

# Central School of Practical Nursing

## Catalog

Norfolk Technical Center  
1330 North Military Highway  
Norfolk, Virginia 23502



Nearly 330 years after the British founded the City of Norfolk, Virginia (1862), it continues to be a port of international prominence. Being the largest natural harbor in the world is an important reason why Hampton Roads is a leading center of international trade and why the world's largest naval base is located in Norfolk.

The history of practical nursing education in Norfolk had its beginning in 1946, when Norfolk City Schools and Leigh Memorial Hospital enrolled their first class. This twelve-month program became the first school of practical nursing in Virginia. It was the first school in the United States to be conducted in a hospital under the sponsorship of vocational education and the first school to receive national accreditation (1947) by the National Association for Practical Nurse Education. This accreditation was maintained until the National League for Nursing instituted its accreditation program for practical nursing programs. Both the National Federation of Licensed Practical Nurses and the American Nurses' Association supported accreditation by the National League for Nursing.

In 1961, a second twelve-month program in practical nursing was established, through the cooperation of Norfolk City Schools and Norfolk General Hospital. It received the Virginia Board of Nursing approval in 1962.

In September 1968, the Norfolk Technical Vocational Center (NTVC) opened and with it, the NTVC School of Practical Nursing. This was an eighteen-month program for high school seniors. The program opened with tentative approval granted by the Virginia Board of Nursing and, in 1970, received full approval.

Early in the 1970s, the program at Leigh Memorial Hospital was phased out and the program at NTVC was expanded and renamed Central School of Practical Nursing (CSPN). The program consisted of two components:

- Secondary: This was a high school extended program, which covered a calendar period of 18 months, divided into two nine-month segments. The first phase, known as Level I (pre-clinical) ran concurrently with the high school schedule. During this time, the students attended class at NTVC for three hours each day and concurrently attended the home school. The second phase, known as Level II (clinical), began in August and ended in March. During Level II, the students received clinical experiences in selected hospitals.
- Post-secondary: This component covered a calendar period of 12 months, which was divided into an 18-week pre-clinical phase and a 32-week clinical phase. During the pre-clinical phase, students attended classes at NTVC for six hours per day, and during the clinical phase, students had 35 hours per week of combined clinical experience and related theory. Thirty-five post-secondary students were enrolled in classes which began in September and March of each academic year.

Enrollment of post-secondary students declined in the late 1980s, and the decision was made in 1987 to eliminate the 12-month post-secondary program.

The National League for Nursing (NLN) granted initial accreditation in 1975. Accreditation has been maintained, first with the NLN, then with the National League for Nursing Accrediting Commission (NLNAC), and now the Accreditation Commission for Education in Nursing (ACEN). In 2013, CSPN received a full eight year accreditation from ACEN.

At the present time, CSPN offers an eighteen-month nursing program for high school seniors with adults students enrolled on a space-available basis.



# CSPN

**Central School  
Of Practical Nursing (CSPN)**

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**Accreditation Commission for Education in Nursing**  
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**Virginia Board of Nursing**  
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Richmond, VA 23218-2120  
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**State Council of Higher Education for Virginia (SCHEV)**  
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SCHEV has certified CSPN to operate in Virginia since June 2015



## **Superintendent**

**Dr. Sharon Byrdsong**

B.S Marketing North Carolina State University  
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PhD Education from Regent University

## **School Board**

**Dr. Adale M Martin, Chair**

Appointed to the Board: July 1, 2018

Term Expires: December 31, 2027

**Mrs. Tiffany Moore-Buffaloe, Vice Chair**

Appointed to the Board: January 1, 2023

Elected to the Board: December 31, 2027

**Mrs. Tanya K. Bhasin**

Appointed to the Board: July 1, 2015

Term Expires: December 31, 2027

**Mr. Carlos Clanton**

Appointed to the Board: July 1, 2018

Term Expires: December 31, 2027

**Dr. Noelle M. Gabriel**

Appointed to the Board: July 1, 2012

Term Expires: December 31, 2024

**Ms. Lauren D. Campsen**

Appointed to the Board: July 1, 2018

Term Expires: December 31, 2027

**Mr. Rodney A. Jordan**

Appointed to the Board: July 1, 2012

Term Expires: December 31, 2024

**Career, Technical and Education**

**Mrs. Kenyetta Goshen, Senior Director**

## **SEPTEMBER-OCTOBER**

Labor Day Holiday

Secondary and Adult students begin Level I

Columbus Day

## **NOVEMBER -DECEMBER**

Veterans' Day Holiday

Thanksgiving Holiday

Winter Break

## **JANUARY-FEBRUARY**

New Year's Holiday

Martin Luther King Holiday

Presidents' Day Holiday

## **MARCH-APRIL**

Spring Break

Graduation (Level II)

## **MAY-JUNE**

Memorial Day Holiday

Summer Vacation

## **JULY-AUGUST**

Summer Conference for Teachers

Level II students return in August

We are committed to developing students who value learning and the “habits of the mind” (a mental discipline practiced so that it becomes a habit or natural process) that will enable them to adjust successfully to the changing world. We will accept the responsibility for engaging the entire community in preparing life-long learners who are able to understand the world in which they live and have the skills needed to learn and succeed throughout their lifetime. We will recognize, value, and build upon both the individual differences and the similarities in our students.

Students will have learning experiences that respect and address the strengths and needs of ALL students. These learning experiences will be like those found in day-to-day life and based upon broad concepts flowing from the general to the more specific. Students will learn to make responsible choices overcome challenges, and take responsibility for their own learning. Students will attain academic proficiency as defined by local, state, and national standards. Students will have many opportunities to internalize and demonstrate their understanding of newly acquired information, skills, and processes that are tied to rigorous academic standards. Each stakeholder has a role to play. All stakeholders will approach their relationships with student, parents, teachers, administrators, and community members with respect to promote a positive learning experience.

**Administrators** will provide support and instructional leadership by creating and maintaining a clear focus on student achievement driven by the district's vision. Well-prepared teachers, safe and secure school facilities, sound and rigorous curriculum, adequate resources, and appropriate support services will be needed to create and maintain this focus. Administrators will be advocates for all students. Keeping the focus on student needs will ensure that educational opportunities to meet world-class standards will always be available for all the students.

**Teachers** will be knowledgeable of and competent in the content areas they teach and have the ability to relate this content to the students' past, present, and future learning experiences. Teachers will utilize effective classroom management and evidence-based teaching strategies to ensure learning at high levels for all students. They will use various assessments (formative and summative) to determine students' understanding and to implement and modify classroom instruction.

**Students** must assume responsibility for their own learning if they are to be successful. Therefore, we expect that students will come to school prepared to learn. We expect all students will follow the established rules and contribute to a disciplined learning environment. Most importantly, each student will be an active participant in the learning process.

**Parents** must be active partners with schools to provide the support and assistance that will ensure the success of their children. Parents' responsibilities include supporting school rules, programs, and goals, championing homework, showing an interest in their child's educational experiences, and never giving up on their child.

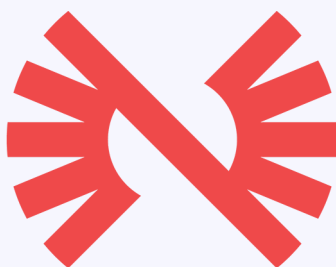
**Community members** must embrace and support ongoing efforts to provide rigorous academic opportunities to children. The progress and condition of the community is dependent upon the educational success realized by its citizens.

By implementing this philosophy, Norfolk Public Schools (and NTC) will meet its vision to provide a globally competitive education to all of its students.



## Norfolk Public Schools

The cornerstone of a proudly diverse community



## NORFOLK TECHNICAL CENTER

Preparing Globally Competitive Students for College, Careers and Life

**Mission:** To educate each student to be a successful, productive contributor to society by providing powerful teaching and learning opportunities.

**Vision:** To provide a nationally recognized, globally competitive education for all Norfolk Public Schools students...and ALL means ALL!

