

The School District of Lee County



Professional Nursing (LPN-RN) Master Plan of Instruction and Program Handbook

at

Fort Myers Technical College



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FMTC Mission

The mission of Fort Myers Technical College (FMTC) is to provide high-quality career and technical training, in order to prepare students for current and emerging industries, delivered by a professional and caring staff in a positive learning environment.

Professional Nursing (LPN-RN) Mission: The aim of FMTC's Professional Nursing (LPN-RN) program is to provide quality, non-redundant, integrated, affordable career education with stacking credentials that will develop caring, compassionate, safe, skilled, and dynamic professional nurses prepared to meet the workforce demand. By establishing learning situations in which the student can experience success, students achieve marketable skills, personal satisfaction, and career enhancement in healthcare.

Welcome

We want to extend to you a warm welcome to the Professional Nursing (LPN-RN) program. Our caring staff, faculty, and administration are dedicated to fulfilling our mission. Here, learning takes place in a climate of excellence which fosters inquiry, responsibility, and accountability, on your way to becoming a Registered Nurse. This **Master Plan of Instruction – Handbook (MPI-HB)** has been prepared to help you in your orientation to the school and the healthcare industry. Whether you are a young person continuing in your education or a mature adult coming back for a new career, you will find a team of caring professionals made up of licensed faculty members and experienced support staff ready to serve you in our institutionally accredited facility. This MPI-HB is closely aligned with healthcare facility regulations so that a student can become familiar with workplace expectations while a student. The policies and procedures of our program are all designed to assist you toward success and to ensure licensure and employability in the healthcare field upon graduation.

The objective of the MPI-HB is to provide written policies concerning the admission of students, student health and welfare, attendance, and student progress. Each student must be aware of these policies and refer to this MPI-HB to clarify information. Faculty members are available for conferences and/or to answer questions. This MPI-HB is to be used in conjunction with the school handbook and the syllabus for each course. Additionally, programmatic, and administrative information for the Professional Nursing (LPN-RN) program at FMTC is provided.

We believe that faculty and students have reciprocal rights and duties toward each other in the educational process. We will strive to instruct, demonstrate, motivate, guide/coach, facilitate, and encourage learning. However, we believe students must possess the desire to seek knowledge, demonstrate professional behavior, demonstrate initiative by participating in their own learning and demonstrate understanding by providing a high level of quality care.

You are starting a program of study that will result in you being an important professional in the healthcare delivery field. Every member of the Professional Nursing (LPN-RN) faculty, the administrative team, and the school support staff are interested in assisting you in meeting your educational goals. You will be working with the latest equipment and learning the most

up-to-date procedures as you work toward your RN license. We hope that you succeed and find the work rewarding, pleasurable, and profitable.

Congratulations on your choice of career preparation in the Professional Nursing (LPN-RN) program. We hope this MPI-HB will assist you in getting acquainted with your new surroundings and expectations. If you have any other questions, or if we can be of assistance in any particular way, please do not hesitate to contact us.

Philosophy

General Philosophy: Education is a continuous learning process dependent upon the motivation, ability, and commitment of the learner. Optimal learning occurs within an environment that places responsibilities of learning on the individual, provides freedom for inquiry, considers individual differences, and provides correlation between research, theory, and practice under the guidance and direction of the faculty member.

The nursing faculty believes that learning is a continuous and lifelong process progressing from basic to complex. The faculty member's role is to provide the necessary environment, objectives, guidance, and educational resources to facilitate learning for the individual who desires to become a member of the nursing profession. The faculty member sets the stage by planning a logical sequence of meaningful educational experiences centered on clearly defined objectives designed to develop the student's potential. Within this educational process, the student acquires knowledge and develops self-discipline, critical thinking skills, and the competencies necessary for the practice of nursing within a multidisciplinary healthcare environment. Learning results in a change in the behavior of the learner. In an era of discovery and change, scientific principles in the physical, biological, and social sciences are utilized as a basis for these learning experiences. The faculty member serves as a facilitator, mentor, and role model to the student as the student actively participates in the learning process.

The provision of healthcare is an art based upon science, which involves the whole patient, mind, body, and spirit. Our graduates help to meet the health requirements of society by giving direct assistance to individuals according to their health needs. Care such as this requires that the practitioner offers an attitude of caring, compassion, and helpfulness while exhibiting traits of honesty, dependability, and accuracy.

