



PRACTICAL NURSING PROGRAM
CATALOG
2026 - 2027



1186 New Haven Road
Naugatuck, CT 06770

Table of Contents

Practical Nursing Program	4
<i>Chain of Command</i>	4
<i>Facilities & Resources</i>	4
<i>Library Resources</i>	5
<i>Program Mission</i>	5
<i>Approval and Accreditation</i>	5
<i>Practical Nursing Program Admission Requirements & Policies</i>	6
<i>Minimum Application Requirements</i>	6
<i>Admissions Process</i>	6
<i>Program Discontinuation & Re-entry</i>	7
<i>Withdrawal, Suspension & Dismissal Policy</i>	7
<i>Leave of Absence Policy</i>	9
<i>Re-entry into the Practical Nursing Program</i>	10
<i>Standards for Readmission</i>	10
<i>Student Conduct Policy</i>	11
<i>Student Expectations for Attitude & Conduct</i>	11
<i>Professional Conduct</i>	11
<i>Clinical Conduct</i>	13
<i>Academic Integrity Policy</i>	15
<i>Student Communication</i>	16
<i>Academic Policies</i>	17
<i>Attendance Policy</i>	17
<i>Grading Policies</i>	21
<i>Progression Requirements</i>	23
<i>Transfer Credit Policy</i>	24
Program Graduation	25
<i>Comprehensive Program Exam</i>	26
<i>Post-Graduation Job Placement</i>	26
<i>Student Support Services</i>	26
<i>Program Fees</i>	27
<i>Program Payment</i>	29
<i>Refund Policy</i>	30
<i>Student Appeal Process</i>	30

<i>Grade Grievance Policy</i>	31
Program and Course Descriptions	32
<i>Program Description</i>	32
<i>Plan of Study</i>	33
Course Descriptions	34
<i>Semester I</i>	34
Anatomy & Physiology I.....	34
Fundamentals of Practical Nursing I.....	34
Clinical Nursing I.....	34
Calculations of Drug Dosages for LPNs.....	35
Succeed in the LPN Program	35
<i>Semester II</i>	35
Pharmacology.....	35
Fundamentals of Practical Nursing II.....	35
Clinical Nursing II.....	36
Anatomy & Physiology II.....	36
<i>Semester III</i>	36
Medical Surgical Nursing Across the Lifespan	36
Clinical Nursing III	37
Maternal/Child Concepts for Practical Nursing	37
Behavioral Health Concepts for Practical Nursing	37
<i>Semester IV</i>	38
Practice Readiness and Transition for LPNs.....	38
Advanced Concepts in Practical Nursing	38
Contemporary Trends & Issues in Practical Nursing.....	38
Pediatric Concepts for Practical Nursing	39
Clinical Nursing IV.....	39

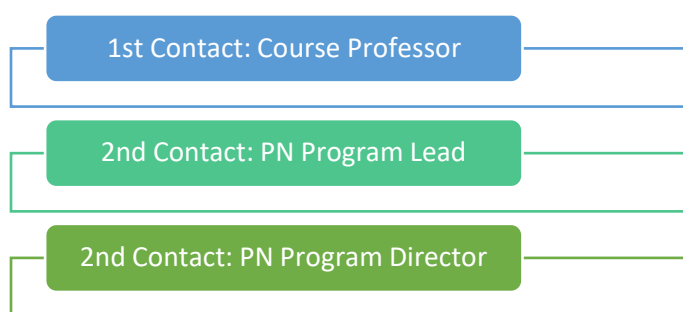
Practical Nursing Program

Chain of Command

The Griffin Hospital School of Allied Health Careers Practical Nursing Program is led by a dedicated team of nurse leaders, experienced faculty, and supportive staff. Together, we are committed to guiding and encouraging students as they progress through their educational journey.

To promote effective communication and resolution of concerns, students are expected to follow the established chain of command below. This process ensures that any questions and/or concerns are directed to the appropriate individuals in the proper order.

We value every student's voice and take all matters seriously. By following this process, we can provide timely and thoughtful responses while maintaining a respectful, supportive, and professional learning environment for all.



Facilities & Resources

The Griffin Hospital School of Allied Health Careers (GH-SOAHC) headquarters is at Griffin Hospital, 130 Division Street, Derby, CT, 06418.

Clinical immersion experiences may be held on the Griffin Hospital inpatient units with specialties in medical surgical, telemetry, intensive care, maternity and post-partum, and behavioral health. Griffin Hospital has multiple conference rooms available for student use: Dining Room 1, Dining Room 2, CBC A, CBC B, Planetree Conference area, DeLuca Conference room, and the Boardroom. Students can reserve conference room space by emailing Carol Blake (cblake@griffinhealth.org) or calling Environmental Services at 203-732-7495 and request use of the desired room during the desired time. Students can also contact the front desk staff of the Practical Nursing (PN) Program to request help scheduling a room. Additional spaces available for student use that do not require reservations include: the resource rooms located on Floor 1 and Floor 2 of Griffin Hospital by the entrance to the inpatient units and the Griffin Hospital Community Resource Library located on the ground floor to the left off the main entrance.

The main campus for the Griffin Hospital School of Allied Health Careers Practical Nursing Program is located at 1186 New Haven Road, Naugatuck, CT 06770, and is designed to foster a dynamic and interactive learning environment. It is equipped with state-of-the-art facilities specifically tailored to meet the needs of students and faculty. At the core of the campus are the administrative offices for the PN Program, staffed with friendly personnel ready to assist students with any queries or support they may need. The academic offerings include two modern classrooms constructed to encourage an engaging

learning experience. For practical training, the campus features a lab equipped with five medium fidelity mannequins and one low fidelity mannequin, in addition to two simulation suites that are outfitted with high fidelity mannequins, providing students with realistic training scenarios. There is a student lounge that offers a comfortable space for relaxation and socialization, and a conference room available for booking, making it an ideal place for group study sessions or meetings. The campus is committed to offering comprehensive student facilities and services to enhance the educational journey of its students.

Students are responsible for providing their own transportation to on campus activities, off-site simulations, and clinical rotations, whether they're located at the Naugatuck campus, Griffin Hospital, or another location.

Library Resources

The Griffin Hospital Library – Community Health Resource Center is located on the first floor of the main hospital building. The Community Resource Library offers full-time librarians, computers, printers, access to print and electronic resources, and physical space for individuals or small groups to study. The library is accessible to students during normal business hours, as well as with badge access outside of business hours. The librarians are accessible via phone and email to assist with accessing electronic resources. For questions, please reach out to the library at 203-732-7399 or griflib@griffinhealth.org.

Program Mission

With the Planetree philosophy of person-centeredness at its core, Griffin Hospital School of Allied Health Careers offers a learner-centric practical nursing program grounded in evidence-based practice. We provide an accessible and affordable pathway to the nursing profession for Griffin Hospital caregivers and members of the surrounding community. Our students graduate prepared to enter the nursing profession and serve their communities with the skills and mindset to be person-centered, culturally sensitive practitioners who support their clients in their individual journeys towards holistic and comprehensive health.

Our Practical Nursing Program develops students into technically skilled nurses with the professional behavior, clinical reasoning, and therapeutic communication skills needed to be effective and safe practitioners in today's health care workforce. The Practical Nursing Program fosters individuals who practice competently, with care, while maintaining ethical standards. Our program supports practical nursing as a solid foundation for entry into practice as a professional nurse and promotes pathways for those students interested in continuing their nursing education and earning an ADN, BSN, MSN, DNP, and/or PhD.

Approval and Accreditation

The Practical Nursing Program at Griffin Hospital's School of Allied Health Careers has received initial approval from the Connecticut State Board of Examiners for Nursing (CT BOEN) with the consent of the Commissioner of the Connecticut Department of Public Health. The program has also received approval from the Executive Director of the Office of Higher Education.

Effective December 5, 2025, the Griffin Hospital School of Allied Health Careers Practical Nursing Program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing (ACEN). Candidacy does not constitute ACEN accreditation. Candidacy expires December 5, 2027. Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Road NE, Suite 1400

Atlanta, GA 30326

(404) 975-5000 | <https://www.acenursing.org>

Practical Nursing Program Admission Requirements & Policies

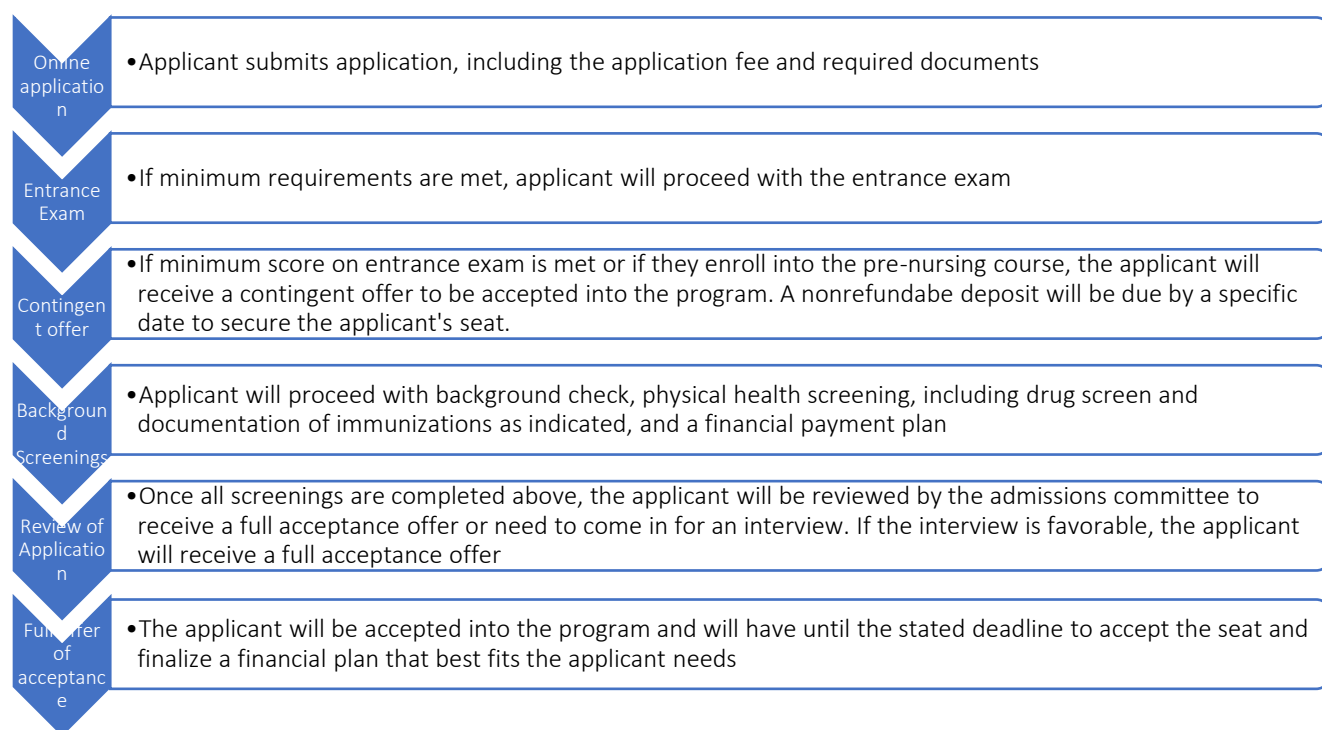
Minimum Application Requirements

1. Applicants for admission to the Griffin Hospital School of Allied Health Careers Practical Nursing Program must have, at minimum, a high school diploma or a General Equivalency Diploma (G.E.D.). Individuals who completed their secondary education outside of the United States must contact the school to determine the appropriate steps for verifying educational equivalency. A solid understanding of English, mathematics, and science is essential for success in the Practical Nursing Program.
2. All applicants for admission must be 18 years of age or older by the start of their clinical rotation, in Semester I.
3. Applicants must complete a *Griffin Hospital School of Allied Health Careers Application for Admission – Practical Nursing Program* and the accompanying forms as well as pay a \$100.00 nonrefundable application fee. Please note, an application will not be processed without payment.
4. Applicants are required to take an admissions exam. To be eligible for entry into the Practical Nursing Program, applicants must achieve the minimum benchmark score established by the program. If an applicant does not meet the required score on the first attempt, they may choose to retake the exam for an additional fee.
5. The program, at times, may also offer a separate program if the applicant is not successful at meeting the benchmark for entry on the admissions exam and obtained a certain score set by the program. The program would be offered to those who are eligible for an additional fee.