**Values:** As a school system, we value equity and excellence, personal accountability, and diversity

**Operating Principles:** Norfolk Public Schools promotes leadership at all levels that encourage stakeholders to:

## **Expect and Achieve Excellence**

- Demonstrate high expectations for ALL
- Model pride and passion for the work

## **Be a Team Player**

- Capitalize on individual strengths
- Communicate and compromise
- Build strong, positive relationships

## **Be Personally Accountable**

- Accept responsibility for success
- Collaborate with stakeholders

## **Promote Diversity**

- Celebrate diversity of people and thought
- Contribute to an environment that supports diversity

## **Be a Lifelong Teacher and Learner**

- Create a community of learners

## **Improve Continuously**

- Use Data
- Expect and anticipate success
- Involve stakeholders
- Take risks, Be Innovative, Have Fun
- Think creatively
- Reward Success
- Learn from failure
- Never give up

"Practical nursing program" means a nursing education program preparing for practical nurse licensure that leads to a diploma or certificate in practical nursing, provided the school is authorized by the Virginia Department of Education or by an accrediting agency recognized by the U.S. Department of Education.

18VAC90-27-10

Commonwealth of Virginia  
Board of Nursing  
Statutes and Regulations, 54.1 – 3000

## **DESCRIPTION OF THE PROGRAM**

The Central School of Practical Nursing (CSPN) offers a program of study for high school seniors and adult students. Adult students may enroll in the program on a space-available basis. The eighteen-month program is divided into two nine-month periods. The first period, known as Level I, runs concurrently with the high school schedule. During this time, students attend class at Norfolk Technical Center (NTC) for 5.5 hours every other day, allowing high school students to attend the home school on opposite days. During Level I, students study the biological and social science components of nursing as well as the fundamental concepts and skills used to provide nursing care. The second period, known as Level II, begins in August and ends in April. During this time, students attend 6 to 7 hours every day and participate in clinical experiences in selected hospitals, long-term care and outpatient facilities, concurrent with theoretical courses in medical-surgical, maternal-child, pediatric, and mental health nursing and the management of patient care. Before graduation, students participate in a 72-hour preceptor rotation.



1. To provide a program of learning, infused with legal, ethical, and cultural responsibility, that develops both professional and social skills needed to become a successful, productive contributor of society.
2. To provide a teaching-learning program that recognizes the individuality of a student and uses a variety of educational strategies to develop competence.
  - a. CNA pass rate will be  $\geq 70\%$ .
  - b. Graduation rate will be  $\geq 80\%$  of those students who enroll in Level II.
  - c. Graduates will agree ( $\geq 3$  on 4 point Likert scale) that classroom and clinical experiences enabled them to meet Student Learning Outcomes and develop competence.
3. To foster an awareness of the health needs of the community/society and one's responsibility to the health care team.
4. To partner with community agencies to provide educational experiences for students and health care services for patients.
5. To graduate a beginning practitioner who is competent to assume an entry level nursing position and function within a variety of health care settings.
  - a. NCLEX-PN pass rate will be  $\geq$  national pass rate
  - b. 90% of CSPN graduates seeking employment as LPN are employed within 6 months of graduation (or they have returned to school).
  - c. 90% of seniors completing the End of Program Survey will agree that they met student learning outcomes, that the program prepared them to take NCLEX-PN, and that the program prepared them for entry level practice as a practical nurse.
  - d. 90% of graduates completing the One Year Follow Up Survey will agree that they met student learning outcomes, that the program prepared them to take NCLEX-PN, and that the program prepared them for entry level practice as a practical nurse.
  - e. 90% of employers completing the Employer Survey will agree that CSPN graduates demonstrate professional behaviors and provide satisfactory performance.
6. To promote continual learning and advancement within the profession by encouraging and facilitating articulation to RN programs.

The philosophy and educational outcomes of the Central School of Practical Nursing are consistent with the philosophy of Norfolk Technical Center. The faculty accepts and is committed to the following beliefs:

**PERSON** - Person is a bio-psycho-social-spiritual-cultural-ethnic being. This unique, complex being is in a constant state of adaptation to external and internal stressors. Inherent in the individual is his right to make decisions regarding his well-being.

**SOCIETY** - Society is a multi-cultural, complex group of people composed of many subgroups with differences and commonalities functioning within the democratic process.

**HEALTH** - Health is viewed as a dynamic state measured on a wellness-illness continuum. When man effectively adapts to stressors, a state of wellness exists; as the adaptive mechanisms fail, illness results.

**NURSING** - Nursing is a profession based on scientific principles in which the practitioner assesses, plans, implements and evaluates a holistic plan of nursing care for individual clients and families using preventive, therapeutic, supportive and rehabilitative measures. Nursing interventions, based on collected data, are administered according to the position of the client on the wellness-illness continuum. Nursing advocates for and helps individuals to regain or maintain their optimal state of health and to maintain their individual dignity.

**PRACTICAL NURSING** - Practical nursing is a vocation and an integral part of nursing in which the practitioner, utilizing the nursing process under the supervision of a qualified health professional, is expected to recognize and meet the health care needs of individuals by:

1. providing direct care in stable nursing situations;
2. performing nursing functions in semi-complex and complex situations;
3. promoting personal and community health; and
4. promoting and carrying out preventive measures in community health facilities.

**THE TEACHING-LEARNING PROCESS-** The faculty believes that citizens prepared for gainful employment are among our country's greatest resources. The teaching-learning process, based on educational concepts, is an organized and continuous plan for learning that will affect all facets of the life of the individual. Realizing that each student is uniquely endowed with the potential for learning, the faculty accepts responsibility for providing a competency-based education program, the components of which proceed from simple to complex. New learning experiences are based on previously-acquired concepts. The teaching-learning process places the student in the center of the learning process and provides opportunities for him to have responsibility and accountability in planning, implementing, and evaluating his learning. The student participates in activities by which knowledge, skills, and attitudes are acquired, resulting in the expansion of his competence.

**PRACTICAL NURSING EDUCATION** - Practical nursing education is a planned course of study in a technical educational setting. The faculty believes that knowledge, skills, and attitudes can best be developed through the correlation of theory and evidenced-based clinical practice and enhanced through the use of technology. Planned learning experiences should prepare the graduate to function safely and effectively as a beginning practitioner of practical nursing. The faculty assumes the responsibility for assisting students in identifying and meeting their personal objectives and attaining the objectives of the program.

**EDUCATION AS A LIFE-LONG PROCESS** – The faculty encourages the practitioner of practical nursing to assume responsibility for continuous professional growth through active participation in continuing education programs and nursing organizations. The faculty also recognizes its responsibility for continuing self-growth and development as individuals and as a group.

*Upon completion of the nursing program, the student will:*

## **Professionalism**

- Demonstrate professional behaviors of accountability, professionalism, and leadership while developing competence for practice.

## **Communication**

- Use effective communication techniques and interpersonal skills to establish therapeutic relationships with clients and collaborative working relationships with members of the HCT.

## **Nursing Process**

- Use the nursing process to provide competent and evidence-based nursing care to meet health needs of patients across the lifespan and in varied settings.

## **Critical thinking**

- Engage in problem solving and critical thinking, based on analysis of collected data, to achieve health outcomes for clients and families.

## **Caring Behaviors**

- Provide dignity and respect for clients and families from diverse backgrounds through the use of ethical, legal, and culturally sensitive interactions.

## **Management**

- Manage client care through efficient and effective use of time and resources.

	Class Hours	Skills Lab Hours	Clinical Hours
<b><u>Level I: Basic Practical Nursing</u></b> (class day 5.5 hours; clinical day 5.5 hours)			
Nursing Concepts Learning; communication; teamwork; human development; human promotion; professionalism nursing ethics and law; health care systems	66		
Structure and Function (includes medical terminology)	88		
Nursing Skills Safety; asepsis; managing the environment; vital signs; personal care; moving patients; wound care; respiratory care; digestive care; urinary care; applying heat and cold; decision-making; admitting/transferring/discharging patients; documentation; assessment; pre op and post op care; care of a dying patient; managing pain. Nursing skills for geriatric care	170.5	66	49.5
Pharmacology skills Calculating dosage; researching medication; administering/documenting oral/topical medication; administering/documenting injections	44	11	
<b>Total hours for Level I:</b>	<b>368.5 class hours</b>	<b>77 Skills Lab hours</b>	<b>49.5 clinical hours</b>
(495 hours each for A day and B day)			
<b><u>Level II: Advanced Practical Nursing</u></b> (class day 6 hours; clinical day 7 hours)			
Mental Health Nursing (includes 4 hours of Drug Therapy)	60	7	49
Medical Surgical Nursing I (includes 8 hours of Drug Therapy)	90	28 14 hrs- IV therapy skills 14	63
Nursing of Children (includes 4 hours of Drug Therapy)	60	7	49
Medical Surgical Nursing II (includes 8 hours of Drug Therapy)	96	14	63
Maternal Child Nursing (includes 4 hours of Drug Therapy)	60	7	49
Medical Surgical Nursing III (includes 8 hours of Drug Therapy)	90	14	63
Leadership (includes 4 hours of Drug Therapy)	42	14	8 hours with instructor 64 hours with preceptor
<b>Total hours for Level II: 997 hours</b>	<b>498 class hours</b>	<b>91 Skills Lab hours</b>	<b>408 clinical hours</b>
<b>Total program hours: 1492</b>	<b>866.5 class hours</b>	<b>168 Skills Lab</b>	<b>457.5 clinical hours</b>

Clock hour = 60 minutes

The curriculum of the Central School of Practical Nursing consists of eleven courses, each of which must be completed with a minimum grade of "C". (See Curriculum Plan). Seventy percent (70%) for Level I and seventy-seven percent (77%) for Level II are the minimum academic grades for passing courses in the nursing program.

