- Francis Tuttle does not provide copier access to students.

- Students may request copies for their personal/school needs for twenty cents (.20) per page. The HRC staff will do this for you with sufficient notice.

- HSC office secretaries (Room A-2244) will provide an additional copy of a LAP for twenty cents (.20) per page.

- Items required for student files (CPR cards, physical exam forms, immunizations, etc.) and items requested by an instructor (with completed and signed "Copy Request") will be copied at no charge.

SCHOOL CALENDARS

School calendars reflect the number of days/hours per month and the total days/hours in the year. School recess days and other dates are reflected in the legend.

GRADUATION

Graduation dates are set by the HSC and PN Directors. Graduation exercises are planned by the PN Faculty.

INCLEMENT WEATHER

To determine if daytime and evening classes will be held during inclement weather, call 717-7799 for a recorded message, or tune into TV Channels 4, 5, or 9; or listen to A.M. radio stations WHY 930, KTOK 1000, or KOMA 1520. Email/Text alerts will also be sent to the students by the FT Messaging System.

GIFTS FROM STUDENTS

Gifts cannot be purchased for teachers with school and/or student activity funds. Please contact the Director of Health Sciences Center **prior** to purchasing gifts for teachers.

FIRE DRILL INSTRUCTIONS

An announcement over the central sound system and the sounding of the alarm system signals a fire alarm. The *alarm signal* will be a *steady tone* sounded for at least two minutes. Every fire drill should be regarded as a real fire. Students should evacuate in an orderly fashion according to established procedures and report to the instructor in the parking lot. An "all clear" message will be communicated by administration.

TORNADO INSTRUCTIONS

Practical Nursing students in the Campus Center should report to the designated area as posted in classroom and/or Disaster Manual in the event of a tornado. An *alarm signal* will be a *warbling tone* sounded for two minutes. The "all clear" sound will be a steady tone for one minute.

LOCK DOWN INSTRUCTIONS

In the event of a Lock-Down event, Practical Nursing students should follow the instructions of the instructor or staff member in the room/ area.

INTRUDER ALERT INSTRUCTIONS

In the event of an intruder alert, Practical Nursing students should follow the instructions of the instructor or staff member in the room/ area.

OFF CAMPUS EVACUATION INSTRUCTIONS

This protocol is used when circumstances requires the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released as indicated.

AMERICAN DISABILITIES ACT

Francis Tuttle complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need accommodations should make their request known to the program director or instructor about the disability.

CHANGE OF INFORMATION

The PN Program Administrative Assistant is to be notified of name, telephone number, or address changes. The Career Planning Center must be informed of name changes. Copies of legal name change documents must be submitted for a name change to be made.

STUDENT SUPPORT SERVICES

ACADEMIC ASSISTANCE

Students are encouraged to make an appointment with the Health Academic Instructor at 717-4362 for assistance with study habits, test taking skills, organization management skills, math, English grammar, computer and Internet skills, and communication.

The Health Academic Instructor role is to the assist with skills development and how to manage nursing concepts and content. Specific or in-depth questions related to nursing content should be directed to the student's instructor.

FINANCIAL AID

Students in the Practical Nursing Program may qualify for financial aid. General information about applying for financial aid is located in the kiosk outside the Financial Aid office. The student may request an appointment with a financial aid specialist by calling 405-717-4379 or 405-717-4794.

HEALTH SCIENCES ADVISOR/COUNSELOR

The Health Sciences Advisor serves at the point of contact for student access to school resources during personal or financial crisis. The advisor may be able to assist a student with emergency loans, grant funds, access to the food pantry, as well as provide support and guidance. The student may contact Career Planning Center and request an appointment with the Health Sciences Advisor either in person or by calling 717-4334.

JOB CONNECTION – CAREER SERVICES

Francis Tuttle Employment Services maintains an online job posting site for employers, students, and alumni. To access this service follow these steps.