Applicants who meet the minimum stated requirements listed above may need to complete an admissions interview prior to the school rendering a decision regarding the applicant's acceptance.

Admissions Process

The admissions and application process are outlined in the figure below.



Full acceptance is dependent on the successful completion of the items listed below:

1. All applicants to the Griffin Hospital School of Allied Health Careers Practical Nursing Program, including those enrolled in the pre-nursing course, must pass both a criminal background check and a toxicology screening prior to starting the PN Program, as outlined in the section *Criminal Background Checks and Toxicology Screening*. Please note that having a criminal record or a positive toxicology result may impact future employment opportunities in the healthcare field.
2. All applicants understand that conditional acceptance requires a nonrefundable deposit of \$1,000 to secure a seat in the cohort for which they are applying. The deposit is due by the deadline outlined in the official offer letter.
3. All applicants to the Griffin Hospital School of Allied Health Careers Practical Nursing Program, including those enrolled in the pre-nursing course, understand once a contingent acceptance offer is placed, the following requirements must be fulfilled two (2) weeks prior to the start of their anticipated cohort:
 - **Physical Health Screening:** Applicants must complete a physical health screening by an appropriate provider and demonstrate they have the physical capabilities to perform the role of a student nurse. Good mental and physical health is essential for successfully completing the program. A medical condition that prevents fulfilling job-related tasks may affect future employment in the healthcare field.
 - **Immunizations and Lab Work:** Applicants are required to submit official documentation of all immunizations, laboratory results, and titers as outlined in the Student Health Form at the time of their physical examination. Applicants who wish to request a medical or religious exemption must notify the PN Program Director or their designee in advance. Upon notification, the appropriate exemption documentation will be provided for completion by the applicant's licensed healthcare provider. All exemption requests are subject to review on an individual basis, and approval is not guaranteed.
 - **CPR Certification:** Applicants must provide documentation of CPR-Basic Life Support for Healthcare Providers certification through the **American Heart Association** or **American Red Cross**. The CPR certification course must include the in-person, hands-on CPR skills performance. CPR courses that only offer online certifications will not be accepted.

All required documentation must be received by the Griffin Hospital School of Allied Health Careers Practical Nursing Program no later than two (2) weeks prior to the start date of the applicant's intended cohort. This deadline applies to all applicants, including those enrolled in the pre-nursing course, if applicable. Failure to submit the requested documentation by the deadline specified in the final acceptance letter may result in the applicant being deemed ineligible to begin the program.

The application is available online on the Griffin Hospital School of Allied Health Careers website. [Griffin Hospital School of Allied Health Careers - Derby, Connecticut | Griffin Health](#). Applicants are advised that applying for the program does not guarantee admission.

Program Discontinuation & Re-entry

Withdrawal, Suspension & Dismissal Policy

Withdrawal is defined as a student choosing to voluntarily leave the program. Should a student wish to withdraw, they must notify the PN Program Director, or their designee. Students are encouraged to speak

with their program faculty if personal circumstances make continued enrollment challenging so that all avenues can be explored before the student has to make the decision to withdraw from the program. A student who withdraws from the program within the first two weeks of the semester will be eligible for a refund of monies paid towards that semester, with eligibility to re-enter the program at a later date. Students who withdraw after the first two weeks will not be eligible for a tuition refund and will still owe the school any remaining balance for the semester. Students who are in good academic standing at the time of withdrawal are eligible to reapply to the program in the future should they choose to do so, per the reapplication/readmission guidelines outlined in the section titled *Re-entry into the Practical Nursing Program*. If a student withdraws, the date of withdrawal will be the last verifiable attendance date.

Suspension is defined as a temporary removal from clinical or classroom activities. A student who, in the professional judgment of faculty, demonstrates inappropriate, unethical, or unsafe behavior or who places a client or anyone else in imminent danger, may be removed immediately from the classroom, laboratory, or clinical assignment. Nursing faculty may dismiss a student from clinical learning activities related to unsafe nursing practice for up to one day. If suspension from clinical learning activities beyond one day is proposed (known as an interim suspension), the student will have an opportunity to meet with designated school personnel to provide pertinent information for consideration before the school renders its final decision regarding the interim suspension. The decision to suspend a student from any course activities beyond a one-day clinical suspension must be made in collaboration with designated nursing program leadership.

Dismissal is defined as a removal of a student from the program because of insufficient academic progress or gross professional or academic misconduct that violates academic and professional standards. Reasons for dismissal include but are not limited to:

- Refuses to leave the clinical site despite the request of the faculty member(s)
- Failure to meet the academic minimum 74% in the courses
- Failure to pass the clinical experiences
- Failure to maintain an overall GPA of 2.0
- Failure to complete the required program hours, both classroom and clinical
- Student ceased to participate and had no communication for three (3) days, despite efforts of program leadership and/or program faculty to contact the student and/or the student's emergency contact during that timeframe
- Violation of any program policies
- Failure to meet program requirements such as toxicology screening and/or background check
- Failure to complete course requirements, such as assigned testing
- Violation of the GH-SOAHN PN Program Code of Conduct or the ANA Nursing Code of Ethics
 - Note: ethics violations may deem a student ineligible for re-entry into the nursing program
- Falsification of records (i.e., school records, patient/client records)
- Violation of HIPAA regulations
- Failure to maintain safe clinical practice
- Dishonest communication with program and/or clinical faculty and/or patient/clients
- Actions that place patients, fellow students, and faculty at risk for harm. This includes but is not limited to abuse of substances and/or abuse towards others
- Nonpayment

- If the student fails to provide payment based on their payment plan, they will be dismissed from the program

The decision to dismiss a student from the PN Program will be made by the PN Program Director, after a thorough investigation and discussion with nursing faculty and program leadership. As in the case of a proposed suspension, the student may be provided with an opportunity to meet with designated personnel to provide pertinent information before a final decision is made. Students who are dismissed from the program are responsible for any remaining balance and will not be refunded for monies paid towards the semester from which they were dismissed. Students who are dismissed from the nursing program may be eligible for readmission/reapplication per the guidelines outlined in the section titled *Re-entry into the Practical Nursing Program*.

Student behavior, physical, or emotional condition in the academic or clinical setting that conflicts with the expectations for student conduct will be managed in accordance with the judgment of involved faculty. In consultation with the course leader and PN Program Director, faculty may determine that the expertise of additional personnel, healthcare professionals, or administrators is needed to establish direction appropriate to an individual situation.

If the physical or emotional condition of the student is disability related and an academic adjustment/accommodation has been granted by GH-SOAHN PN Program, then faculty must consult with the PN Program Director prior to making any further decisions. The actions of faculty are sanctioned based upon the overarching requirement to protect the student(s) and/or patient(s)/client(s), other students, and/or agency employees with whom they carry responsibility for delivering safe and competent nursing care.

All students who depart from the practical nursing program, whether through withdrawal or dismissal, are required to complete an exit interview within 30 days of departure to be eligible for re-entry into the program. The exit interview will be completed with the PN Program Director or their designee and is designed to collaboratively identify areas of weakness and barriers to success. Together the PN Program Director, or their designee, and nursing student will develop a plan to address the identified challenges so the student can be optimally prepared for program re-entry if re-entry is desired in the future.

Leave of Absence Policy

Students may request a Leave of Absence (LOA) prior to, during, or at the conclusion of a semester. To initiate this process, students must obtain and complete the official LOA form in its entirety, clearly stating the reason for the request. Once submitted, the LOA request will undergo a formal review. Students will be notified in writing whether the request has been approved or denied, along with any additional instructions or requirements.

If a LOA is granted during a semester, the student will be expected to return at approximately the same week in the following semester when the course is offered again, or on the date specified in the approval letter. Please note, paperwork processing may take up to ten (10) business days, during which the student may incur absences until a decision is made.

Students are only allowed to take one (1) LOA during the program unless the PN Program Director approves a second LOA due to extenuating circumstances.

Re-entry into the Practical Nursing Program

Students may re-enter the GH-SOAHC PN Program only once through reapplication or readmission.

- **Reapplication:** Students who withdraw from, do not successfully complete, or are dismissed from the first nursing semester can re-apply to the program to be considered for admission back into the PN Program. Reapplicants will be reapplying as a new student. Reapplication entails meeting with the PN Program Director or their designee for an exit interview and completing all application processes required for a new student per upcoming application deadlines. Students are required to pay all application and deposit fees at the time of reapplication, as applicable. Prior acceptance does not guarantee acceptance again.
- **Readmission:** Students who are in semesters II, III, or IV and fail, are dismissed, or withdraw from one or more of their courses may request readmission to the program. Readmission means seeking re-entry into the program to repeat the last nursing course attempted. Students must have successfully completed the first course/semester to be eligible for readmission, completed an exit interview with the PN Program Director or their designee, and completed the readmission form. Once the completed readmission form is received, the student will meet with the Readmission Committee to determine eligibility of re-entry. Students who are seeking readmission and who are readmitted to the program will not have to repeat any courses they already passed if the courses were taken in the last year. Readmission is considered a re-entry to the program and counts as the one-time a student may re-enter the program. Prior acceptance to the PN Program does not guarantee readmission.

Standards for Readmission

Readmission to the nursing program is based in part on a review of reasons for withdrawal or dismissal from the program, academic achievement, clinical evaluations, and evidence of interim efforts to strengthen areas of weakness, if relevant. Evaluation criteria for students requesting to re-enter include but are not limited to the overall GPA, compliance with code of conduct, attendance, ability to deliver safe and competent care, adherence to program policies, use of remediation resources, faculty recommendation, and completion of the recommended exit plan. Consideration for readmission to the program can only be granted if there are available openings and sufficient clinical resources and faculty. In the event there are more readmission requests than available openings, a ranking system will be applied using the evaluation criteria stated above.