Grades for course work and final grades are awarded using the following scale:

**The grading scale for Level I (NPS)**

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

Failure = 59% and below

**The grading scale for Level II**

A = 93 - 100

B = 85 - 92

C = 77 - 84

Failure = 76% and below

The grading scale in Level I is consistent with NPS policy. Once students have graduated from high school, the grading scale changes from the 10-point scale to the 8-point scale. Nursing faculty believe this change is needed to promote the academic success needed to pass the NCLEX-PN and prepare students for career mobility.

During Level I of the program, secondary students will be given units of high school credit for grades of 60-69%, as allowed by Norfolk Public Schools but will not be promoted to Level II. To progress from Level I to Level II, a student must have attained a minimum passing grade of 70% (C) in each course in Level I and pass ATI Fundamentals of Nursing (2 attempts). (See Criteria for Promotion to Level II, p. 17.) Once in Level II, a student must attain a minimum passing grade of 77% (C) in each course and pass the ATI Content Mastery test (2 attempts), as appropriate, to progress to the next course.

When a clinical component exists, the student must meet the clinical course objectives and competencies based on student learning outcomes. In the clinical setting, students are responsible for identifying their strengths and learning needs and working with the instructor to meet those learning needs. Self-evaluation and clinical feedback are shared between student and instructor, both verbally and in writing, on a regular basis and in a final evaluation.

Students complete a self-evaluation, using the clinical evaluation tool, after every clinical day in Level I and after 2 clinical days in Level II. Faculty responds with feedback. Students rate themselves on clinical objective clusters under the six student learning outcomes and identify their strengths and weaknesses observed during those days of clinical activity. The purpose of self-evaluation and faculty feedback is to 1) help students further their self-awareness by validating identified strengths and learning needs; and 2) build self-confidence by affirming satisfactory progress toward achieving clinical competencies. The student then has the remaining clinical days in the course to improve in any areas of deficit. Ample opportunities are provided to students to improve areas needing development. Failure to show improvement from week to week or failure to meet course competencies/objectives will result in clinical failure of the course.

Once a student has successfully met the competency for a given course, he/she is expected to sustain that competency throughout succeeding courses in the program. If, at any time, the student fails to sustain the competency, he/she will be redirected to a practice setting for remediation in order to validate the competency again. Repeated failure to maintain competency may result in clinical failure. (See Progression)

Once in Level I and six times in Level II, an ATI (Assessment Technology Institute) online proctored test will be administered to students. These tests are "content" tests and are given at the conclusion of specified courses. At the beginning of each level, students will be given books and information to allow them to take practice tests online to prepare for the proctored test given at the end of these courses. They will be expected to show evidence of significant practice before sitting for the proctored test. Students are expected to score at or above the CSPN benchmark (a Level II score) on the proctored test to progress to the next course. Students who do not reach the benchmark score on the first attempt will be given one retest, preceded by remediation and more online practice testing. \*

At the conclusion of Level I, students must attain the CSPN benchmark score (a Level 2 score) on the ATI Fundamentals of Nursing Content Mastery Test to progress to Level II of the nursing program. Students who do not reach the benchmark on the first attempt will be given one retest, preceded by remediation and more online practice testing.\*

At the conclusion of the program, students are given the ATI Comprehensive PN Predictor Test. This test reveals what the student has learned in the program and prepares him/her for the NCLEX-PN licensure exam. At the beginning of the final semester, students will be given information to allow them to take practice tests online to prepare for the proctored Comprehensive PN Test, given prior to graduation. They will be expected to show evidence of significant practice before sitting for the proctored test. Students are expected to score at or above the CSPN benchmark (a score of 91% equates to a minimum 94% probability of passing NCLEX-PN on the first attempt) on the proctored Comprehensive PN Test to graduate. Students who do not reach the benchmark score on the first attempt will be given one retest, preceded by remediation and more online practice testing.

Students enrolled in the nursing program are expected to take a certification examination at the end of each level.

- At the end of Level I, students will have completed 368.5 clock hours of theory and 126.5 clock hours of skills lab and clinical. This entitles students to take the Certified Nursing Assistant Exam, "CNA".
- At the end of Level II, students will have completed 866.5 clock hours of theory and 457.5 clock hours of clinical. This entitles the graduate to take the NCLEX-PN licensure exam.



## **Level I – Basic Practical Nursing**

### **Nursing Concepts .....66 theory hours**

**Course Description:** This is the first course in the practical nursing program. It is a student-centered, competency-based course, focusing on concepts needed for entry level employment. This course is designed to assist the beginning student to develop an effective learning style, communicate effectively with a diverse group of people, be an effective team player, understand human development and apply information to clients in varying developmental stages, understand good health and wellness practices, explain how nursing qualifies as a profession, be aware of legal and ethical issues within the scope of practice of the practical nurse, and begin to understand the trends that influence health care and nursing care delivery. In addition, the student examines him/herself and his/her role as a student and as a practical nurse.

**Course overview:** Students have the opportunity to explore, through interactive strategies and competency-based modules, the concepts of learning, communication, teamwork, human needs, human development, human promotion, professionalism, nursing history, nursing ethics, and healthcare systems. Students are expected to complete a daily assignment and energetically participate in class activities. Successful completion of this course requires a minimum grade of 70%.

### **Structure and Function ..... 88 theory hours**

**Course Description:** This is the second course in the nursing program. It begins with an introduction to medical terminology and progresses to the study of human anatomy and physiology through a survey of the major body systems. Medical terminology is reinforced with each body system. Emphasis is placed on normal human function so that the learner can recognize signs and symptoms of dysfunction. Students learn how body systems work together to restore and maintain homeostasis. This course provides fundamental knowledge upon which nursing care is based, both to maintain and restore health.

**Course Overview:** Students have the opportunity to engage in interactive strategies to learn medical terminology and its application. Students acquire knowledge about the structure and function of cells, tissues, and body systems through group activities, discussions, and software programs. Models and other visuals reinforce class discussions. Students are expected to complete a daily assignment and energetically participate in class activities. Successful completion of this course requires a minimum grade of 70%.

## **Nursing Skills .....170.5 theory hours, 66 skills lab hours, 49.5 clinical hours**

**Course Description:** This course introduces the student to patient care and the art of nursing through a survey of nursing skills and scientific rationales. Evidence-based skills are introduced from simple to complex: safety, asepsis, managing the environment, vital signs, personal care, moving patients, applying heat and cold, wound care, respiratory care, digestive care, urinary care, decision-making, admitting/transferring/discharging patients, documentation, assessment, pre-op and post-op care, care of a dying patient, and managing pain. Students are provided with opportunities to practice and develop the skills needed to provide safe and accurate nursing care. Students are introduced to the theoretical components of basic nutrition and have the opportunity to apply new knowledge to client scenarios in the nursing lab. The last skill introduced is caring for the geriatric client. Students are assisted in developing positive attitudes toward the aging individuals in society. Classroom discussions review assessment skills and nursing interventions with scientific rationales needed to care for the elder client. Emphasis is placed on maintaining an optimal state of wellness and leading satisfactory lives. Death and dying are discussed as an end of life expectation.