1. Go to www.collegecentral.com/francistuttle
2. Select the "Student" or "Alumni Button"
3. Select "Register"
4. Enter your first and last initial followed by your student ID #
5. Your password is your Date of Birth, the format is mmddyyyy
6. Complete the registration being sure to answer all items that have an asterisk (*)
7. Select "Submit/Register"

You are now ready to look up job postings, upload your resume, and more.

PROFESSIONAL ACTIVITIES

The development of professionalism is promoted through a variety of activities. These include:

- Membership and participation in professional organizations
- Attending meetings and conferences of professional organizations
- Attending continuing education workshops and in-services
- Reading professional journal articles
- Involvement in community service

Students are encouraged to develop communication, leadership, and citizenship skills as well as to recognize their responsibility for continuing education throughout their careers. The faculty supports student involvement in these activities.

Faculty serves as advisors to support and assist students in achieving their goals of increasing in professionalism as they progress through the Practical Nursing Program. Students are encouraged to contact their instructor for information about how to become involved with professional development activities.

PROFESSIONAL ORGANIZATIONS

HEALTH OCCUPATIONS STUDENTS OF AMERICA (HOSA)

- HOSA is a state and national student organization for secondary and post-secondary students enrolled in health sciences programs at career and technical schools. HOSA is a student-led organization that provides opportunities for the development of future leaders in the health care community. It does this through such activities as sponsoring:
  - Educational opportunities such as guest speakers and field trips
  - Community service events
  - Fund-raising for charitable or health research organizations or for chapter activities
  - Skill competitions at the state and national level
  - Leadership training at the local, state, and national level

- Practical nursing students at Francis Tuttle Technology Center are automatically members of HOSA. The membership fee is paid by the school. While attendance at HOSA meetings and activities is not mandatory, it is strongly recommended because of the professional growth opportunities it offers. HOSA activities are considered part of the curriculum because they promote the development of the soft skills that are desired by employers.

- Officers of each chapter are elected by the student members of that chapter.

- Students are encouraged to run for HOSA offices. As a HOSA officer the student has specific responsibilities:
  - To develop leadership abilities
  - To develop an understanding of current healthcare issues
  - To develop character
  - To meet leaders in the health profession
  - To compete in area, state, and national leadership conferences

- You may also wish to run for a State HOSA office. To learn more about running for a state or national office, go to the HOSA website: www.hosa.org and study PA04, "Opportunities for Professional Development", "Becoming a HOSA Officer."

- Nursing instructors serve as advisors to HOSA chapters and participate with students in local meetings, activities, and at state and national conferences.

- Students may register as HOSA alumni upon finishing the program. This allows them to remain active in the organization as they progress in their professional careers.

- To learn more about HOSA, visit their web site: www.hosa.org.

SUPERINTENDENT'S LEADERSHIP ACADEMY

The Superintendent's Leadership Academy is a program aimed at preparing students to utilize team building and communication skills in the workforce. The goal of the program is to challenge the participants to set higher standards and exceed personal expectations. Applications for this program are taken during the first few weeks of the fall semester.

COMMUNITY SERVICE

Service to community is a hallmark of professionals. Many opportunities exist at Francis Tuttle. Be alert to blood drives, food drives, and other activities in which you can participate. Notices of events will be posted throughout the Health Sciences Center.

PROFESSIONAL READING

Professionals pursue learning throughout their careers. This is essential in order to keep up with changes in any health-related field. Get in the habit of spending at least a little time each week with professional journals that are available in the Health Resources Center. You will find articles that are pertinent to what you are currently studying as well as information about what is currently happening in your field. This is a wonderful way to expand your areas of interest as you prepare for your career in nursing. There is also access to an online journal database. Notify the HRC Coordinator for information on how to access this resource.

ATTENDING CONTINUING EDUCATION WORKSHOPS AND IN-SERVICES

While you are a student, you will want to cultivate the habit of being alert to all types of learning opportunities in nursing. When you are at clinical sites, check out bulletin boards for flyers about continuing education workshops and in-services. If there is a topic that interests you, talk with your instructor about attending. You could also share what you have learned with classmates.