Eligibility requirements for students to be considered for readmission are as follows:

1. Successful completion in the first nursing course/semester
2. Minimum overall GPA of 2.0
3. Completion of an exit interview scheduled within thirty (30) days after withdrawal or dismissal from the course with the PN Program Director or their designee
4. Completion of the Readmission Form and a Readmission Committee Meeting
 - a. Once the completed form is received, the student will meet with the Readmission Committee to determine eligibility to re-enter the PN Program
5. Students approved for readmission must be enrolled in the GH-SOAHC PN Program within one year of leaving the program and may be asked to demonstrate competency in select nursing skills prior to resuming clinical rotations.

Documentation of current health requirements, Basic Life Support training, Health and Safety training, repeat criminal background check, and repeat toxicology screening may be required prior to reapplication

and readmission into the nursing program. Students are required to pay all application and deposit fees at the time of reapplication, as applicable. Re-entry into the PN Program is granted on a space-available basis. Additional items may be required of the student to complete the re-entry process.

Student Conduct Policy

As aspiring practical nurses, students enrolled in the GH-SOAHC Practical Nursing Program are expected to demonstrate and uphold professional behaviors that align with the regulatory, legal, and ethical principles of the nursing profession, both in academic and clinical settings. Consequently, nursing students must consistently exhibit character and behavior in accordance with the American Nurses' Association (ANA) Code of Ethics for Nurses, regardless of the setting. The ANA Code of Ethics for Nurses is available for review at <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>.

Any student found in violation of these standards of professional behavior will face disciplinary actions, up to and including, dismissal from the PN Program. It is recognized that some students may require the guidance and support of faculty to fully understand and meet the expectations for professional behavior consistent with the nursing profession.

Student Expectations for Attitude & Conduct

To ensure a respectful, productive learning environment and prepare students for professional healthcare settings, adherence to the following conduct and professionalism guidelines is required:

- **Classroom Etiquette:** Students must show respect for professors and fellow students, arrive on time, and stay for the entire class. Private conversations, the use of cell phones, and leaving class mid-session are prohibited. Non-compliance may result in a grade reduction, and repeated violations could lead to being asked to leave and marked absent for that session.
- **Email Communication:** Correspondence with peers and professors must be professional, respectful, and courteous, utilizing only the email address provided by the school. Emails should be answered within two (2) business days, reflecting the professional conduct expected in healthcare environments.
- **Professional Appearance and Demeanor:** As representatives of the nursing profession and GH-SOAHC, students are required to maintain a professional appearance and demeanor in all settings, including classrooms, practicum, clinical, and laboratory environments, as dictated below.

Compliance with these guidelines is critical for fostering an effective learning environment and ensuring readiness for a professional nursing career.

Professional Conduct

GH-SOAHC Practical Nursing Program students are required to consistently demonstrate professional behavior, adhering to the principles of responsibility, accountability, professionalism, and the standards set for clinical, lab, and simulation activities, as detailed below:

- **Professional Conduct:** Faculty may issue a professional warning to students failing to exhibit any of the outlined professional behaviors. Substantial or repeated violations may lead to further disciplinary actions.

- **Clinical Site Conduct:** A single infraction of unprofessional behavior at a clinical site is grounds for immediate dismissal from the program.
- **Guidance and Support:** Students are encouraged to seek advice from course faculty or follow the chain of command regarding any concerns about professional behaviors as outlined by the GH-SOAHC Practical Nursing Program.
- **Ethical Standards:** It is imperative for students to familiarize themselves with and adhere to the ethical norms of the nursing profession, including the American Student Nurse Association's Code of Ethics and the ANA Code of Ethics.

This section underscores the importance of maintaining professional standards and ethics within the GH-SOAHC Practical Nursing Program, ensuring students are well-prepared for their future roles in healthcare.

The GH-SOAHC Practical Nursing Student is responsible for:

- **Professionalism**
 - **Dress Code:** Adhere to the dress code specified by the program in the classroom and clinical settings, which include wearing uniforms, displaying identification badges, and maintaining a neat, professional appearance.
 - **Punctuality:** Arrive on time for all classes, clinical rotations, and program-related activities. Timeliness reflects respect for the instructors, peers, and the profession.
 - **Accountability:** Take responsibility for your actions, learning, and performance, including meeting deadlines, completing assignments, and actively participating in learning activities.
- **Respect and Integrity**
 - **Respect for All:** Show respect for instructors, peers, patients/clients, and staff, regardless of background, identity, or role. This includes listening attentively, using respectful language, and valuing diverse perspectives.
 - **Honesty:** Demonstrate honesty in all academic and clinical endeavors. Academic integrity is crucial; plagiarism, cheating, or falsifying information is unacceptable.
 - **Confidentiality:** Maintain confidentiality of patient information as per HIPAA guidelines. Respect for patient/client privacy is a fundamental aspect of nursing professionalism.
- **Communication**
 - **Professional Communication:** Communicate clearly, respectfully, and professionally in all interactions, whether in writing, online, or verbally. This includes being mindful of tone, language, and the appropriateness of the content.
 - **Feedback Reception:** Be open to receiving feedback from instructors, peers, and clinical supervisors. Constructive criticism is a valuable tool for growth and improvement in the nursing profession.

- **Conflict Resolution:** Address conflicts or concerns directly and professionally with the involved parties. Seek guidance from program faculty or follow the established chain of command to resolve issues in a constructive manner.
- **Engagement and Participation**
 - **Active Participation:** Engage actively in all aspects of the PN Program, including class discussions, clinical experiences, and group work. Your engagement enhances learning for both you and your peers.
 - **Continual Learning:** Demonstrate a commitment to continual learning and professional development. Nursing is a dynamic field, and staying informed about current practices and theories is essential.
 - **Contribution to the Learning Environment:** Contribute positively to the learning environment by supporting fellow students, participating in program activities, and upholding the values of the nursing profession.
- **Adherence to Policies and Procedures**
 - **Program Policies:** Familiarize yourself with and adhere to all program policies, including those related to academic performance, clinical rotations, and professional conduct.
 - **Legal and Ethical Standards:** Understand and comply with the legal and ethical standards of the nursing profession, as well as the regulations governing healthcare practices.
- **Self-Care and Well-Being**
 - **Personal Well-being:** Recognize the importance of self-care and personal well-being in maintaining the ability to provide high-quality care. Seek support when needed and utilize available resources to manage stress and maintain balance.
- **Consequences of Non-Compliance**
 - **Professional Warning:** Failure to meet these professional expectations may result in a professional warning, signaling the need for immediate improvement in the specified area(s).
 - **Suspension or Dismissal:** Persistent violations or serious breaches of professional conduct could lead to suspension or dismissal from the program. Such actions are taken to maintain the integrity of the educational experience, ensure the safety of all peers, patients/clients and healthcare personnel, and uphold the highest standards of the nursing profession.

By adhering to these expectations for attitude and conduct, PN Program students will not only enhance their own educational experience but also prepare themselves for successful careers in nursing, marked by professionalism, respect, and compassionate care.

Clinical Conduct

Clinical rotations are a critical component of your PN training, providing hands-on experience in a real-world healthcare setting. To ensure a positive, productive, and safe learning environment for everyone, students are expected to adhere to the following clinical expectations:

- **Safety and Professional Conduct**
 - **Practice Safely:** Always prioritize safety for patients/clients, self, and others. Follow all safety protocols and procedures without exception.
 - **Professional Behavior:** Always conduct yourself in a professional manner, demonstrating respect, integrity, and responsibility in all interactions.
- **Compliance with Facility Policies**
 - **Facility Policies:** Familiarize yourself with and strictly adhere to all policies and procedures of the clinical facility. This includes, but is not limited to, privacy policies, security measures, and emergency procedures.
 - **Scope of Practice:** Understand and practice within the legal scope of the LPN profession. Ensure all actions are within your competency level and seek guidance when necessary.
- **Communication and Chain of Command**
 - **Effective Communication:** Maintain clear and professional communication with healthcare team members, patients, and families.
 - **Chain of Command:** Follow the appropriate chain of command for reporting concerns, incidents, or when seeking clarification or support.
- **Dress Code and Appearance**
 - **Clinical Dress Code:** Adhere to the clinical dress code, which includes wearing clean and professional uniforms, displaying your student identification badge visibly, and following guidelines regarding jewelry, tattoos, and personal hygiene.
- **Consequences of Non-Compliance**
 - **Clinical Warning:** Failure to meet these clinical expectations may result in a clinical warning, signaling the need for immediate improvement in the specified area(s).
 - **Suspension or Dismissal:** Persistent violations or serious breaches of clinical conduct could lead to suspension or dismissal from the program. Such actions are taken to maintain the integrity of the educational experience, ensure the safety of all peers, patients/clients and healthcare personnel, and uphold the highest standards of the nursing profession.

Commitment to Excellence

Your commitment to these student expectations reflects your dedication to becoming a skilled and compassionate LPN. Embracing these standards is essential for your professional growth, the safety of your patients, and the trust of your healthcare colleagues.

By adhering to these guidelines, you demonstrate your readiness to contribute positively to the healthcare team and ensure a rewarding learning experience. Let's work together to uphold the highest standards of nursing practice and patient/client care.

Academic Integrity Policy

GH-SOAHC Practical Nursing Program is committed to fostering an environment of academic integrity, mutual respect, and individual responsibility. We are a community that values the voice of students in their pursuit of academic excellence and personal growth. By choosing to be a member of this community, each student demonstrates respect for the core values of trust, honesty, and ethical behavior and commits to upholding these standards. These principles guide conduct both in and out of the classroom, as well as on and off campus, and apply to interactions with all community members, as well as the use of school resources and facilities.

A high standard of ethical conduct is expected of students in their academic activities. The school does not tolerate cheating in any form. This term includes, but is not limited to, the dishonest use of another individual's aid in the preparation of written, oral, and artistic assignments, as well as during classroom testing periods. All students must familiarize themselves with these regulations. Disciplinary action will be imposed for any form of detected cheating or plagiarism, regardless of the student's motive or intention.

Definition of Cheating

The term "cheating" includes, but is not limited to:

1. Use of any unauthorized assistance in taking quizzes, tests, examinations, assignments, papers, or reports.
2. Use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments.
3. Acquisition, without permission, of tests or other academic material belonging to a member of the school faculty or staff.
4. Acquisition, with or without permission, of tests or other academic material belonging to another student who is taking or has completed the course in question.
5. Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.
6. Collaborating with other student(s) on graded coursework if the professor explicitly indicates that collaboration is not allowed.
7. Copying or transmitting answers, questions, or parts of tests to other students by use of electronic or other means (calculator, mobile phone, tablet, camera, etc.).
8. Engaging in plagiarism, as defined below.

Definition of Plagiarism

Plagiarism is the intentional or unintentional failure to acknowledge sources, or the use of commercially available so-called "research papers" or other aids without full recognition of the source. Students are responsible for distinguishing clearly between their own facts, ideas, and conclusions and those of other sources. Using someone else's words, opinions, or conclusions without giving them credit constitutes plagiarism. Plagiarism also includes "self-plagiarism," wherein a student submits the same work to multiple classes without instructor approval. This includes, without limitation, using information or ideas from a source without properly crediting it, copying any portion of another's work (student, faculty, book, article, journal, internet, etc.) without crediting the author, or submitting an assignment previously

written for another class, whether past or current. Students should always check with their professor(s) for the appropriate guidelines to follow.