**Course Overview:** Students have the opportunity to engage in interactive strategies and competency based modules to learn the theoretical components and scientific rationales for the skills and their application. Students then use kinetic and psychomotor domains of learning to practice the skills. Through their practice, students experience the values of privacy, respect, and dignity. Practice sessions in the skills lab provide students with opportunities to practice each skill as it is taught. For the last skill, students use competency-based modules and engage in interactive strategies to organize and plan nursing interventions to meet the physical and psychosocial needs of elder clients.

In the clinical setting, students assume partial responsibility for assessing and identifying needs and for implementing and evaluating care for elder clients. Successful completion of this course requires a minimum grade of 70% in theory and satisfactorily meeting clinical objectives.

## **Pharmacology Skills .....44 theory hours, 11 skills lab hours**

This course introduces the student to an overview of pharmacology and medication calculations. The course uses modules to facilitate systematically learning a broad introduction to drugs and their effects in patient care. The modules review basic mathematics and weights, measures to prepare students to calculate drug dosages, provide information about drug classifications and preparations, and man's response to specific drugs, when they are given to maintain homeostasis. Information is provided about laws that relate to drugs and the ethical responsibilities of the nurse.

**Course Overview:** Students have the opportunity to engage in interactive strategies and competency-based modules to learn the theoretical components and scientific rationales for calculating dosages and researching medications. Successful completion of this course requires a minimum grade of 70% in theory and satisfactorily meeting clinical objectives.

## **CRITERIA FOR PROMOTION TO LEVEL II**

All Level I courses are prerequisites to Level II. To progress to Level II, students must attain a final theory grade of 70% in each course, meet clinical objectives where applicable, and attain the benchmark score on the ATI Fundamentals of Nursing Content Mastery Test (2 attempts). An adult student who earns a "D" in a course will be allowed to finish the semester but will not be allowed to progress to Level II. Secondary students are given 1.5 verified credits for successful completion of each semester. Secondary students who earn a semester grade of 60-69% will be awarded the verified credit, as allowed by NPS, but shall not be promoted to second semester or Level II. Instead, they will return to their home school at the end of the semester. Note: Students who have passed all testing within the level, yet failed the Fundamentals of Nursing Test in 2 attempts will come before the faculty committee for disposition and comply with the recommendations of the committee.

All non-progressing students will have one opportunity to reapply to begin the program at Level I. Students will be considered for readmission based upon space availability and meeting admission requirements.

## Level II: Advanced Practical Nursing

### **Mental Health Nursing.....60 theory hours, 7 skills lab hours, 49 clinical hours**

**Course Description:** This course focuses on the knowledge and skills needed to maintain psychosocial homeostasis. Building on concepts learned in Level I (human need, assessment, therapeutic communication, and nursing process), students develop skills in building therapeutic relationships to promote mental health and to address mental health alterations. Principles of drug therapy are reinforced as a psychopharmacology survey introduces drugs known to influence human mood, thought processes, and various types of mental dysfunction. Planned classroom instruction and supervised clinical practice assist students to recognize emotional needs of clients and provide opportunities to develop skills to meet those needs.

**Course Overview:** Students approach mental health nursing from a theoretical and a practice perspective. Preparation for class requires students to read and complete a written assignment to actively participate in a variety of scheduled interactional learning strategies. This is the first clinical course in Level II. Clinical practice correlates with classroom content, allowing students to develop competence as they implement basic mental health nursing skills via client care, demonstrate respect for clients in all environments, and develop professional responsibility and accountability for evidence-based care. Successful completion of this course requires a minimum grade of 77% in theory (which includes passing the required drug therapy tests), satisfactorily meeting clinical objectives, and attainment of the benchmark score on the ATI Mental Health Nursing content mastery test (2 attempts).

### **IV Therapy and Medication Administration.....14 skills lab hours**

**Course Description:** This 2-day class introduces the student to the practice of medication administration and intravenous therapy. Principles of medication administration are taught with demonstration/return demonstration in the skills lab. The student will review basic information related to assessing hydration, types of supplemental fluids, methods of administering fluids, medications, blood and the process of documentation. Principles of intravenous administration are taught, with demonstrations/return demonstrations afforded in the skills lab. Basic phlebotomy skills for collection of blood specimen, including finger sticks, are also included.

**Course Overview:** Students have the opportunity to engage in interactive strategies to learn the theoretical components and scientific rationales for medication administration, fluid and electrolyte assessment skills, and skills for preparing, initiating, assessing, maintaining, administering, discontinuing, and documenting intravenous therapy. Students then use critical thinking and psychomotor skills to practice safe and accurate techniques of medication administration and starting IVs in the skills lab. Successful completion of this class requires a minimum grade of 77% in theory (2 drug therapy exams with a minimum grade of 77%) and satisfactorily meeting clinical objectives.

## **Medical-Surgical Nursing I.....90 theory hours, 14 skills lab hours, 63 clinical hours**

**Course Description:** This course is the first of 3 medical-surgical nursing courses that focuses on the disturbance of physiologic homeostasis. Developed from the conceptual framework, it emphasizes assessment of human need, therapeutic communication, and interpersonal relationships. As client issues arise, students are guided to prioritize and critically think to adapt care or initiate client teaching. Theoretical presentations build on concepts learned in Structure and Function, Fundamental Concepts, and Fundamentals of Nursing. This course, which covers one-third of the body systems (immune, sensory, endocrine, and Respiratory), uses the nursing process to plan safe, evidenced-based care and to promote positive outcomes for a culturally-diverse client population. Emphasis is placed on developing competence in assessment and communication skills.

**Course Overview:** Students engage in both theory and clinical practice. Students are required to complete assignments prior to class to be able to actively engage in learning activities in the classroom. Clinical experience is provided two days each week (with adjustments made for days off designated by NPS) in a nursing care facility. Students assess, plan, implement, and evaluate care for clients experiencing alteration in immune, sensory, endocrine, or respiratory system functioning (as available). They develop responsibility for nursing interventions and client outcomes. Successful completion of this course requires a minimum grade of 77% in theory (which includes passing the required drug therapy tests) and satisfactorily meeting clinical objectives.

## **Nursing of Children.....60 theory hours, 7 skills lab hours, 49 clinical hours**

**Course Description:** Pediatric nursing is designed to provide the student with the knowledge and skills to care for children at various points along the wellness-illness continuum. Assessment, critical thinking, and safe practice are emphasized in the planning of care to meet the basic needs of children presenting at different developmental stages. Emphasis is placed on the use of therapeutic communication skills in developing interpersonal relationships and providing emotional support to the child and family when stress interrupts normal homeostasis. Students practice the skill of health teaching and learn to become advocates for their clients. Disease processes specific to the pediatric client are presented via a review of body systems. Supervised clinical experiences are scheduled in a variety of settings to provide a correlation of theory to practice.

**Course Overview:** Students engage in both theory and clinical practice. Students are expected to complete a reading assignment prior to class in preparation for interactional learning strategies in class. During clinical, students have the opportunity to observe and participate in the care of children in daycare, at school, and in pediatric offices. Students assess, plan, implement, and evaluate care for assigned clients. Successful completion of this course requires a minimum grade of 77% in theory (which includes passing the required drug therapy tests), satisfactorily meeting clinical objectives, and attainment of the benchmark score on the ATI Nursing of Children content mastery test (2 attempts).

## **Medical Surgical Nursing II.....96 hours theory, 14 skills lab hours, 63 clinical hours**

**Course Description:** This course is the second of 3 medical surgical nursing courses that focuses on the disturbance of physiologic homeostasis. Developed from the conceptual framework, it emphasizes assessment of human need, therapeutic communication, and interpersonal relationships. As client issues arise, students are encouraged to critically think to adapt care or initiate client teaching. Theoretical presentations build on concepts learned in Level I and Medical Surgical Nursing I. This course, which covers one-third of the body systems (integumentary, vascular, cardiac, hematologic, and gastro-intestinal), uses the nursing process to plan safe, evidenced-based care and to promote positive outcomes for a culturally-diverse client population. Students develop their skills of advocacy as they incorporate technology into the plan of care. Emphasis is placed on developing competence in assessment and teaching skills.