If students must miss class time or clinical time in order to participate in workshops, conferences, educational classes/workshops, or other professional activities (including HOSA or Student Council activities), their <u>absence must be pre-approved by their instructor</u>.

<u>You must be in good standing to attend any extracurricular professional development activity that is not sponsored by the Francis Tuttle nursing program</u>. As attendance at these activities will count for attendance hours, you must submit a request for approval using the STUDENT REQUEST FORM – EXEMPTED ABSENCE which is found in your Student Handbook. After completing this form, submit it to your instructor for approval before the activity. Be aware that not all requests are approved. Verification of attendance at the activity must be provided to the instructor after attending the event.

SUMMARY

While all students have busy and full schedules, do consider participating in professional development activities. Participation helps you in many ways, including the development of interpersonal and communication skills, organizational skills, and networking. Activities are also a great addition to your resume. Employers look for well-rounded employees who work well with others.

<div align="center">PARTICIPATION IN GOVERNANCE</div>

SUPERINTENDENT'S STUDENT ADVISORY COUNCIL

Francis Tuttle Technology Center has HSC Students to represent their programs to discuss student needs and concerns with the FTTC's Superintendent. One student is selected from each PN class. The representatives will be notified of the meeting dates and time via email. To apply, discuss your interest with your instructor.

MEETINGS OF THE FACULTY ORGANIZATION

The Student Council representatives are invited to attend quarterly meetings of the PN Faculty Organization. The purposes for having the student representatives meet with the faculty are to:

- provide an avenue for students to discuss specific needs related to the educational experience in the practical nursing program
- discuss areas needing improvement or change within the program
- provide a student viewpoint on selected issues

The student representatives are expected to solicit input from the class and report back to the class after the meeting.

One student is selected from each PN class. The representatives will be notified of the meeting dates and time via email.

ADVISORY COMMITTEE

A currently enrolled student is encouraged to participate as a member of the Practical Nursing Advisory Committee. The purposes of the advisory committee are:

1. ***To ensure quality.*** Our committee assists in the validation of instructional content to ensure our students are learning the skills to successfully prepare them to enter the workforce.

2. ***To help our programs function with accountability.*** Our committee helps establish and develop program standards, objectives, and short- and long-range goals.

3. ***To create and maintain effective partnership.*** Our committee establishes partnerships that provide work-based learning and assessment opportunities for students. Mutually beneficial partnerships enhance programs for our students to become the future employees within our community.

4. To apply to become the student representative to the Advisory Committee, discuss your interest with your instructor.

One student is selected from each PN class. The representatives will be notified of the meeting dates and time via email.

EVALUATIONS

Students are given opportunities to evaluate courses, instructors, and facilities throughout the school year. The information students provide is invaluable to the PN director and faculty. Many program decisions are made based on this feedback. Students are encouraged to take advantage of these opportunities to have their voices heard and bring about change.

"BY APPOINTMENT"

A student wishing to discuss a concern or to make a suggestion related to program organization and/or decision making may do so by requesting an appointment with either the instructors, PN program director, or HSC director. Appointments are made with the PN program director and the HSC director through the nursing program secretary. An appointment ensures the instructor or director is available and able to give full attention to the student.

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Appendix

FRANCIS TUTTLE TECHNOLOGY CENTER (DISTRICT) STRATEGIC PLAN

Vision

In pursuit of Francis Tuttle's preferred future, we are constantly striving to achieve our vision:
To be the first choice for programs and services in career and technology education

Mission

The fundamental reason we exist is to serve our stakeholders. This is the focal point of all our efforts.
We prepare our customers for success in the workplace

Core Values

Our core values are what we strive to live by every day and help guide the decisions we make. It is through these behaviors that we achieve our vision and mission.