Student Communication

Email Account Assignment

Upon enrollment in the Practical Nursing Program, all students will be assigned a school email account. This email address, along with announcements made in the course classroom, will serve as the primary means of communication between students, faculty, and administration throughout the duration of the program.

Official Communication Channel

- **Initial Setup:** At the start of the program, each student will be given instructions on how to access their student email account and are expected to have the email account set up by the end of the first week at the start of the program.
- **Access and Maintenance:** Students must ensure they maintain access to their school email account throughout the program. This account will be designated as the official channel for all program-related communications.
 - Upon exiting the program, student email accounts will be kept active for 90 days. On the 91st day, the account will be deactivated.
- **Regular Checks:** It is the responsibility of each student to check their school email and class announcements at least every 24 hours. Regular checks will ensure timely receipt of and response to all communications, facilitating smooth operations and academic success.

Communication Expectations

- **Professional Conduct:** When communicating via email, students are expected to interact with faculty, staff, and peers in a professional manner. This includes using appropriate language, grammar, and punctuation.
- **Response Time:** Faculty will respond to student emails within two (2) business days during normal business hours (Monday to Friday, 9 AM to 5 PM, excluding holidays). Students are likewise expected to reply to communications from faculty and administration within two (2) business days.

Deviations and Notifications

- **Faculty Response Time:** Should there be any anticipated deviation from the standard response time by faculty (e.g., due to conferences, illness, or vacation), students will be notified in advance whenever possible.
- **Student Absences:** If a student expects to be unable to check their email regularly due to extenuating circumstances, they should inform the PN Program Director, or their designee, and faculty members in advance to arrange appropriate accommodation.

Ensuring Effective Communication

To maintain an effective communication flow, students are encouraged to:

- **Organize Emails:** Keep their school email account organized by using folders, tags, or categories to manage communications.
- **Use Subject Lines Wisely:** Include clear, concise subject lines that reflect the content of the email for easy reference.
- **Be Clear and Concise:** Aim for clarity and brevity in emails to facilitate understanding and efficient communication.
- **Seek Clarification:** When in doubt, do not hesitate to seek clarification on assignments, deadlines, or any program-related matters by following the established chain of command.

By adhering to these communication protocols, students will contribute to a respectful, professional, and efficient academic environment. This protocol is designed to support your success in the nursing program by ensuring you are well-informed and connected with the faculty, administration, and your peers.

Academic Policies

Attendance Policy

This policy outlines the mandatory attendance requirements for our Practical Nursing Program.

Attendance Expectations:

1. **Mandatory Attendance:** Attendance is mandatory for all students in our PN Program. Each class hour will begin with the faculty taking attendance to ensure that students are present. Clinical attendance is taken at the beginning of clinical and students must stay the entire time for the day to count.
2. **Classroom Attendance Tracking:** In accordance with state regulations, attendance is meticulously tracked by the minute for each hour of instruction per the following procedures:
 1. **On campus Student Attendance Punching Procedure**
 1. Arriving Late to Class
 1. Students who arrive late to class (after the scheduled period start time) must punch in using the biometric kiosk in the classroom; this will log the exact arrival time
 2. Leaving Class Early
 1. Students who leave class before the scheduled class period end time must punch out using the biometric kiosk in the classroom when they leave; this will log the exact time of departure
 3. Failure to Punch
 1. If a student arrives late or leaves early and does not punch in or out using the biometric kiosk in the classroom, the student's attendance time will be docked for the entire hour, regardless of how much time the student was present for.
 4. Student Punching Responsibilities & Technical Difficulties
 1. It is the student's responsibility to ensure the punch is accepted.
 2. If a student experiences any issues while attempting to punch in/out, they must notify administration immediately. Prompt communication allows the issue to be addressed and ensures attendance will be accurately recorded.
 2. **Virtual Classroom Procedure**

1. Camera Requirement for Remote Classes
 1. When classes are conducted remotely, students must have their cameras on during the session with their face visible in their window. This ensures attendance, active participation, and engagement. Failure to comply with this requirement will be considered an absence for the session.
2. Arriving to class late
 1. Students who are not present at the time attendance is taken, or who fail to respond to roll call, will be marked absent.
 2. Students arriving late must notify the professor via chat of their arrival and will be marked present from the timestamp of the chat notification.
3. Leaving class early
 1. Students leaving class early will be marked absent for the portion of the class missed based on the logged time of departure
3. **Clinical Attendance:** In accordance with state regulations, clinical attendance is meticulously tracked to ensure students meet the required number of clinical hours. Neglecting to adhere to these protocols may result in dismissal from the program.
 1. **Late arrival**
 1. Should a student arrive more than 10 minutes late for a clinical session, they will be dismissed for the day, and the incident will be recorded as a clinical absence. Additionally, if a student needs to depart from a clinical or observational experience earlier than the scheduled time, they must inform the clinical faculty beforehand as this will also count as a clinical absence for the day.
 2. **Tardy arrival**
 1. Students who arrive within 10 minutes of the scheduled clinical start time will be considered tardy. This is to align with professional workforce expectations and promote professionalism within the nursing discipline.
 2. The third tardy within a semester will be considered a clinical absence. **Students who arrive tardy for the third time within a semester will have the option of staying for the clinical day; however, even if a student chooses to stay, it will still be considered a clinical absence.**
 3. **Clinical Absence**
 1. In an anticipated absence, students must notify the clinical faculty at least 60 minutes before their scheduled clinical hours commence
 2. Absence on the first day of clinical could result in clinical failure, as the first day of clinical is essential for establishing expectations, reviewing site-specific safety protocols, and orienting the student to the client care environment. Students who are absent on the first day of clinical must reach out to the PN Program Director or their designee to discuss their absence. Failure to reach out to the PN Program Director or their designee will result in disciplinary action, up to and including dismissal from the program.
 4. **Clinical Make-ups:** In an understanding that unexpected events can arise that may cause a student to miss clinical, students will be afforded the opportunity to make-up no more than 2 clinical days per semester.
 1. Make-up clinical days will be scheduled in the final weeks of the semester, up to and including the week of final exams.
 2. Make-up clinical days may be held on different days than the regularly scheduled semester clinical days, including weekends.

3. Make-up days do not 'carry over' to subsequent semesters if a student does not have any clinical absences within a semester.
4. Students who require a second make-up day within a semester will be charged \$375 for that day; the fee must be paid prior to attending the make-up day.
5. Students who miss more than two clinical days within a semester will not be able to make up all the missed hours and therefore will no longer be able to satisfy the minimum number of hours required by the state for program completion. This will result in a clinical failure and may include dismissal from the program.
4. **Class/Clinical Schedule:** Students are expected to attend class or clinical sessions based on the schedule provided at the beginning of each semester. The schedule will specify the times, dates, and locations (in-person or remote) for each session.
5. **Absence Notification:** Students must notify their instructor if they will not be attending class or clinical. A peer cannot report another student's absence. If the student who is out does not notify the instructor themselves, it will be recorded as a "no call, no show" and may result in disciplinary action.
6. **In-Person and Remote Classes:** Some classes will be conducted in-person, while others will be held remotely. The schedule provided will outline the mode of delivery for each session. In-person attendance is required for hands-on learning and clinical experience.
7. **Camera Requirement for Remote Classes:** When classes are conducted remotely, students must have their cameras on during the session with their face visible in their window. This ensures active participation and engagement. Failure to comply with this requirement will be considered an absence for the session.
8. **Attendance Changes:** The mode of class delivery (in-person or remote) may change based on evolving circumstances, such as public health concerns, inclement weather, or unforeseen events. Students will be promptly notified of any changes in the mode of delivery through official communication channels.
9. **Notification:** The school will use email, learning management systems, and other designated communication channels to inform students of any changes to the class/clinical schedule or mode of delivery. It is the student's responsibility to regularly check these communication channels for updates.

Consequences of Non-Compliance:

Regular and punctual attendance is crucial for success in the PN Program. Failure to adhere to attendance requirements may result in academic consequences, including but not limited to, reduced grades, suspension, or dismissal from the program.

While attendance is mandatory in our PN Program, we understand that life events can sometimes disrupt your ability to attend classes and clinicals. We have designed our program with flexibility in mind, recognizing that unforeseen circumstances such as illness, emergencies, or personal obligations may arise. See guidance and policies regarding clinical tardiness and absences under *Academic Policies & Procedures: Attendance Policy* related to the clinical portion of attendance. For the classroom hours, we have built in a set number of excused absence hours for each semester as shown on the next page.

These hours can be rolled over from previous semesters, allowing students to effectively manage their attendance. It is essential to observe that hours cannot be borrowed from future semesters. Once the allotted hours have been exhausted, the student will be dismissed from the program because the minimum number of hours required by the state for program completion can no longer be satisfied.

Semester-specific allocation of classroom hours.

Semester	Allotted Classroom Hours
Semester 1	15 hours
Semester 2	6 hours
Semester 3	6 hours
Semester 4	6 hours

We encourage open, prompt communication with faculty and the program administration in case challenges arise that may affect a student's attendance, as we are committed to helping our students succeed while upholding program standards.

Accommodations:

GH-SOAHC Practical Nursing Program does not discriminate in its educational programs, activities, or employment practices based on race, color, national origin, sex, disability, age, religion, ancestry, or any other legally protected classification.

GH-SOAHC Practical Nursing Program recognizes that all learners are unique and deserve equitable access to learning opportunities.

GH-SOAHC Practical Nursing Program is dedicated to ensuring that qualified students with disabilities receive equal educational opportunities. In accordance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act (ADAAA) of 2008, and Connecticut state laws, we offer reasonable accommodations to mitigate the impact of disabilities on academic performance and other aspects of life. The school acknowledges the student's right to choose whether to disclose a disability. However, it is important to note that the school cannot provide services or accommodation to students who do not inform the Practical Nursing Program Director, or their designee, of their disability.

A reasonable accommodation may include modifications or adjustments to instructional activities, equipment, facilities, programs, or services, enabling qualified students with disabilities to compete on an equal basis and fulfill the essential requirements of the nursing program. The determination of what constitutes reasonable accommodation is made by the Practical Nursing Program Director, or their designee, and course instructors on a case-by-case basis. A student requesting an accommodation must complete the program accommodation form with the student's qualified healthcare provider and submit the completed documentation to the Practical Nursing Program Director. The Practical Nursing Program Director reviews the request, consults appropriate institutional resources when necessary, and provides the student a written approval or denial. Approved accommodations are communicated to appropriate faculty while protecting student confidentiality.

Record Keeping:

It is the responsibility of each student to diligently track and maintain their accumulated hours throughout the duration of the program. Keeping an accurate record of attendance and excused absence hours is essential for ensuring students stay within the program's guidelines and meet the state-required hours for completion. Students are encouraged to maintain a personal record and communicate with faculty or program administration as needed to clarify any questions or concerns regarding attendance hours to effectively manage progress and maintain compliance with the program's attendance policies.