**Course Overview:** This course provides both theory and clinical practice. Students engage in interactional learning in class. Students are required to complete assignments prior to class to be able to actively engage in learning. Clinical experience is provided two days each week (with adjustments made for days off designated by NPS) in an acute care facility. Students plan, implement, and evaluate care, which includes medication administration, for adult clients and their families experiencing alteration in integumentary, cardio-vascular, hematologic, and gastrointestinal system functioning (as available). Successful completion of this course requires a minimum grade of 77% in theory (which includes passing the required drug therapy tests) and satisfactorily meeting clinical objectives.

## **Maternal Child Nursing.....60 hours theory, 7 skills lab hours, 49 clinical hours**

**Course Description:** Obstetrical nursing is designed to provide the student with the knowledge and skills to meet the needs of the child-bearing woman, her family and the newborn. Viewed as a part of the normal life cycle, the process of pregnancy and childbirth focuses on normal physiologic functioning. Content is presented from conception to birth, with planned clinical experiences correlating with theory. Abnormal conditions of pregnancy and disorders of the newborn are presented with clinical experiences provided, as available. The student is introduced to community resources that are available to assist the mother in meeting her needs. Theoretical presentations build on concepts learned in Level I. The nursing process is used to plan safe care and to promote positive outcomes for mother and baby. Students develop their skills of advocacy while incorporating technology into the plan of care. Emphasis is placed on developing competence in assessment, communications, and critical thinking skills.

**Course Overview:** Students engage in both theory and clinical practice. Students are expected to complete a reading assignment prior to class in preparation for interactional learning strategies in class. During clinical, students have the opportunity to observe and participate in the care given to the mother prenatally during labor and delivery and to mother-baby during postpartum. Students assess, plan, implement, and evaluate care for assigned clients. Successful completion of this course requires a minimum grade of 77% in theory (which includes passing the required drug therapy tests), satisfactorily meeting clinical objectives, and attainment of the benchmark score on the ATI Maternal Child Nursing content mastery test (2 attempts).

## **Medical Surgical Nursing III .....90 hours theory, 14 skills lab hours, 63 clinical hours**

**Course Description:** This course is the third of 3 medical surgical nursing courses that focuses on the disturbance of physiologic homeostasis. Developed from the conceptual framework, it emphasizes human need and assessment, therapeutic communication and interpersonal relationships, critical thinking, and teaching-learning. Theoretical presentations build on concepts learned in Level I, as well as Medical Surgical Nursing I and II. This course, which covers one-third of the body systems: musculoskeletal, neurological, renal, and reproductive, uses the nursing process to plan safe, evidenced-based care and to promote positive outcomes for a culturally-diverse client population. Emphasis is placed on developing competence in assessment and critical thinking skills.

**Course Overview:** Students engage in both theory and clinical practice. Students are expected to complete assignments prior to class to be able to actively engage in learning. Clinical experience is provided three days each week (with adjustments made for days off designated by NPS) in an acute care facility, where students plan, implement, and evaluate care for adult clients and their families experiencing alteration in musculoskeletal, neurological, renal, and reproductive system functioning (as available). Successful completion of this course requires a minimum grade of 77% in theory (which includes passing the required drug therapy tests), satisfactorily meeting clinical objectives, and attainment of the benchmark score on the ATI Medical Surgical Nursing Test (2 attempts).

## **Management of Patient Care.....42 hours theory, 14 skills lab hours, 72 clinical hours (8 with instructor and 64 with preceptor)**

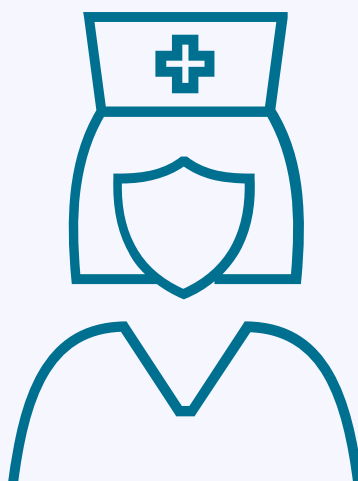
**Course Description:** The final course in the program is designed to provide the student with the knowledge and skill to manage everyday practice situations. This course provides students with opportunities to use the skills of communication and critical thinking and to build on the experiences they have encountered thus far in the program (planning and providing care to clients, working in collaborative relationships with clients, families, and health care team, and prioritizing and solving problems) as they learn to manage client care. In addition to the essential management functions of a charge nurse, this course provides students with opportunities to examine healthcare delivery systems, time management, change, ethical and legal issues, employment issues, professional organizations, and their responsibility for lifelong learning.

**Course Overview:** Students engage in both theory and clinical practice. Students are expected to complete assignments prior to class to be able to actively engage in learning. Clinical experience is provided three days each week (with adjustments made for days off designated by NPS) in an acute care facility, where students plan, implement, and evaluate care for adult clients and their families experiencing alteration in musculoskeletal, neurological, renal, and reproductive system functioning (as available). Successful completion of this course requires a minimum grade of 77% in theory (which includes passing the required drug therapy tests), satisfactorily meeting clinical objectives, and attainment of the benchmark score on the ATI Medical Surgical Nursing Test (2 attempts).

## **CRITERIA FOR COMPLETING LEVEL II**

To graduate, students must attain a final theory grade of 77% and demonstrate satisfactory clinical performance in each nursing course and attain the benchmark score on the PN Comprehensive Predictor Test (2 attempts). A student who earns a "D" in a Level II course will be dismissed from the program, with one opportunity to apply for readmission to Level II. Students will be considered for readmission based upon space availability and meeting admission requirements.

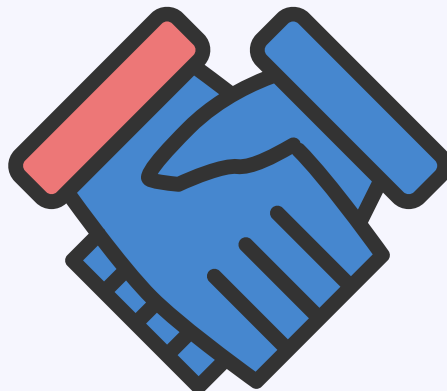
Note: Students who have passed all testing within the level, yet failed the Comprehensive Predictor Test in 2 attempts will come before the faculty committee for disposition and comply with the recommendations of the committee.



Agencies and hospitals where students have planned instruction and/or learning experiences:

- Sentara Health Care System: Sentara Norfolk General, Sentara Leigh, Sentara Princess Anne and Sentara Virginia Beach.
- Our Lady of Perpetual Help
- Lake Taylor Transitional Care Hospital
- Sentara Medical Group physician offices and urgent cares
- Sentara Pediatric Physicians Office
- NPS School Nurses (Norfolk Health Department)
- Children's Hospital of the King's Daughters
- Chesapeake Regional Hospital

Clinical experiences scheduled in the agencies and hospitals above are subject to change. Some clinical rotations may have evening schedules for clinical experience.



**APPLICATION:** To apply for admission to Central School of Practical Nursing (CSPN), the applicant may be either a current secondary student or an adult student.

- The current secondary student must be a rising senior in a Norfolk public high school.
- The adult student must have graduated from a high school or earned an equivalent GED.
- Each applicant must complete an application and follow the application process as outlined below. Each requirement has a minimum rating which must be met for acceptance.

**A secondary student candidate** for admission to CSPN must:

- Make application to the program through his guidance counselor during the spring of the junior year. The applicant must have a 2.5 GPA to be considered for admission.
- Submit two (2) letters of recommendation from current teachers to accompany the application.
- Applications are forwarded by the home school guidance counselors to NTC, where they are reviewed by the Principal, Assistant Principal, or Guidance Counselor to determine the student's eligibility (grades, credits, high school attendance).
- Upon receipt of the applications, the Program Leader reviews and makes recommendations to the CSPN Admissions Committee.
- Secondary students are sent a letter notifying them of provisional acceptance and instructing them to attend an orientation information session. A parent/guardian must accompany the student. At the session the student and parent are given information concerning program rigor, financial responsibilities and faculty expectations. The student is asked to provide payment for and complete the paperwork for a Criminal History/Sexual Offense Background Check. (See below.) The student is scheduled to take the preadmission test, for diagnostic purposes only. (See TEAS below). Final acceptance is contingent on completing all requirements.
- Secondary students pay no application fee, registration fee, or tuition in Level I (see Cost of Attendance).