Service
"We care about our customers and take pride in our community through acts of service"

Trust
"We value honesty and integrity, keep our commitments and pledge to do the right thing"

Aspiration
"We seek excellence through visionary thinking, embracing change and taking risks"

Respect
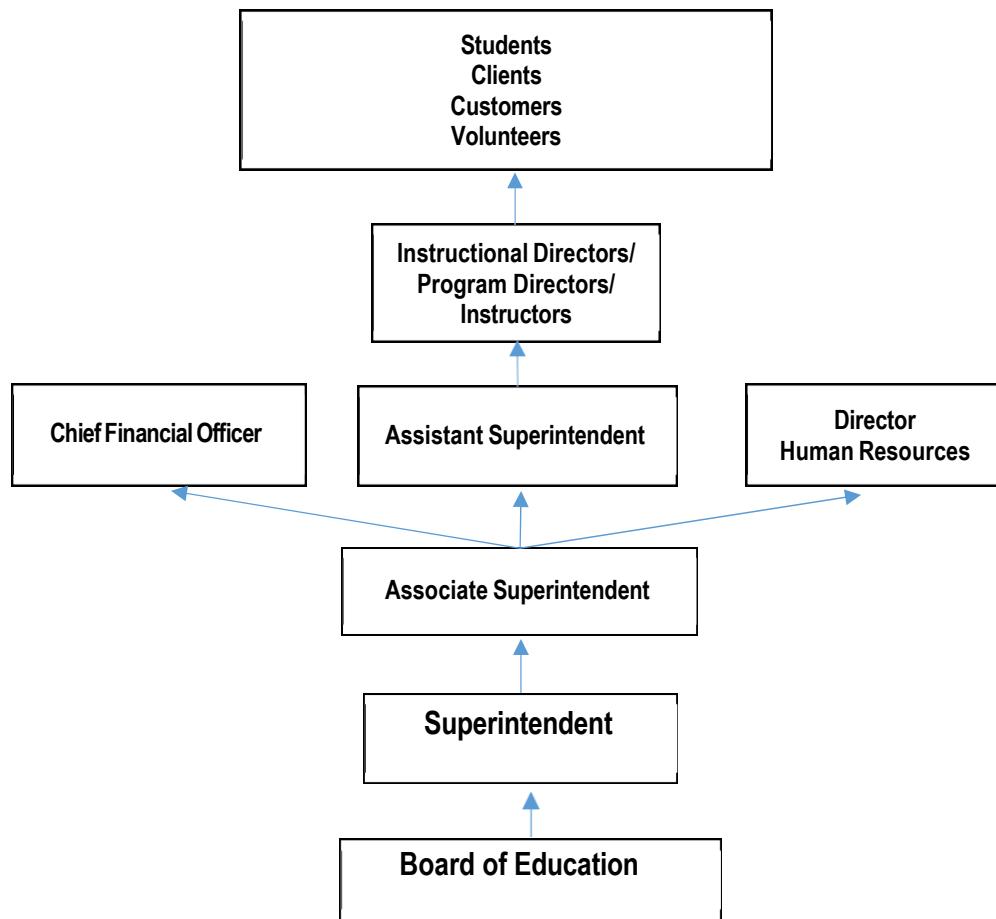"We regard every individual as a person of worth, dignity and value"