Students, as integral members of the nursing community, bear the responsibility of safeguarding their own health, as well as the health of their patients and colleagues. Consequently, if a student is afflicted with a medical condition that poses a health risk to themselves or others, they must refrain from participating in in-person activities, including those in classrooms, laboratories, or clinical settings. Based on evidence-based practice (EBP), the following conditions necessitate abstention from in-person activities:

- **Fever > 100°F:** Students who have experienced a fever should only return once they have been fever-free for more than 24 hours without the aid of antipyretics. EBP supports this to prevent the spread of infections, as fever is a common symptom of infectious diseases (CDC, 2020).
- **Open Wounds:** Any open wound that cannot be properly dressed/covered or that impairs the student's ability to adhere to infection prevention measures, such as proper hand hygiene, should be a reason to avoid in-person activities. Proper wound covering is essential in preventing infection transmission (WHO, 2019).
- **Vomiting/Diarrhea:** These symptoms, often indicative of contagious gastrointestinal infections, necessitate staying away from in-person settings to prevent the spread of illness (CDC, 2021).
- **Undiagnosed Rash on Exposed Skin:** An undiagnosed rash could signify a contagious condition, warranting avoidance of in-person engagement until a medical evaluation is conducted (American Academy of Dermatology, 2018).
- **Exposed Herpes Infections (including cold sores):** Herpes simplex virus can be transmitted through contact, and students should refrain from in-person activities to prevent spreading the infection (WHO, 2017).
- **Bacterial Infections:** Students with a confirmed bacterial infection who have been on antibiotics for less than 24 hours should avoid in-person activities due to the risk of transmitting the infection to others (Infectious Diseases Society of America, 2014).
- **Symptoms of COVID-19:** In the absence of a negative COVID-19 test, students exhibiting symptoms such as fever, cough, sore throat, malaise, or difficulty breathing should not attend in-person activities to mitigate the risk of COVID-19 transmission (CDC, 2022).

Should there be uncertainty regarding attendance considering a student's current health condition, they are advised to seek guidance from their instructor. While discretion is advised for participation in virtual/online activities during illness, students must notify the instructor in advance if unable to attend a session.

Conclusion:

This policy underscores the imperative attendance requirements for our Practical Nursing (PN) Program. Adherence to all scheduled classes and clinicals, compliance with the camera-on mandate during remote sessions and staying abreast of any alterations to the schedule or delivery mode are vital. Commitment to attendance and active participation is crucial to student success in the PN Program.

Grading Policies

Grading for the Theoretical Component of Nursing Courses

The grade for the theoretical component of nursing courses is determined by performance on quizzes, examinations, and other assignments as outlined in course syllabi, as well as by participation and performance in laboratory and simulation experiences.

The grading scale is as follows:

Letter Grade	Percentage Point Range	Letter Grade	Percentage Point Range
A	94-100	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	< 59

Grades for quizzes, examinations, and other assignments are calculated to the hundredth (two decimal places). Final course grades are calculated to one decimal place (the tenth) and then converted to a whole number. Final grades with a tenth-place value of **0.5 or higher** are rounded up to the next whole number; final grades with a tenth-place value of **0.4 or lower** are rounded down to the lower whole number. No rounding is applied beyond the tenth place.

Example:

Final Course Grade = 73.4 = 73 = C-, the student does not pass the course.

Final Course Grade = 73.5 = 74 = C, the student passes the course.

Grade of Incomplete: A student whose course work is incomplete at the time grades are submitted may receive a grade of incomplete ("I") with faculty approval. Course requirements must be completed within two (2) weeks unless an extension is pre-approved by the PN Program Director, or their designee. The student is not allowed to progress to the next nursing course until the grade of "I" has been changed to a grade of "C" or higher.

All assignments are due on the assigned date. Late assignments are subject to point deduction per course syllabi. Written work is expected to be original and completed independently unless otherwise instructed. American Psychological Association (APA) format is to be used for all written assignments. Citations must be used to acknowledge sources and avoid plagiarism in accordance with APA standards to remain compliant. If a student is found to have plagiarized their work, appropriate review and disciplinary actions will be taken. Consequences may range from failure of the assignment up to and including failure of the course.

Laboratory and Simulation Experiences

All students will be assigned to a lab/simulation group schedule, with laboratory experiences and simulations taking place either in the GH-SOAHN PN Program Skills Suite or at an academic partner's simulation lab, as specified in the relevant course syllabi. These sessions, guided by program faculty, aim to give students the opportunity to practice clinical skills and respond to various clinical scenarios. To make the most of these learning opportunities, students are expected to arrive prepared, having completed necessary pre-work such as reading the skills scheduled, looking up patient information, and fulfilling any pre-simulation requirements. Students who fail to prepare adequately may be sent home, and the missed hours will be recorded as absences.

Grading for the Clinical Component of Nursing Courses

Supervised clinical learning experiences are offered in clinical practice settings (e.g. inpatient hospital units, community-based settings, etc.) to deliver person-centered care. Clinical Evaluation Forms are used

to document the student's progress toward achievement of course student learning outcomes (CSLOs) and competencies throughout the nursing courses (formative evaluation). Each CSLO is stated as an observable behavior that incorporates more detailed and measurable statements referred to as competencies. Clinical evaluation forms are used to review and summarize learner progress toward achieving the CSLOs and competencies, and to identify recommendations for further development. A rationale for unsatisfactory ratings must be provided by clinical faculty.

Each semester offers a clinical experience, to which the course grade for students is determined by the assignments for the course and an overall clinical grade of "Satisfactory" (S). A student who does not meet the student learning outcomes and competencies with a final (summative) evaluation of "Satisfactory" (S), or complete and pass the coursework as assigned, may receive a course grade of "F" (clinical failure). A student must pass each clinical experience to progress in the nursing program.

Students cannot perform selected clinical skills until their performance is validated. These specific skills, and the methods by which they are evaluated, will be identified by nursing faculty and reviewed with students in the laboratory setting.

Faculty utilize a variety of methods to assist students who have areas of performance that need improvement. These approaches are designed to connect students with helpful resources and to draw students' attention to behaviors inconsistent with professional expectations in any setting before program success is compromised.

During each clinical rotation, students will meet with their clinical instructor to review their performance, which includes a mid-semester and final evaluation. Clinical instructors will utilize a standardized evaluation form to provide objective feedback to students on their progress towards meeting the clinical rotation CSLOs. Evaluation forms are intended for use as an evaluation guide and are maintained in the student record. Students are responsible for attending and completing the evaluation process in conference with the nursing faculty.

Progression Requirements

Students must meet all course requirements to progress to the next course. Nursing courses are sequential and have prerequisite and/or co-requisite course requirements, which may include nursing and/or foundational courses. All courses must be successfully completed in the prescribed order to progress in the nursing program. It is the student's responsibility to complete all course requirements and obtain a minimum grade requirement of 74% in all courses.

Students who do not meet the minimum grade requirement must repeat the failed course when it is next offered. If the failed course includes one or more co-requisite courses, all associated co-requisite courses must also be repeated.

Semester I:

If a student fails any course with co-requisites during Semester I, the student must reapply to the Practical Nursing (PN) Program as a new student.

Semesters II, III, and IV:

Students who fail a course with co-requisites during Semesters II, III, or IV may apply for re-entry in accordance with the procedures outlined under *Program Discontinuation & Re-entry*. Re-entry is permitted **one time only**.

Students are responsible for tuition and fees associated with repeating course(s), and repetition of coursework will result in a delay of the original anticipated graduation date.

Transfer Credit Policy

The Transfer Credit Policy at Griffin Hospital School of Allied Health Careers Practical Nursing Program aims to provide guidelines for students who wish to transfer credits earned at the institution to other postsecondary institutions or transfer in credits from other institutions. The school acknowledges that credit transfer is subject to the receiving institution's discretion and encourages students to be informed about credit acceptance policies at prospective schools.

Eligibility for Transfer Credits:

- Students must apply for transfer credits before commencing their academic program.
- In accordance with VA regulations, Griffin Hospital School of Allied Health Careers is required to evaluate all prior postsecondary credits for students receiving educational benefits from the Veterans Affairs education programs (CH30, CH33, CH35, CH1606, CH31 VR&E), including the examination of military transcripts for prior military service.
- Non-nursing courses must have been completed within the preceding five-year period.
- To meet the requirements, it is necessary for individuals to have completed nursing courses within the past two years, with the most recent nursing class being attended no more than one year ago.

Transcript Submission and Grade Requirements:

- Transfer applicants must submit official transcripts from their previous educational institutions, clearly showing courses taken, grades achieved, and credits awarded.
- Credits can only be transferred from relevant courses with a grade of "B" or above.

Treatment of Transfer Credits:

- Credits transferred from a postsecondary institution accredited by an agency recognized by the U.S. Department of Education will be assigned a grade of "TR" on the student's academic transcripts.
- Transfer credits approved for applicable courses will not be included in the calculation of the cumulative grade point average (CGPA) but will be considered when determining the maximum time frame for measuring a student's good academic progress.

Transfer Credit Evaluation:

- The PN Program Director or their designee will evaluate student transcripts and accompanying support documents, such as school catalogs and course syllabi, to determine the alignment of prior learning with the institution's course offerings.
- Factors considered during the evaluation process include the attended institution, course title, course level, course descriptions, grades obtained, and year of study.
- In cases where needed, subject matter experts from the institution may be involved in the evaluation process.
- Credit transfer approval is contingent upon providing verified evidence of student learning consistent with the educational opportunities provided by Griffin Hospital School of Allied Health Careers.

Test Out Option – is at the discretion of the PN Program Director, or their designee, and may be required in addition to an approved school transcript.

- Test Out exams offer students the opportunity to obtain exemption from specific mandatory courses by demonstrating competency through assessment in the respective subject matter.
- Applicants must request to take a Test Out exam before the commencement of the academic term and should not have attended the course beyond the add/drop period to be eligible.
- To receive academic credit for a course through Test Out, the applicant must achieve a grade of "B" on the exam during their initial attempt.
- A successful Test Out result will be recorded as "TO" on the student's academic record and will not be factored into the calculation of the Grade Point Average (GPA).
- A modest administrative fee may apply for the Test Out process.

Student Responsibility:

- It is the student's responsibility to verify whether credits earned at Griffin Hospital School of Allied Health Careers will be accepted by the desired transfer institution.
- Students are advised to obtain information from all institutions they are considering attending to understand each institution's credit acceptance policies.

Minimum Attendance Requirement:

- Regardless of the quantity of transfer credits granted, all students must complete at least 50% of the credits required for graduation through physical attendance in all programs pursued at Griffin Hospital School of Allied Health Careers.

Note: This Transfer Policy is subject to change and may be revised as needed. Students are advised to contact the relevant school authorities for any updates.

Program Graduation

Upon successful completion of the prescribed program of study at GH-SOAHC Practical Nursing Program students will be awarded a diploma, signifying their readiness to embark on a rewarding career in practical nursing. To achieve this significant milestone, the following criteria must be fulfilled to ensure both academic and professional readiness:

1. **Financial Obligations:** All financial dues to GH-SOAHC PN Program must be cleared. This ensures that there are no administrative barriers to the issuance of your diploma and transcripts.
2. **Academic Excellence:** A cumulative final grade of 74% or above is required in all course work. This benchmark reflects the high standards of knowledge and competence expected from our graduates.
3. **Clinical and Classroom Hours:** Completion of all mandated clinical and classroom hours is necessary. These experiences are crucial for the practical application of nursing knowledge and skills.