**Adult candidates** are admitted on a space available basis. Adult candidates for admission to CSPN must:

- Submit a completed application form accompanied by a \$65.00 non-refundable processing fee between January 15th and May 1st. (Applications received after the deadline will be processed for the next year's class.) Applications are available on the website or at the school.
- Submit an official high school transcript showing graduation or evidence of an equivalent GED. Applicants must arrange for an official transcript (a transcript with an embossed seal or signature that is received directly from the sending institution) to be sent to the school. The Admissions Committee will review the circumstances of a student who has difficulty obtaining the high school transcript.
- Complete pre-admission testing. The Test of Essential Academic Skills, (TEAS, from Assessment Technologies Institute) is a 2-3 hour, timed, multiple choice, online test. It is designed to determine the academic readiness of applicants to post-secondary education programs. CSPN uses the TEAS to assess the academic preparedness of students entering nursing school and to learn who may need additional support to meet the academic demands of the program. The TEAS contains 4 subtests: Reading Comprehension, Math, Science, and English Composition. The minimum testing standard for the TEAS is a composite score equal to the national PN program mean score.
  - A study guide or online practice test may be purchased to prepare for this test. A Study guide is available for purchase online (ex. Amazon.com) or at area bookstores (ex. Barnes and Nobles). CSPN may have study guides available for purchase.
  - See CSPN website for testing dates. Once the school has received all application materials, the applicant will be notified by email of testing dates.
  - Testing scores are valid for 12 months only. A second application for initial admission to the program will require retaking the preadmission test.
  - TEAS taken within 12 months at another PN school can be considered if 4 parts are included and scores meet CSPN admission requirements.
- Submit three (3) professional references.
- Attend a personal interview with members of the Admissions Committee. This interview will be scheduled once documentation cited above has been received.
- Know that other factors, such as previous healthcare education/experience, college degree, etc., may be considered at the discretion of the Admissions Committee.

- Once acceptance has been offered, provide a money order for \$20 to submit to complete a Criminal History/Sex Offender Background Check. This is a requirement for clinical practice and for admission to the program. Acceptance into the nursing program is contingent on the results of the Criminal History/Sex Offender Background Check. A student who has a positive criminal history returned must meet with the Program Leader to determine whether or not he/she will be allowed to attend the nursing program.

Admission decisions cannot be made until all documentation has been received. From a pool of qualified adult applicants, the Admissions Committee will select adults for admission on a space available basis. Adult applicants will be notified of the decision in writing. Once acceptance has been offered to the adult student, he/she has 30 days from the date of the acceptance letter in which to pay a non-refundable registration fee (\$25) to secure his/her place in the class. The registration fee may be paid by mail or in person; however failure to pay the registration fee on time may result in forfeiting the adult's space. An adult student who pays the registration fee and who does not enter the program as planned will be considered a "no show". This student is eligible to reapply for admission to a future class, paying tuition and all fees as required.

## **ALTERNATE LIST:**

The PN program can accommodate a limited number of students. After a class is filled with the most qualified applicants, applicants who are under consideration, but who have not been accepted, may be placed on an alternate list for the class. As spaces become available, alternates are selected for acceptance on a competitive basis. Persons on the alternate list, who are not accepted by orientation, must reapply for admission to a future class.

Decisions of the Admissions Committee are final. Applicants not accepted into the program may reapply for a future class. Applicants are encouraged to take classes or earn work experience to improve their competitive status. Records of non-matriculating applicants are maintained for two (2) admission cycles, then destroyed.

**INDIVIDUAL NEEDS RELATED TO THE ADMISSION PROCESS WILL BE CONSIDERED BY THE ADMISSIONS COMMITTEE.**

*The admission process at CSPN is in compliance with the Civil Rights Act and the non-discrimination policy of NPS. Applicants are not considered for admission based on age, religion/creed, ethnic/national origin, marital status, race, gender/sex, disability, or veteran status.*

**OTHER ADMISSION REQUIREMENTS:** Students, accepted into the nursing program, are expected to meet the remaining requirements and supply the required documentation.

**CRIMINAL RECORD:** Applicants must inform the school, from acceptance through licensure, of all convictions, felony or misdemeanor. A Criminal History and Sex Offender Background Check is required prior to the start of the clinical phase of the program. All candidates complete the process during admission. The cost of this investigation is \$20 and is the responsibility of the student. Forms are distributed once the student is notified of initial acceptance. Final acceptance is contingent on the receipt of data from the Virginia Department of Police. Admission will be denied to any student still serving a probationary period or who falsifies his/her application by failing to disclose criminal convictions.

**CORE PERFORMANCE STANDARDS:** All applicants must be able to perform all tasks required of the program. Core Performance Standards are included in the application packet and a copy is signed by adult students at the time of the interview and placed in his/her record. Secondary students sign the standards at orientation. Students with disabilities are afforded reasonable accommodations needed, so that they may successfully pursue their studies. Students requiring special assistance will be required to obtain a vocational assessment from the Commonwealth of Virginia Department of Rehabilitative Services. In this circumstance, the school reserves the right to discuss this issue with the professional making the evaluation.

# Core Performance Standards

Essential *Eligibility Requirements* for Participation in the Nursing Program

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Nursing is a practice discipline, with cognitive, sensory, affective and psychomotor performance requirements. The following CORE Performance Standards identify essential eligibility requirements for participation in the nursing program.

<b>Functional Ability</b>	<b>Standard</b>	<b>Examples of Necessary Activities (Not all inclusive)</b>
<b>Motor Skills</b>	Gross and fine motor abilities to provide safe and effective nursing care.	Calibrate and use equipment; lift, position, and transport clients; administer injections; perform vital signs, CPR, keyboarding skills and physical assessment.
<b>Physical Endurance and Strength</b>	Physical stamina to provide client care for length of work role and strength to perform full range of required client activities.	Stand and walk for long periods; lift clients.
<b>Mobility</b>	Ability to move from place to place and maneuver to perform nursing activities.	Move about in client's room, work spaces, treatment areas, and departments; administer CPR.
<b>Hearing</b>	Auditory ability sufficient to monitor and assess client healthcare needs	Hear normal speaking voice, faint voices, and situations when cannot see lips, auscultation of BP, breath sounds, heart sounds, bowel sounds, call bells, alarms in units, and conversing with patients, family and staff.
<b>Visual</b>	Visual ability sufficient for accurate observation and performance of nursing care.	Observe client responses; read patient charts/flow sheet/monitors; draw up and administer medications; assess patient skin color; read thermometers.
<b>Tactile</b>	Tactile ability sufficient for physical assessment.	Feel vibrations, detect temperature of skin, feel differences in surface characteristics, sizes and shapes.
<b>Smell</b>	Olfactory ability to detect environmental and client odors.	Detect smoke, gases, and odors from client.
<b>Critical Thinking</b>	Ability to exercise sound nursing judgment.	Identify cause-effect relationships, plan and control activities from others, perform mathematical functions, and use analytical skills; competently assess patients in a timely manner; correct interpretation of assessment; readily respond with appropriate interventions, treatment plans; ability to work alone and to make correct independent decisions, as needed.
<b>Interpersonal Skills</b>	Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, intellectual, and spiritual backgrounds.	Establish rapport with clients and co-workers; respect differences in others; establish rapport with families stressed by condition of loved one.
<b>Communication Skills</b>	Communication abilities sufficient for interaction with others in oral and written form.	Able to teach client/family about healthcare, explain procedures, give oral reports, interact with others, speak appropriately on telephone, direct activities of others, documents therapeutic procedures and care, and follow verbal and/or written instructions.

Latex: The use of latex/latex-based products may exist in healthcare universal precautions and in environments such as, but not limited to, classrooms, skills labs, hospitals, nursing care facilities, and medical offices. Individuals with latex allergies should seek expert advice from a healthcare provider to receive information to make an informed decision regarding exposure to latex.

If you believe that you cannot meet one or more of these standards without accommodations or modifications, you may request appropriate assistance and guidance. The nursing program will determine, on an individual basis, whether or not the necessary accommodations or modifications can reasonably be made.

**HEALTH REQUIREMENTS:** Once accepted into the program, students begin to complete these health requirements:

- Physical Examination Form completed within the past 6 months by his/her healthcare provider, stating that the student is in good health and free of communicable disease.
- A copy of the Core Performance Standards is attached to the Physical Examination Form so that the health care provider is knowledgeable of the requirements of the program. The Program Leader will review these forms and determine whether or not further examination/documentation may be required. Documentation (shot records) of tests and immunizations (below) must be submitted with the Physical Form.
- Tuberculin Test (PPD) - 2 documented tests, a minimum of a month apart. If one PPD has been performed within the past 12 months, it counts as the first, with the second due no later than midway through the fall semester. If a PPD is positive, a chest x-ray is required.