Responsibility
"We are accountable in the way we respond to each other, our community and our environment"
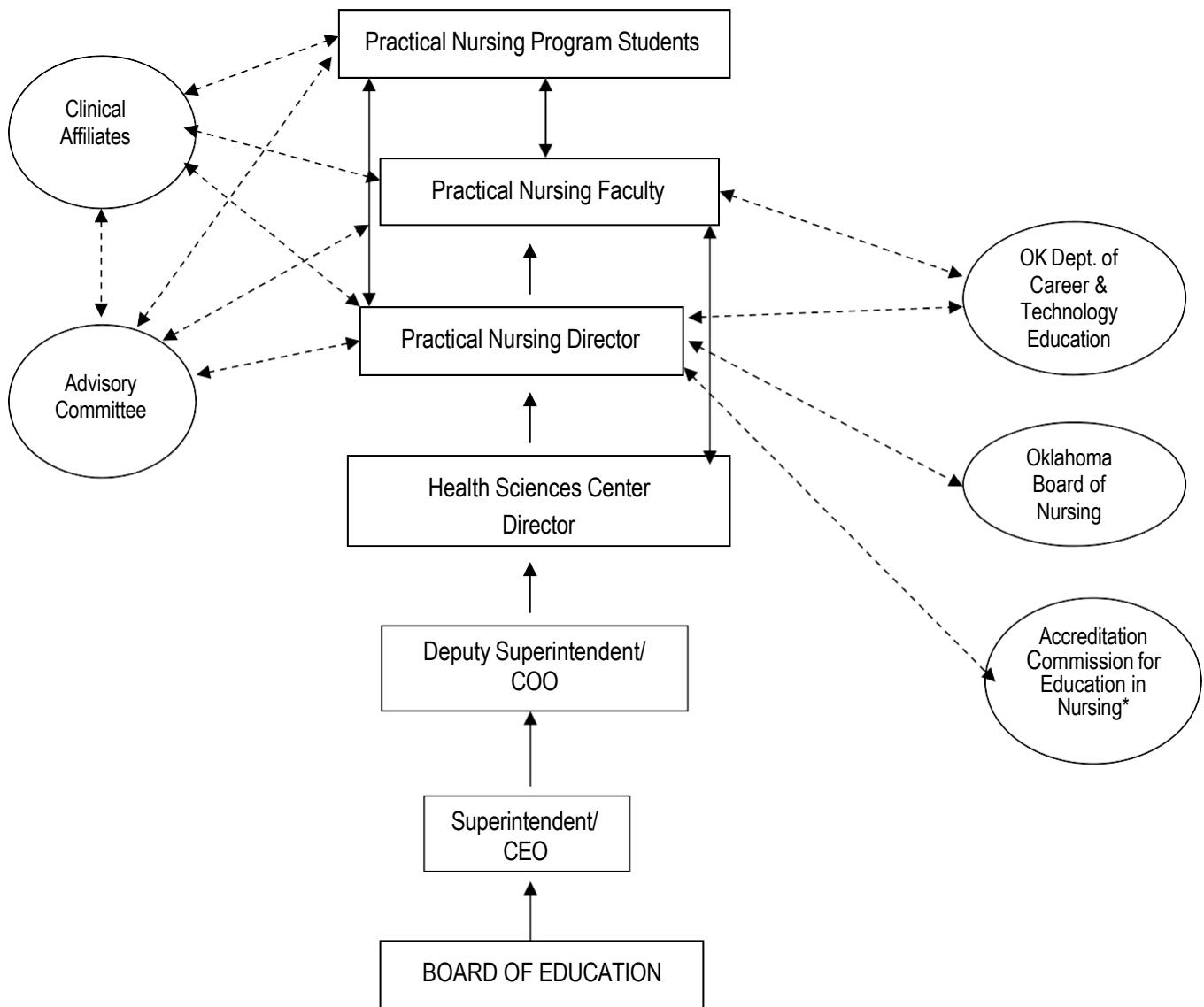
DISTRICT 21 ORGANIZATIONAL STRUCTURE

The Superintendent, who is employed by the District's Board of Education, is responsible for the administration of the District and has in place a leadership team. This team works with staff members they supervise establishing both departmental and individual objectives to accomplish the goals of the District.

The following table of organization graphically illustrates this structure showing the relationship between the various areas and positions. Lines of communication, as well as, lines of responsibility and authority are illustrated. There is an interrelationship between every position, every instructional program, and every support area regardless of the direction of the lines connecting the various areas.