Licensing Examination Responsibility

The responsibility for scheduling the Practical Nursing Licensing Exam (NCLEX-PN) lies with the student. This allows flexibility for our graduates to choose a time that best suits their individual preparation and life circumstances. The school is committed to providing comprehensive information and guidance on

how to navigate the process of scheduling and preparing for the NCLEX-PN, ensuring that every student is well-equipped to achieve licensure success.

We are here to support you through every step of your journey towards becoming a licensed practical nurse. If you have any questions or need further assistance, please contact the administration office.

Comprehensive Program Exam

Students complete assigned ATI standardized and comprehensive assessments in designated courses. These assessments account for a limited amount of the applicable course grade. Students must complete required remediation to address identified areas and improve their knowledge and readiness. Comprehensive assessment is not an exit exam and does not independently determine graduation eligibility..

Post-Graduation Job Placement

Entering employment as a licensed practical nurse in the State of Connecticut is contingent upon passing the licensing exam, the NCLEX-PN.

GH-SOAHN PN Program does not guarantee employment after satisfactory program completion. Griffin Hospital is not obligated to offer employment to any student. However, if positions are available, a student may choose to apply to Griffin Hospital through the application portal which can be accessed via <https://www.griffinhealth.org/about-griffin/careers>.

Student Support Services

Students receive orientation to Moodle, Orbund, ATI, FA Davis, Microsoft Teams, and program email. Moodle and Orbund support is initially provided by faculty and the Director of Allied Health Career Pathways and Academic Partnerships, who administers these systems. Program email support is coordinated by the Clinical Coordinator in collaboration with Griffin Hospital Information Technology. Students contact ATI or FA Davis for account-level vendor support; faculty assist with navigation when appropriate. Elsevier is used only by the current fourth-semester cohort and will be discontinued after that semester. Students must adhere to all copyright policies when utilizing these resources through signing the *Practical Nursing Program Signatures* packet.

When a student is not performing well in a course, it is essential for them to take the initiative and seek assistance from their faculty member. In addition to faculty support, students are encouraged to contact the Student Success Specialist, who is available to provide further support and guidance. Successful academic outcomes are achieved through a collaborative effort, predominantly driven by the student's proactive engagement with both faculty and support services.

Responsibilities of the Student Success Specialist:

1. **Skill Development:** Assist students in developing essential skills for success in the PN Program and their future nursing careers. This includes study techniques, time management, critical thinking, and clinical reasoning skills.
2. **Emotional and Social Support:** Offer support for students facing personal, academic, or professional challenges. Coaches act as a supportive resource, helping students manage stress and maintain a healthy work-life balance.

3. **Career Planning:** Guide students in setting realistic career goals, understanding the nursing job market, and preparing for employment opportunities post-graduation. This may include resume writing, interview preparation, and networking strategies.
4. **Monitoring Progress:** Regularly review students' academic and clinical performance, providing feedback and interventions as necessary to ensure they remain on track to meet their goals.
5. **Promoting Engagement:** Encourage participation in extracurricular activities, professional organizations, and community service, enhancing the educational experience and professional development.

Student Responsibilities:

1. **Active Participation:** Engage actively with the Student Success Specialist, seeking advice and feedback regularly. Be open to receiving guidance and implementing suggested strategies for improvement.
2. **Self-Advocacy:** Communicate your needs, challenges, and goals clearly to your coach. Being proactive about seeking help and resources is crucial for academic success.
3. **Follow-Through:** Take responsibility for your academic journey by following through on plans and commitments made with the Student Success Specialist. This includes attending meetings, completing assigned tasks, and actively working towards set goals.
4. **Reflective Practice:** Regularly reflect on your academic performance, professional growth, and personal development. Use insights gained from reflection to inform discussions with the Student Success Specialist.
5. **Utilize Resources:** Make use of the resources and opportunities identified by the Student Success Specialist. Engaging with tutoring, workshops, and support services can significantly enhance your learning experience.
6. **Maintain Professionalism:** Approach interactions with the Student Success Specialist and all program activities with professionalism and respect. This includes adhering to scheduled appointments, communicating effectively, and demonstrating integrity in all actions.

Conclusion:

The Student Success Specialist plays a critical role in supporting practical nursing students through their educational journey, offering personalized guidance, support, and resources to help them succeed academically and professionally. In turn, students are expected to actively engage with their coach, communicate openly, and take proactive steps towards achieving their educational and career objectives. Together, the partnership between students and the Student Success Specialist is foundational to fostering success in the PN Program and beyond.

The Griffin Hospital School of Allied Health Careers PN Program does not offer housing.

Program Fees

Practical Nursing Program Cost Structure

The following table outlines the various expenses associated with the Practical Nursing Program, categorized into direct and indirect costs.

- **Direct Program Costs:** These are the primary expenses directly related to the PN Program and admission to the PN Program. Tuition and fees and program acceptance are billed by the school. Uniform and clinical requirements are not billed by the school; however, they are required by the student to be able to participate in the clinical experience of the PN Program. If the cost is nonrefundable, it is noted.
- **Indirect Program Costs:** Students should also budget for additional out-of-pocket expenses that support participation in the program. These costs are not billed by the school and include post-graduation expenses. These costs are estimated and may vary based on the purchase location and each individual student situation.
 - **Please note:** Chromebook are **not** recommended as a laptop. They are limited in their functionality with the PN Program learning platforms used.

Direct Program Costs	
Tuition and Fees	
Tuition (includes Deposit*) - \$395.931 per credit	\$25,300
Lab Fee's	\$800
Book Fee	\$1,100
Student Fee **	\$500
Technology Fee	\$800
Program Acceptance***	
Application Fee	\$100
Entrance exam re-take Fee	\$70
Pre-nursing readiness program (as applicable)	\$250
Uniform & Clinical Requirements****	
Embroidery – per top	~\$7
Scrub tops and pants	~\$75
Stethoscope	~\$75
Analog watch with second hand	~\$20
CPR Certification	~\$150
Toxicology Screening	~\$45
Background Check	~\$65
Total (Direct)	\$29,357
Indirect Program Costs	
Indirect Costs****	
CT Licensure Fees & NCLEX-PN Registration (post-graduation)	~\$350
Laptop	~\$300
Home Internet Provider Service (per month)	~\$75
Total (Indirect)	~\$725
Total Cost	\$30,082

* - \$1,000 deposit – Nonrefundable (paid prior to the program start date)

** - Includes malpractice insurance, cost of facility and campus services

*** - Nonrefundable (paid prior to program acceptance)

**** - Nonrefundable (estimated out of pocket expenses – not billed by the school)

The Practical Nursing Program fees are assessed per semester (see table below). The student will have the option to finance all or part of the program through school lending partners. Students who are employees of Griffin Hospital may be eligible to apply for the tuition reimbursement program according to the program guidelines from Human Resources. Students who are not employed by Griffin Hospital may also be eligible to apply for tuition reimbursement with their employers and are encouraged to discuss with their Human Resources Department.

Practical Nursing Program Fees by Semester*

Semester 1	
Tuition (14 credits)	\$ 5,543.04
Book Fee	\$ 275
Student Fee	\$ 125
Technology Fee	\$ 200
Lab Fee	\$ 200
Total Semester Cost:	\$ 6,343.04

Semester 2	
Tuition (15.4 credits)	\$ 6,097.34
Book Fee	\$ 275
Student Fee	\$ 125
Technology Fee	\$ 200
Lab Fee	\$ 200
Total Semester Cost:	\$ 6,897.34

Semester 3	
Tuition (17 credits)	\$ 6,730.83
Book Fee	\$ 275
Student Fee	\$ 125
Technology Fee	\$ 200
Lab Fee	\$ 200
Total Semester Cost:	\$ 7,530.83

Semester 4	
Tuition (17.5 credits)	\$ 6,928.79
Book Fee	\$ 275
Student Fee	\$ 125
Technology Fee	\$ 200
Lab Fee	\$ 200
Total Semester Cost:	\$ 7,728.79

*Fees by semester include the tuition and fees listed under Direct Program Costs, which total \$28,500 for the Practical Nursing Program. Nonrefundable fees, other than the \$1,000 deposit, are not included in the fees by semester.

Program Payment

The Practical Nursing Program does not currently participate in federal Title IV student financial-aid programs. Students are informed of this status beginning with their first inquiry and throughout the admissions and enrollment process. Current payment options include out-of-pocket payment, approved personal lending arrangements, and eligible employer or workforce scholarship opportunities. The Admissions Coordinator and Registrar/Administrative Assistant review payment options, semester charges, payment deadlines, and account status with students. The program intends to evaluate eligibility to apply for Title IV participation after achieving initial accreditation; future participation is not guaranteed.

The GH-SOAHC Practical Nursing Program will accept cash, personal checks, money orders, and credit cards (Visa, MasterCard, American Express, and Discover) as methods of payment. All money orders/personal checks should be made out to Griffin Hospital School of Allied Health Careers. A \$35.00 service charge will be assessed on all checks returned unpaid by the bank. This includes payments stopped by students or the account holder. Students who choose to finance all or part of the program

costs can speak to the Practical Nursing Program Admissions Coordinator and Registrar/Administrative Assistant for information on financing partners.

A student's semester balance must be paid in full or covered by an approved payment arrangement before the student's first final examination of the semester. Students may review bills and payment history through the designated student system. Consequences for nonpayment will be applied consistently with the Enrollment Contract and published refund policy..

Once a student is accepted into the Practical Nursing Program, a nonrefundable deposit of \$1,000 must be paid to the Griffin Hospital School of Allied Health Careers Practical Nursing Program by the deadline indicated in the official offer letter, unless alternative arrangements have been approved. This nonrefundable deposit is applied toward the total tuition and fees for the Practical Nursing Program. Students who fail to submit the deposit by the stated deadline will forfeit their seat in the program. Upon receipt of the nonrefundable deposit, the student will be registered for the next available cohort. If a student is unable to start the program as scheduled, the nonrefundable deposit does not automatically transfer to a future cohort.

In the event of extenuating circumstances that prevent the student from starting as originally planned, the student may submit documentation and a written request to defer enrollment to the next available cohort. If the request is approved, the nonrefundable deposit may be transferred one time only. If the student is unable to begin the program after the approved deferral, the deposit will be forfeited, and the student may be required to apply to the program as a new applicant.

A student's semester balance must be paid in full or covered by an approved payment arrangement before the student's first final examination of the semester. Students may review bills and payment history through the designated student system. Consequences for nonpayment will be applied consistently with the Enrollment Contract and published refund policy.

Refund Policy

Once a student is accepted into the Practical Nursing Program, a nonrefundable deposit of \$1,000 shall be paid to the Griffin Hospital School of Allied Health Careers Practical Nursing Program by the deadline indicated on the official offer letter, unless other arrangements have been made. Students who fail to pay by the stated deadline will forfeit their seat in the program. Tuition payment is assessed on a per semester basis. A student who withdraws from the program within the first two (2) weeks of the semester or prior to the first day of class may be eligible for a refund of monies paid towards that semester.