Immunizations required with the examination:

- Tetanus-diphtheria (Td) - within the last 10 years.
- Oral Polio - verbal history of polio immunization (if applicable) is accepted. The vaccine is not recommended for adults.
- Measles, Mumps, Rubella (MMR) – Two (2) doses of live vaccine given at least 4-6 weeks apart or a positive titer (of each) to demonstrate immunity. If the titer is negative, the MMR vaccine will be required.
- Varicella titer – Two (2) doses of live vaccine (Varivax) given at least 4-6 weeks apart or a positive titer demonstrating immunity. If the titer is negative, the Varivax will be required. Verbal reporting of the disease is not sufficient; a titer is required to demonstrate immunity.
- Hepatitis B vaccine series is strongly encouraged. Students must show evidence of three (3) doses of Hepatitis B Recombinant Vaccine or a positive titer demonstrating immunity or a signed waiver. Documentation of the first dose should occur at the time of the physical. It is the student's responsibility to obtain the 2nd and 3rd doses as scheduled. Students who elect not to receive the vaccine must sign a waiver; however, this is discouraged due to the risk of exposure.
- Annual influenza vaccine.

If immunizations are complete, documentation (shot record) must accompany the Physical Examination form.

**CPR CERTIFICATION:** Documentation of current certification in the American Heart Association Basic Life Support - Healthcare Provider CPR (Course "C") is required by midterm of the first semester. This certification is good for two years. Information is provided during the summer to give each student time to enroll and complete the course. When possible, a qualified CPR instructor will be engaged to teach CPR on site (after school) in the fall. Students will be notified at orientation if this service will be available. The cost of this course/certification is the responsibility of the student. Students are not permitted to attend clinical without documentation of current CPR certification.

**ORIENTATION:** All students are required to attend the CSPN orientation, held a week before school starts. This meeting is essential to review program policies and expectations, complete related paperwork, and provide an opportunity for students and families to ask questions and seek needed information. Make-up sessions must be arranged through the Program Leader. Paperwork, signed at orientation and filed in the student's academic record includes:

- Student Health Insurance Statement Form or waiver;
- Demographic Data Form (statistical information);
- Photo Release Form;
- Acceptable Use Procedure (AUP) – for internet access;
- Criminal History and Sex Offender Background Check Form; and
- Core Performance Standards Form.
- Enrollment Agreement

Course and hospital-required orientations are incorporated into the program curriculum.

**RETENTION OF APPLICANT RECORDS:** Records of non-matriculating applicants are maintained for two (2) admissions cycles, at which time they are destroyed.

## **ADMISSION OF STUDENTS REQUESTING ADVANCED PLACEMENT:**

Students seeking advanced placement must:

- Provide documentation (transcript) for previously-earned credit for courses comparable in scope and content, completed with a minimum grade of "C", and within the last 2 years.
- Provide a syllabus or course outline per course for review by the Admissions Committee. Competencies achieved by the student in previously-completed coursework must align with the nursing courses of CSPN. The skills lab/clinical hours must meet CSPN requirements, if applicable.
- Meet the current admission requirements.

In addition, students may be required to:

- Complete a standardized test currently being given to enrolled students. The expense of standardized testing is the responsibility of the student.
- Demonstrate nursing skills with a performance checklist to a faculty member in the skills lab.

Acceptance and placement are determined by the Admissions Committee on a space available basis. Students are required to complete an orientation to CSPN prior to entering the program. Graduation from CSPN requires that the student attend a minimum of 6 months and satisfactorily complete all required courses.

## **READMISSION OF STUDENTS**

A student may be readmitted only once to the Central School of Practical Nursing. A student seeking readmission after an absence of two years will be required to enroll for the entire program. A student requesting readmission to the School, within two years of withdrawal, is requesting to begin the level from which he/she was dismissed or withdrew. A student who did not successfully complete Level I must apply to enter Level I. A student seeking readmission to Level II must take the ATI Fundamentals of Nursing Content Mastery Test to determine placement in Level II. At the discretion of the faculty, a student seeking readmission may challenge selected courses. A full explanation of the readmission policy is found in the Student Handbook.

**INDIVIDUAL NEEDS RELATED TO THE ADMISSION PROCESS WILL BE CONSIDERED BY THE ADMISSIONS COMMITTEE.**

- **TUITION:** Tuition for adult students accepted to CSPN is set by NTC/NPS. Tuition is reviewed annually and subject to change each July 1st. The application and registration fees are discussed under "Admissions". Tuition and fees are listed on the Cost of Attendance Sheet attached to this Catalog. A Cost of Attendance Sheet is given to each student at the beginning of each academic year. Adult and secondary students are expected to pay tuition/fees as outlined on that sheet.
- Adult students pay tuition and fees. These include the cost of tuition, books, computer fees, uniforms, co-curricular club fees, graduation fees, and licensure expenses (CNA and LPN). Not included in tuition is the cost of Criminal History/Sex Offender Background check, scrubs, shoes, watch, clinical tools, physical examination/ immunizations, hose/socks, CPR training, etc.
- Secondary students pay no tuition in Level I and limited tuition in Level II. In Level I, these students do not pay for books or computer fees; however, they are responsible for paying for their scrubs, uniforms, clinical tools, shoes, watch, physical examination/ immunizations, hose/socks, CPR training, criminal history/sex offender background check, co-curricular club fees, and one-half of the licensure exam (CNA). In Level II, continuing secondary students (now post-graduates) pay limited tuition, but full fees for books and supplies.
- Tuition is paid by level and divided into 2 payments/level.
  - In Level I, tuition payments are due: (1) by the first day of class (September) and (2) by December 15th.
  - In Level II, tuition payments are due (1) by the first day of class (August) and (2) by November 15th.
- Deferred tuition will be allowed only for students receiving financial aid. Proof of grant, scholarship, or benefit is required by the tuition payment date. Remaining monies not paid by grant or scholarship are due on the payment dates. Students will not be allowed to attend class without evidence of payment.
- Tuition payments may be made in cash or by cashier's check, money order, or credit card. No personal checks will be accepted. Payments are paid to the secretary of the nursing program, who puts a copy of the receipt in the student's record.
- **REFUNDS:** Students who pay a semester's tuition and who submit written notification of withdrawal PRIOR to the fourth day of class will be granted a refund of monies paid, minus \$100 (application, registration, and administrative fees). Students who pay a semester's tuition and attend 3 or more scheduled classes of that semester are not entitled to a refund.

- A student is given 3 business days, excluding weekends and holidays, from the beginning of classes to cancel his enrollment without financial penalty other than the non-refundable fees described above.
- Students who are paying with Pell Grants or Opportunity Inc. funding will not have those monies requested until after the 4th day of class.
- A student who attends a class and then does not return to class (and does not submit a written notification of withdrawal) will be considered withdrawn by the program after 7 consecutive class days. This person is not eligible for a tuition refund.
- A student who attends CSPN does so for two 9 month levels. The following is applicable to either level.
- A student who attends for a minimum of 4 days but withdraws by written notification or is dismissed prior to the end of 25% of the length of the level (end of October for Level I and end of September for Level II) is entitled to a refund of 75% of tuition remitted, minus the non-refundable fee.
- A student who attends the level for a minimum of 25% of the level length, but withdraws by written notification or is dismissed prior to the end of 50% of the level length (end of December for Level I and end of November for Level II) is entitled to a refund of 50% of tuition remitted, minus the non-refundable fee.
- A student who attends the level for a minimum of 50% of the level length, but withdraws by written notification or is dismissed prior to the end of 75% of the level length (end of February for Level I and end of January for Level II) is entitled to a refund of 25% of tuition remitted, minus the non-refundable fee.
- A student who attends the level for a minimum of 75% of the level length, but withdraws by written notification or is dismissed prior to the end of the level length is not entitled to any refund.