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                    ┌─────────────────────┐
                    │     Students        │
                    │     Clients         │
                    │     Customers       │
                    │     Volunteers      │
                    └─────────────────────┘
                              ▲
                    ┌─────────────────────┐
                    │ Instructional       │
                    │ Directors/          │
                    │ Program Directors/  │
                    │ Instructors         │
                    └─────────────────────┘
                              ▲
  ┌──────────────────┐  ┌──────────────────────┐  ┌──────────────────┐
  │ Chief Financial  │  │ Assistant            │  │    Director       │
  │ Officer          │  │ Superintendent       │  │ Human Resources   │
  └──────────────────┘  └──────────────────────┘  └──────────────────┘
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                    ┌─────────────────────────┐
                    │ Associate Superintendent│
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                    │ Board of Education  │
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Reviewed 07/24

FRANCIS TUTTLE PRACTICAL NURSING PROGRAM

ORGANIZATIONAL CHART

Practical Nursing Program Students

Clinical Affiliates

Practical Nursing Faculty

OK Dept. of Career & Technology Education

Advisory Committee

Practical Nursing Director

Oklahoma Board of Nursing

Health Sciences Center Director

Accreditation Commission for Education in Nursing*

Deputy Superintendent/ COO

Superintendent/ CEO

BOARD OF EDUCATION

LEGEND:

_____ Solid lines reflect direct channels of communication, responsibility, and authority that exist between personnel within the institution.

- - - Dotted lines reflect an interrelationship and communication that exist between cooperating agencies and accrediting bodies.

* The Practical Nursing Program at Francis Tuttle Technology Center at the Rockwell Campus located in Oklahoma City, Oklahoma is accredited by the: Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road, NE, Suite 1400, Atlanta, GA 30326, (404) 975-5000. The most recent accreditation decision made by the ACEN Board of Commissioners for the Practical Nursing Program is Continuing Accreditation.

CODE OF ETHICS

Each licensed practical nurse, upon entering the profession, inherits the responsibility to adhere to the standards of ethical practice and conduct set forth in this code (American Nurses Association, 2021).

1. **Provision 1: Respect for Others:** The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

2. **Provision 2: Commitment to the Patient:** The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

3. **Provision 3: Advocacy for the Patient:** The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

4. **Provision 4: Accountability and Responsibility for Practice:** The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action; consistent with the obligation to promote health and to provide optimal care.

5. **Provision 5: Duty to Self and Duty to Others:** The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

6. **Provision 6: contribution to Healthcare Environments:** The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

7. **Provision 7: Advancement of the Nursing Profession:** The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

8. **Provision 8: Promotion of Community and World Health:** The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

9. **Provision 9: Promotion of the Nursing Profession:** The professional of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the professional, and integrate principles of social justice into nursing and health policy.

PRACTICAL NURSING STAFF DIRECTORY

PROGRAM DIRECTOR

LaDonna Selvidge, MS, M.Ed., RN   717-4382 (Office)   LaDonna.Selvidge@francistuttle.edu

PROGRAM INSTRUCTORS

Tyler Bell, MSN, RN   717-4375 (Office)   Tyler.Bell@francistuttle.edu

Krystal Gleese, MS, RN   717-4607 (Office)   Krystal.Gleese@francistuttle.edu

Kassie Medgaarden, BSN, RN   717-4279 (Office)   Kassie.Medgaarden@francistuttle.edu

Shelby Miller, BSN, RN   717-4124 (Office)   Shelby.Miller@francistuttle.edu

Camber Musgrave, MSN, RN   717-4143 (Office)   Camber.Musgrave@francistuttle.edu

Cari Vasfaret, BSN, RN   717-4363 (Office)   Cari.Vasfaret@francistuttle.edu

Randi Wilson, BSN, RN   717-4132 (Office)   Randi.Wilson@francistuttle.edu

PROGRAM ADMINISTRATIVE ASSISTANT

Carolyn Clements   717-4307 (Office)   Carolyn.Clements@francistuttle.edu

DIRECTORY

ACADEMIC INSTRUCTOR	Alisha Davis	717-4362
BOOKSTORE	Brenda Conner	717-4320
CAREER ADVISOR	Debbie Slover	717-4308
CASHIER	Haydee Mendez	717-4224
FINANCIAL AID DIRECTOR	Kurt Grau	717-4315
FINANCIAL AID SPECIALISTS		717-4379
		717-4794
FRANCIS TUTTLE MAIN PHONE		717-7799
H.S.C. DIRECTOR	Stephanie Harris	717-4705
H.S.C. ASSISTANT DIRECTOR	Melanie Hix	717-4395
H.S.C. STAFF	Ricki Gavell, Administrative Assistant	717-4262
	Glenda Franklin, Administrative Assistant	717-4196
	Traci Ledford, Health Lab Coordinator	717-4185
	Dewayna York, HRC Coordinator	717-4712

Emergency calls should be directed to the PN Administrative Assistant, 717-4307
NOTE: If dialing an office number from on campus; dial only the last four digits.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Education Rights and Privacy Act (FERPA) (20 U.S.C. § 1232q; 34 CFR Part 99") is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are 'eligible students.'