Students who withdraw after the drop period mentioned above will not be eligible for a tuition refund and will still owe the school any remaining balance for that semester. Students who are dismissed from the program at any time are responsible for any remaining balance and will not be refunded monies paid towards the semester from which they were dismissed. A student will be deemed eligible for a refund based on the last verifiable date of attendance. If the school closes, cancels, or discontinues a course or program, the school will refund to each currently enrolled student all monies paid by the student for tuition. All refunds will be processed within 90 days of notification.

Student Appeal Process

To ensure clarity and legal accuracy, the appeals process for enrolled practical nursing students who disagree with a faculty decision—excluding academic grade decisions—is outlined in the streamlined process below:

Initial Steps:

- **Direct Discussion:** Students are encouraged to first discuss their concerns directly with the faculty member involved to seek clarification or resolution. This step should be taken promptly to avoid delays.

Formal Appeals Process:

1. **Step One - Initial Appeal:**
 - a. Submit a written appeal to the nursing faculty involved within two (2) business days of the incident.
2. **Step Two - Escalation (if necessary):**
 - a. If unresolved at Step One, submit a written appeal to the PN Program Lead within two (2) business days.
 - b. If the involved faculty member is the PN Program Lead, proceed directly to Step Three.
3. **Step Three - Further Escalation:**
 - a. Submit a written appeal to the Practical Nursing Program Director within two (2) business days if the issue remains unresolved.
 - b. The PN Program Director will respond within four (4) business days.
4. **Final Appeal:**
 - If dissatisfied with the PN Program Director's decision, submit a written appeal to the appeals committee within five (5) days. A formal letter with evidence should be submitted to the PNAppeals@griffinhealth.org mailbox.
 - Appeals must state specific grounds: failure to follow program policy or extraordinary personal circumstances affecting academic performance. Note: Specific class grades cannot be appealed through this process and should be addressed via the School's Grade Grievance Procedure.

Preparing Your Appeal:

- Include a detailed narrative of relevant facts, an explanation of your performance, the relief sought, and any pertinent documentation or evidence.

Committee Review:

- The appeals committee will review the submission within ten (10) calendar days, considering all provided documentation and any additional information requested from the student or others with relevant insights. The committee's decision is final.

The program documents receipt of each appeal or grievance, committee review, the written final decision, and the date the decision is communicated to the student. The complete appeal or grievance record is maintained electronically in a secure location with access limited to authorized personnel. The Appeal Committee or Grievance Committee decision is final under the applicable policy. This process is designed to ensure fairness and thorough consideration of student appeals, respecting both the students' rights and the integrity of the nursing program's academic standard.

Grade Grievance Policy

The Grade Grievance Policy is established to provide a fair and systematic process for students to challenge academic decisions, specifically grades they believe to be arbitrary, capricious, or not reflective of their performance. This policy applies solely to disputes regarding academic grades and instructional practices and does not extend to non-academic issues, disciplinary actions, academic dishonesty cases, or disability accommodations. Students disciplined for academic integrity are ineligible to utilize this grievance process.

Informal Resolution Attempt: Before initiating a formal grievance, students are encouraged to seek an informal resolution by discussing their concerns directly with the involved faculty members and, if necessary, the PN Program Director.

Formal Grade Grievance Procedure:

- 1. Submission of Grade Grievance:**

- To file a formal grade grievance, the student must submit a written complaint to the PN Program Director within forty-eight (48) hours following the disputed academic decision or action.

- 2. Grade Grievance Review Process:**

- The Grievance Committee may request additional information from the student or other relevant parties to thoroughly review the case.
- A written decision will be communicated to the student within ten (10) days of receiving the grade grievance or upon the conclusion of the investigation, whichever is later. The decision of the Grievance Committee is final.

Once the student appeals process has been followed and finalized through the PN Program, if the student feels it is still unresolved, the student may file a complaint with the Connecticut Office of Higher Education through their website at ct.gov/StudentComplaint. The office is located at 450 Columbus Boulevard, Suite 707, Hartford, CT 06103, with contact number (860) 947-1816.

Program and Course Descriptions

Program Description

Practical nurses provide basic care and support to patients in a variety of healthcare settings. This program is designed to provide students with the theoretical and practical knowledge necessary to perform nursing tasks that fall under the LPN scope of practice. The curriculum is guided by trends within healthcare, higher education, and the nursing discipline and meets all state regulatory requirements.

The Practical Nursing Program is delivered primarily through face-to-face instruction at the Naugatuck campus and approved clinical, laboratory, and simulation locations. When inclement weather, a building closure, or another authorized disruption prevents in-person instruction, scheduled theory content may be delivered synchronously through Microsoft Teams. Students must meet the attendance and participation requirements communicated by faculty, including camera use when required. The GH-SOAHC Practical Nursing Program offers a comprehensive 14-month curriculum, totaling 1500 hours of theoretical and clinical learning. Out of these hours, 750 are dedicated to supervised clinical and direct patient care experiences, while the remaining 750 hours are allocated to classroom learning, which includes 83 hours of simulation/lab work. Classes and clinical sessions run Monday through Friday, with potential weekend clinical rotations if necessary. The schedule will change each semester, depending on when classes and clinical sessions are arranged.

Classes are scheduled between 8:00 AM and 2:20 PM. Clinical rotations are conducted in person at various sites and can be scheduled for one of the following time slots: 6:50 AM – 3:20 PM, 2:00 PM – 10:30 PM, or 3:00 PM – 11:30 PM. The exact timing for clinical rotations may differ from one semester to another. Practical Nursing Program The curriculum is guided by the current NCSBN NCLEX-PN Test Plan, the NCSBN Clinical Judgment Measurement Model, Connecticut Board of Examiners for Nursing requirements, the Connecticut Nurse Practice Act and applicable regulations, evidence-based practical nursing practice, and the program's mission, philosophy, and end-of-program student learning outcomes

Plan of Study

Course #	Semester 1	Total Credits
PN-095	Calculations of Drug Dosages	1
PN-120	Fundamentals of Practical Nursing I	5.7
PN-120A	Clinical Nursing I	3.3
PN-101	Anatomy & Physiology I	3
PN-090	Succeed in LPN Program	1
Semester Totals:		14

Course #	Semester 3	Total Credits
PN-320	Medical Surgical Nursing Across the Lifespan	7
PN-320A	Clinical Nursing III	4.5
PN-211	Maternal/Child Concepts for Practical Nursing	2.5
PN-111	Behavioral Health Concepts for Practical Nursing	3
Semester Totals:		17

Course #	Semester 2	Total Credits
PN-205	Pharmacology	3.5
PN-220	Fundamentals of Practical Nursing II	4.5
PN-220A	Clinical Nursing II	4.4
PN-102	Anatomy & Physiology II	3
Semester Totals:		15.4

Course #	Semester 4	Total Credits
PN-420	Advanced Concepts of Practical Nursing	6
PN-420A	Clinical Nursing IV	4.5
PN-430	Practice Readiness and Transition for LPNs	4
PN-201	Contemporary Trends & Issues in PN	1
PN-311	Pediatric Concepts for Practical Nursing	2
Semester Totals:		17.5

Distribution of Credits/Hrs.	Credits	Hours
Lecture	1	15
Lab hours	1	30
Clinical hours	1	45

An Entrance Exam prior to beginning the PN Program and courses is required.

Courses must be taken in the stated sequence per semester.

A grade of C or higher is required in all courses and an overall GPA of 2.0 must be maintained.

Course Descriptions

Semester I

Anatomy & Physiology I

This foundational course explores the essential principles of anatomy and physiology, providing a comprehensive overview of the human body's structure and function. Students will delve into the chemistry of life, gaining an understanding of the molecular foundations that underpin biological processes. Key topics include anatomical and directional terminology, cellular function, and an in-depth study of the primary organ systems, with a particular emphasis on the skeletal, muscular, endocrine, and nervous systems. Through lectures and discussions, students will develop a solid understanding of how these systems interact to maintain homeostasis and support overall health. This course does not include a lab component.

Fundamentals of Practical Nursing I

This course lays the groundwork for nursing practice, introducing essential nursing concepts and skills necessary for patient care. Together, students will explore the fundamental principles of nursing, including nursing theory and core nursing skills such as personal care, assisting with activities of daily living (ADLs), monitoring vital signs, skin and wound care, elimination care, respiratory care, and safe medication administration. Emphasizing patient observation, data collection, and critical thinking, students will develop decision-making skills to create person-centered care plans.

Key topics include the healthcare system, health promotion, legal and ethical aspects of nursing, assessment and documentation, infection control, patient safety, communication, and patient education. Students will also explore growth and development, cultural and spiritual considerations, pharmacology, and basic nutrition in patient care. The nursing process and its alignment with the Clinical Judgment Model (CJM) will be central to helping students assess and integrate patient data to plan and deliver comprehensive care.

The course will also explore the role of the LPN within the multidisciplinary healthcare team, emphasizing the importance of effective communication and teamwork strategies for delivering high-quality care. A variety of learning methods, including group work, case studies, simulations, and clinical experiences, will help students apply these concepts in real-world settings. Active participation is crucial, as collaboration and discussion enhance learning.

Finally, to prepare students for the NCLEX-PN, NCLEX-PN style questions will be integrated throughout the course to familiarize them with the format and build their test-taking strategies, setting them up for success.

Clinical Nursing I

Clinical Experience I is the foundational clinical course for first-time LPN students, designed to complement the Fundamentals of Practical Nursing. This course offers hands-on nursing care experiences under the supervision of a clinical instructor, allowing students to apply theoretical concepts in real-world healthcare settings. Students will practice essential nursing skills such as patient assessments, vital signs monitoring and personal care.

A key focus of this course is the introduction of the Clinical Judgment Model (CJM) starting to the development of critical thinking and decision-making skills. Students will learn to gather patient data, assess care needs, and make informed nursing decisions while working collaboratively with the

healthcare team. Emphasis will be placed on communication, patient safety, and the application of basic nursing interventions. Through this experience, students will begin to develop the clinical judgment necessary for effective patient care, laying a strong foundation for future nursing practice.

Calculations of Drug Dosages for LPNs

The course is designed for Licensed Practical Nursing (LPN) students to develop and refine the skills necessary for the accurate calculation of drug dosages. Emphasizing patient safety and efficacy, the curriculum covers a broad range of topics, including arithmetic review, measurement systems, dosage calculation, concentration and dilution of solutions, and parenteral medication administration. Through a combination of lectures and practical exercises, students will gain confidence in their ability to apply mathematical principles to real-world nursing scenarios. By the end of this course, LPN students will be proficient in calculating correct dosages for oral, topical, and parenteral medications, interpreting medication orders, and ensuring the safe administration of medications to patients across the lifespan.

Succeed in the LPN Program

This course is designed to prepare pre-nursing students for the academic and professional rigors of the practical nursing program. It focuses on developing essential skills that support effective learning alongside critical study habits, time management, note-taking, and test-taking strategies. Through a blend of lectures, workshops, and practical exercises, students will gain the tools necessary for academic success and professional competence in nursing.

Semester II

Pharmacology

This course provides a comprehensive foundation in pharmacology, essential for safe medication administration. Students will learn the fundamental principles of pharmacology, including pharmacokinetics and pharmacodynamics, while exploring the legal, regulatory, and ethical aspects of drug administration. The curriculum emphasizes safe and effective methods of medication administration and the characteristics of major drug classes and selected individual medications, covering mechanisms of action, therapeutic uses, side effects, adverse effects, administration techniques, toxicity management, drug interactions, and patient teaching.