- Students who receive financial aid from Veteran's Affairs or Opportunity Inc. are required to contact that organization and follow their procedure for reimbursement. CSPN will notify the respective agency when a student withdraws or is dismissed.
- The U.S. Dept. of Education mandates a school to calculate the amount of Title IV funds it must return when a student receiving those funds leaves the program prematurely. If a student leaves before 60% of an award period has been completed, the school must calculate the percentage of the unearned Title IV money that must be returned. If the student has received an "overpayment", he will be held responsible for returning his portion of the repayment.
- Overpayment of tuition costs (grant/scholarship monies that exceed the semester's tuition) will be refunded to students in a timely manner.

## FINANCIAL AID

A financial aid handout is distributed with this catalog.

**The Veterans Educational Assistance Program** provides financial assistance to those persons who qualify. Eligibility is determined by the Veterans Administration.

**Scholarships** are offered by several organizations in the Virginia area for students who wish to enter and/or continue studies at the Central School of Practical Nursing. Applications are provided to students as they are received by Administration.

**Title IV Funding (Pell Grant)** is available to qualified applicants. Eligibility is determined by completing a FAFSA each year. Applications can be made online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

**Hampton Roads Workforce Development Board** offers an Individual Training Account (ITA) or the H1B Grant to students who qualify. Eligibility is determined by Opportunity, Inc.

***Students receiving federal financial aid must maintain an overall "C" average and must be in attendance 90% of all scheduled clock hours.***

## **COUNSELING/ACADEMIC ADVISEMENT**

Counseling is a necessary aspect of an individual's development from student to professional. This process gives the student the information he/she needs to deal with academic and personal concerns, to solve problems, and to select courses of action. Students are encouraged to seek the assistance of an instructor or the Program Leader, especially during the first three months of the program when adjustment to a new environment and heavy schedules may prove difficult. An individual conference with an instructor may very well establish the support, guidance, and direction needed by that student during adjustment to the program.

The objectives of the faculty in their role as academic advisors are to assist students in

- planning and adjusting to the practical nursing program and academic issues;
- increasing self-awareness and the development of realistic goals;
- developing a healthy self-concept and desirable human relationships;
- developing skills needed to consider alternatives when making decisions; and
- Reviewing personal, behavioral, and emotional problems within the limits of the abilities of the faculty member and to make appropriate referrals when needed.

Counseling with students will be ongoing, as in clinical conferences, scheduled evaluations, or spontaneous conversations, where students will be informed of their progress and growth in the program and will be encouraged to become self-directed and guided to evaluate their performance effectively. Counseling sessions will provide opportunities for faculty to role model positive adult interpersonal relationships with students, while developing and maintaining good teacher-student rapport. Toward the end of the program, faculty will assist students in preparing for employment as licensed practical nurses.

The School Counseling Department at NTC is available to practical nursing students requesting further counseling. Mrs. Lisa Weber is NTC's Guidance Counselor. Her hours are Monday – Friday, 7:15 am to 2:45 pm.

## **HOUSING, MEALS, TRANSPORTATION AND PARKING**

Students are responsible for their own housing, meals, and transportation. A lunch is available for purchase at Norfolk Technical Center or students may bring a bag lunch. Microwaves are available in the cafeteria for heating food.

NTC is located on a HRT bus line and free parking is provided for those who drive. Pay to park may be required at some clinical facilities. Neither class nor clinical assignments can be scheduled to accommodate transportation arrangements.

## **STUDENT ORGANIZATION**

The curriculum of Central School of Practical Nursing mandates that nursing students join Health Occupations Students of America (HOSA). This co-curricular club brings students interested in allied healthcare careers together to engage in activities that encourage personal growth, leadership skills, and healthcare awareness, as well as to participate in a variety of charitable events.

The national organization and the Virginia Chapter of HOSA were established in 1979. Currently there are local, state, and national organizations. HOSA provides a means for members to develop leadership skills through planning and implementing programs that give students knowledge of healthcare issues and concerns and encourages them to promote wellness within the home, school, and community. Members collect food and clothes for families at Thanksgiving and Christmas. They raise money for student scholarships and to attend the annual State Leadership Conference. They compete in events locally and on the state level.

In addition to HOSA, each nursing class elects representatives to organize class activities and to be a liaison to the Faculty Organization Committee. Representatives to the Faculty Organization Committee are expected to attend monthly meetings, where they provide input, address student issues, and assist in the review of courses.

Students are also encouraged to join organizations which are devoted to promoting practical nursing, such as the National Federation of Licensed Practical Nurse Association, (NFLPNA), and the National Association of Practical Nurse Education and Service, Inc., (NAPNES).

## VACATION AND HOLIDAYS

Vacation is scheduled during the summer. During the regular school year, students are entitled to the same holidays as other students in the Norfolk Public Schools.

## GRADUATION REQUIREMENTS

**To be awarded a certificate and pin from CSPN, a student must:**

- have successfully met the theoretical and clinical requirements of all courses within the curriculum plan. This includes attaining the benchmark score on the ATI PN Comprehensive Predictor Test (2 attempts). (See Progression);
- possess all official documents in his/her file;
- have resolved all financial obligations to the school;
- have returned photo ID badge, all library books, and other school materials; and
- Complete the End of Program Survey with the Program Leader.

Students are encouraged to strive for academic excellence. Those who have achieved an average of ninety-three percent (93%) or above in Level II courses will be recognized at graduation and identified on the program as having "Graduated with Honors". Students who have not met the requirements for completion of the program may not participate in the graduation exercises.

Level I and II students are expected to attend graduation exercises. A student experiencing extenuating circumstances must speak to the Program Leader.

A graduate of CSPN is qualified to sit for the NCLEX-PN. Licensure fees are included in Level II second semester tuition and fees. The graduate sends a completed application to the Virginia Board of Nursing and a completed application to the National Council of State Boards of Nursing. CSPN administration sends \$170 to the Virginia Board of Nursing (licensure) and \$200 to the National Council of State Boards of Nursing (testing) for each graduate. Prior to graduation, CSPN administration sends an official transcript to the Virginia Board of Nursing, indicating that the graduate has met all requirements for graduation. Once the transcript and fees have been received, the Virginia Board of Nursing contacts the graduate about scheduling the test.

Licensure: The Virginia Board of Nursing reviews all applicants for licensure and may deny licensure for a variety of reasons. Students who have concerns related to possible licensure denial should speak to the Program Leader who may assist or refer the student to a contact at the Board of Nursing.

Graduation rates, licensure pass rates, and employment rates are provided to help prospective students make informed decisions about the educational benefits of attending a particular nursing program. Level II completion rate is the percentage of those students entering Level II who graduated. Graduation rate is the percentage of those students who completed the total program (graduated) in the prescribed amount of time, 18 months in the case of CSPN. Licensure pass rate is the percentage of those graduates who passed NCLEX-PN on the first attempt. Employment rate is the percentage of those graduates who passed NCLEX-PN, who are employed as LPNs (or returned to school) within 6 months of graduation.

DISCLOSURE STATEMENT 2018-2022

	2022	2021	2020	2019	2018
<b>NCLEX –PN Pass Rate First time takers</b>	100% (5/5)	90.9% (10/11)	100% (9/9) (One student has PN License from another state)	100% (8/8)	100% (9 /9)
<b>Level I Completion Rate – Students who enrolled in Level 1 and completed the First 9 months</b>	52.2% (12/23)	42.9% (6/14)	68.8% (11/16)	55.6% (10/18)	68% (17/25)
<b>CNA certification – Students who passed the CNA test at the end of Level I</b>	Due to Covid-no direct care – NO CNA exam candidate	Due to Covid-no direct care – NO CNA exam candidate	Due to Covid-no direct care – NO CNA exam candidate	75% (15/20)	12/12 100%
<b>Level II Completion Rate – Students who enrolled in Level II and completed Level II</b>	71.4% (5/7)	90.9% (10/11)	100% (10/10)	66.7% (8/12)	69% (9/13)
<b>Graduation Rate – Students who passed in Level II and completed the 18 months program</b>	21.7% (5/23)	71.4% (10/14)	62.5% (10/16)	44% (8/18)	36% (9/25)
<b>Employment Rate – Surveyed 6 months after graduation</b>	100% 5/5	100% (10/10)	(100%) 10/10	100% (8/8)	100% (9/9)

Source: NCLEX-PN Pass Rates from the  
Virginia Board of Nursing website

CSPN demonstrates evidence of achievement in meeting program outcomes.