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school.

- Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
    - School officials with legitimate educational interest;
    - Other schools to which a student is transferring;
    - Specified officials for audit or evaluation purposes;
    - Appropriate parties in connection with financial aid to a student;
    - Organizations conducting certain studies for or on behalf of the school;
    - Accrediting organizations;
    - To comply with a judicial order or lawfully issued subpoena;
    - Appropriate officials in cases of health and safety emergencies; and
    - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, 'directory' information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

The school will maintain a record in a student's file listing to whom personally identifiable information was disclosed and the legitimate interests the party had in obtaining the information. This does not apply to school officials with a legitimate educational interest or to directory information.

OKLAHOMA BOARD OF NURSING
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Information for Bulletins and Catalogues of Nursing Education Programs

I.   In an effort to provide accurate and appropriate information in the bulletins and catalogues of nursing education programs, the Oklahoma Board of Nursing recommends a statement for inclusion in the bulletin/catalogue of each nursing education program. All other references to the role/responsibility of the Oklahoma Board of Nursing should be deleted.

II.   The following statement is the appropriate designation of the role/responsibility of the Oklahoma Board of Nursing in the nursing education program bulletin/catalogue:

   A.   "The Practical Nursing Program at Francis Tuttle Technology Center is approved by the Oklahoma Board of Nursing. Graduates of this state-approved program are eligible to apply to write the National Council Licensure Examination (NCLEX) for (registered or practical) nurses. Applicants for Oklahoma licensure must meet all state and federal requirements to hold an Oklahoma license to practice nursing. In addition to completing a state-approved nursing education program that meets educational requirements and successfully passing the licensure examination, requirements include submission of an application for licensure, a criminal history records search, and evidence of citizenship or qualified alien status [59 O.S. §§567.5 & 567.6]. To be granted a license, an applicant must have the legal right to be in the United States (United States Code Chapter 8, Section 1621). In addition, Oklahoma law only allows a license to be issued to U.S. citizens, U.S. nationals, and legal permanent resident aliens. Other qualified aliens may be issued a temporary license that is valid until the expiration of their visa status, or if there is no expiration date, for one year. Applicants who are qualified aliens must present to the Board office, in person, valid documentary evidence of:
   1.   A valid, unexpired immigrant or nonimmigrant visa status for admission into the United States;
   2.   A pending or approved application for asylum in the United States;
   3.   Admission into the United States in refugee status;
   4.   A pending or approved application for temporary protected status in the United States;
   5.   Approved deferred action status; or

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Nursing Education Programs

6.   A pending application for adjustment of status to legal permanent resident status or conditional resident status.

The Board has the authority to deny a license, recognition or certificate; issue a license, recognition or certificate with conditions and/or an administrative penalty; or to issue and otherwise discipline a license, recognition or certificate to an individual with a history of criminal background, disciplinary action on any professional or occupational license or certification, or judicial declaration of mental incompetence [59 O.S. §567.8]. These cases are considered on an individual basis at the time application for licensure is made, with the exception of felony convictions. Potential applicants to state-approved education programs, with a criminal history, may obtain an initial determination of eligibility for licensure or certification from the Oklahoma Board of Nursing for a fee. The initial determination of eligibility for licensure petition can be accessed at http://nursing.ok.gov/initialdeterm.pdf.

III.   The Board requests that this statement be included in your bulletin/catalogue.

IV.   **Regulatory Authority** 59 O.S. §567.12

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