Teaching strategies will include lectures, discussions, assigned readings, and case scenarios to deepen understanding. Students will engage in small group exercises, software assignments, simulations, and online learning videos to enhance their learning experience. Additionally, students will apply the nursing process and critical thinking skills in medication administration and examine how cultural, social, and economic factors impact medication adherence and response. Through this course, students will gain the knowledge and skills necessary to effectively integrate pharmacological principles into their nursing practice.

Fundamentals of Practical Nursing II

Building on the foundational knowledge gained in Fundamentals of Nursing I, this second nursing course deepens students' understanding of the nursing process and enhances their use of the Clinical Judgment Measurement Model (CJMM). Students will further develop their critical thinking and clinical decision-making skills as they integrate patient data to create comprehensive, person-centered care plans and perform accurate documentation.

This course covers key nursing concepts such as delegation, leadership, and management, cultural and spiritual aspects of care, and effective communication during patient admission, transfer, and discharge.

Students will refine essential nursing skills, including performing diagnostic tests, specimen collection, managing fluid, electrolyte, and acid-base balance, and promoting urinary and bowel elimination. In addition, they will learn to assist with oxygen delivery, pain management, sleep support, and complementary health approaches.

Safe and accurate medication administration will be a core focus, with instruction on oral, topical, inhalant, intradermal, subcutaneous, intramuscular, and intravenous routes. The course also covers care strategies for surgical patients, wound care, and the management of pressure injuries, as well as promoting musculoskeletal function and addressing common physical care problems of older adults.

Through a combination of lectures, discussions, live and virtual simulations, case studies, and clinical experiences, students will apply critical thinking and clinical judgment in real-world scenarios. NCLEX-PN style questions will be integrated throughout the course to help students build test-taking strategies for the licensing exam.

Clinical Nursing II

Clinical Experience II builds upon the foundational knowledge and skills acquired in the first clinical course, advancing students' ability to deliver high-quality, person-centered care to adult patients in various healthcare settings such as subacute, rehabilitation, and community-based environments. In this course, students will refine their clinical judgment and critical thinking skills, with a focus on safe and accurate medication administration and the care of surgical and immobile patients.

Students will continue to master infection control protocols, ensure patient safety, and perform more advanced nursing interventions tailored to diverse clinical contexts. The course emphasizes integrating psychosocial, cultural, and developmental considerations into patient care, fostering a holistic approach. Collaboration with interdisciplinary healthcare teams and systems-level thinking are highlighted to enhance patient care management. Additionally, students will assess social determinants of health, evaluate patient outcomes, and make adjustments to care plans to improve the quality of care delivered.

Anatomy & Physiology II

Anatomy & Physiology II builds upon the foundation established in Anatomy & Physiology I, providing an in-depth exploration of the organs and functions of the endocrine, lymphatic, cardiovascular, respiratory, gastrointestinal, urinary, and reproductive systems. Students will also focus on key topics such as nutrition, metabolism, and the principles of homeostasis, emphasizing their critical roles in maintaining the body's overall functioning. Through lectures and discussions, students will gain a comprehensive understanding of how these systems interact and contribute to health and wellness. This course is essential for those pursuing careers in health sciences and related fields.

Semester III

Medical Surgical Nursing Across the Lifespan

This course builds on the foundational knowledge and skills that students acquired in nursing fundamentals. It introduces students to advanced nursing concepts, focusing on the care of patients with acute and chronic health alterations. Emphasizing the Clinical Judgment Model (CJM) and the nursing process, students will develop critical thinking and decision-making skills essential for managing the care of preoperative, intraoperative, and postoperative patients, as well as those with disorders of the immune, lymphatic, endocrine, cardiovascular, respiratory, urinary, gastrointestinal, and musculoskeletal systems.

Key topics include pain management, perioperative care, fluid and electrolyte balance, intravenous therapy, and the management of chronic conditions such as diabetes and cardiovascular disease. Through case studies, clinical simulations, and hands-on experiences, students will apply these concepts to develop person-centered care plans and deliver safe, high-quality care.

Clinical Nursing III

Clinical Experience III is the practical component of Medical-Surgical Nursing Across the Lifespan, designed to immerse students in a variety of complex clinical environments. Building on the knowledge and skills developed in Clinical Experience I and II, this course focuses on advancing technical proficiency, critical thinking, and clinical judgment. Students will rotate through diverse clinical settings, including psychiatric, maternity, pediatric, community health, and more, observing and/or providing hands-on care to patients with various health conditions across different life stages.

Under the guidance of clinical instructors, students will refine their ability to perform comprehensive assessments, administer medications, implement care plans, and respond to changing patient conditions. A key component of this course is the completion of concept maps using the Clinical Judgment Model, allowing students to analyze patient conditions, prioritize care, and develop appropriate interventions. Emphasis is placed on critical thinking, decision-making, and collaboration with the healthcare team to ensure high-quality, patient-centered care.

Through these immersive clinical experiences and rotating environments, students will enhance their competencies and confidence, gaining valuable insights into various healthcare settings as they prepare for their transition to professional nursing practice.

Maternal/Child Concepts for Practical Nursing

This course introduces students to the essential concepts of maternal and child health nursing. The curriculum focuses on the care of women throughout the stages of pregnancy, labor, delivery, and postpartum, as well as the care of newborns and pediatric patients. Students will explore common maternal and child health issues, including prenatal care, fetal development, labor complications, and the care of neonates and children with acute or chronic illnesses. Emphasis is placed on family-centered care, health promotion, and the development of practical nursing skills such as newborn assessment, immunization management, and growth and development milestones. Students will also learn about the LPN's role in educating and supporting families, providing compassionate care, and collaborating with healthcare teams in various maternal and child health settings.

Behavioral Health Concepts for Practical Nursing

This course provides students with foundational knowledge and skills necessary to care for individuals experiencing mental health and behavioral disorders. Students will explore common behavioral health conditions, including mood disorders, anxiety disorders, psychotic disorders, substance use disorders, and cognitive impairments, with an emphasis on patient-centered care.

The Clinical Judgment Model is integrated throughout the course to enhance students' critical thinking and decision-making abilities, particularly in assessing patient needs and prioritizing care. By engaging with clinical scenarios and case studies, students will apply critical thinking to real-world behavioral health challenges, fostering a deeper understanding of how to navigate complex patient situations.

The course focuses on the role of the LPN in promoting mental health, performing therapeutic communication, conducting mental status assessments, and collaborating in multidisciplinary teams. Key concepts include understanding the influence of cultural, social, and environmental factors on mental

health, maintaining patient safety, and providing compassionate care that respects patient dignity and autonomy. Clinical case studies and scenarios will prepare students for real-world application in various healthcare settings, enhancing their clinical judgment in mental health nursing

Semester IV

Practice Readiness and Transition for LPNs

This capstone course is designed to bridge the gap between academic learning and professional nursing practice. Prepares students with the essential skills, knowledge, and professional behaviors needed for a smooth transition into the healthcare workforce. Through a combination of theoretical instruction, practical simulations, and clinical experiences, students will refine their nursing skills, integrate nursing theories into practice, and develop critical thinking and decision-making abilities within their scope of practice, all of which are essential for providing high-quality patient care.

Students will participate in comprehensive review sessions covering key nursing areas, including pharmacology, medical-surgical nursing, pediatric nursing, and more, ensuring a solid understanding of clinical procedures and patient care planning. Emphasis will be placed on developing effective communication strategies for interacting with patients, families, and healthcare team members, promoting a collaborative care environment.

The course also emphasizes professional development, including preparation for the NCLEX-PN licensure examination, understanding the legal and ethical aspects of nursing practice, and navigating the healthcare system. Through workshops and seminars, students will explore the dynamics of the healthcare workplace, focusing on team collaboration, leadership roles, and ongoing professional growth.

Advanced Concepts in Practical Nursing

This course advances students' foundational nursing knowledge, preparing them to manage more complex and high-acuity patient care situations. The course emphasizes the integration of the Clinical Judgment Model (CJM) and critical thinking, enhancing students' decision-making skills necessary for success in dynamic clinical environments.

Through a focus on the care of patients with hematologic, reproductive, neurologic, integumentary, oncologic, and cognitive disorders, students will refine their ability to assess patient needs, prioritize care, develop appropriate nursing interventions, and evaluate outcomes. Special attention is given to advanced topics such as pharmacology, chronic and multi-system disease management, trauma and emergency care, disaster preparedness, and rehabilitation.

By utilizing case studies, simulations, and clinical experiences, students will apply advanced assessment techniques, care planning, and patient prioritization strategies. Leadership roles, including task delegation, peer mentorship, and effective collaboration with the healthcare team, will also be explored.

Upon completion, students will have strengthened their critical thinking, clinical judgment, and decision-making skills, equipping them to provide safe, high-quality, patient-centered care in complex scenarios. This course positions students to confidently use clinical judgment in real-world settings while maintaining professionalism and leadership in their nursing practice.

Contemporary Trends & Issues in Practical Nursing

This course introduces public health and community nursing within the context of the U.S. healthcare system, focusing on equity, social determinants of health, and the role of community nursing. Students

will examine the scope of the practical nurse within the healthcare infrastructure and discuss key tenets of person-centered care, community nursing, and nursing ethics. Through a combination of lectures and discussions, students will develop a deeper understanding of contemporary trends and issues shaping the nursing profession today.

Pediatric Concepts for Practical Nursing

This course focuses on pediatric nursing concepts, equipping nursing students with the knowledge and skills to care for infants, children, and adolescents. It covers growth and development milestones, common pediatric conditions, and family-centered care. Emphasis is placed on recognizing the unique physical, emotional, and developmental needs of pediatric patients, as well as safe medication administration, immunizations, and health promotion.

Students will explore pediatric assessments, pain management, and communication techniques appropriate for different developmental stages. The use of the Clinical Judgment Model will be integral in fostering critical thinking and decision-making, allowing students to engage with clinical scenarios and apply their knowledge in real-world contexts. Through clinical case studies, practical scenarios, and reflective practice, students will learn to provide effective care in diverse pediatric healthcare settings.

Collaboration with families and working as part of the healthcare team will be emphasized to support the holistic well-being of young patients. This course prepares students to apply sound clinical judgment and deliver compassionate, patient-centered care in pediatric nursing.

Clinical Nursing IV

This final clinical experience provides students with hands-on, real-world exposure to a variety of healthcare settings, allowing them to apply theoretical knowledge and nursing skills in direct patient care. As the final clinical course, students will focus on the practical application of nursing interventions within the scope of practice for Licensed Practical Nurses (LPNs), including data collection, medication administration, wound care, and accurate documentation. Emphasis is placed on the development of critical thinking and clinical decision-making skills through the use of the Clinical Judgment Model. This model will guide students as they assess patient conditions, prioritize care, and make informed decisions. Additionally, professional communication skills necessary for working within interdisciplinary healthcare teams will be honed.

Students will be encouraged to reflect on their clinical experiences to enhance their learning, further fostering the confidence and competence needed to deliver high-quality, patient-centered care. As this is the final clinical course, it is designed to fully prepare students for the transition into professional nursing practice, ensuring readiness for workforce entry.