A planned guidance and counseling program is essential in assisting students in his/her personal, educational, and career development. Continuous evaluation is necessary to measure student progress and teacher effectiveness and is a tool for guiding students toward maximum self-growth. Career and Technical Education (CTE) prepares an individual for employment in a specific occupation and provides a foundation for future education in nursing and lifelong learning.

Teaching Strategies: Include but are not limited to hybrid activities (individual and group), live classroom and lab competencies, reading, videos, quizzes, lectures, case studies, group discussion, individual journals, activities, ATI modules and quizzes, med maps, concept maps, nursing care plans, written-assignments, web-based activities, projects with presentations,

research papers, clinical lab, skills, practice, clinical experiences, and NCLEX-RN review activities, as well as clinical learning opportunities.

Keys for Success:

- Join a study group and meet regularly.
- Study every day or night.
- Study to understand versus studying to memorize the facts.
- Set up a time management plan.
- Meet periodically with faculty members to discuss progress and problems.
- Become actively involved in your own learning by fully participating in all learning experiences.
- Take care of your health, exercise regularly, eat nutritious food, and sleep adequately.
- Utilize stress reduction techniques.
- Utilize all ATI products and other resources.
- Familiarize yourself with the NCLEX-RN Test Plan at www.ncsbn.org.
- Strive to achieve the highest grades possible.
- Use all of your ATI resources.

The use of electronic equipment such as cell phones disrupts the education environment and, therefore, the use of these articles is not permitted in the class unless allowed for an individual assignment and is NOT allowed in the clinical setting at all. Permission is not granted to record any content during class time.

Equity

Statement of Non-discrimination: The School Board of Lee County, Florida does not discriminate nor tolerate discrimination on the basis of race (including anti-Semitism), color, ethnicity, national origin, sex, sexual orientation, gender identification, gender expression, disability (physical or mental), pregnancy, marital status, age (except as authorized by law), religion, military status, socioeconomic status, linguistic preference, genetic information, ancestry, or any other reason protected under applicable federal, state, or local law in the provision of educational programs, activities or employment policies as required by Title II, Title VI, and Title VII Civil Rights Act of 1964 including, Title IX of the United States Education Amendments of 1972, Age Discrimination in Employment Act of 1967 (ADEA), Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Florida Civil Rights Act of 1992, Genetic Information Nondiscrimination Act of 2008, Americans with Disabilities Act of 1990 (ADA) and the Amendment Act of 2008 (ADAAA), and the Florida Educational Equity Act of 1984. The School Board also provides equal access of its facilities to youth groups, as required by the Boy Scouts of America Equal Access Act. Any sections of the district's collectively bargained, negotiated agreements dealing with hiring, promotion, and tenure will contain a statement of nondiscrimination similar to that in the Board's statement above. As required by Florida's Educational Equity Act, the Superintendent shall submit an annual equity report addressing the district's educational and employment practices. The School Board of Lee County, Florida, prohibits retaliation by any District personnel against a person for reporting, filing, or being a witness in a discrimination (including harassment) charge, complaint, investigation, or lawsuit associated or in connection with this policy.

Established grievance procedures and appropriate discrimination complaint forms are available from the Office of Civil Rights & Equity, Academic and Student Support Services or the Equity Coordinator at each school. Complaints/inquiries regarding compliance with these regulations may be submitted in writing to: For Employees: Office of Civil Rights & Equity Compliance at (239) 337-8134 or at CivilRightsEquity@leeschools.net. For Students: Office of Positive Prevention at (239) 939- 6858.

Lack of English language skills will not be a barrier to admission and participation. The district may assess each student's ability to benefit from specific programs through placement tests and counseling, and, if necessary, will provide services or referrals to better prepare students for successful participation.

F.S. 464.019 does require that professional nurses must be fluent in English.

Professional Nursing (LPN-RN) Program - Introduction

The Professional Nursing (LPN-RN) program at Fort Myers Technical College (FMTC) functions under the Adult and Career Education Department of The School District of Lee County. It is given direction from and approved by two agencies: The Florida Department of Education as the Professional Nursing (LPN-RN) program H170608 (approved 3/27/24) and the Florida State Board of Nursing as the Diploma Nursing program (approved 3/23/23). FMTC has institutional accreditation by the accrediting commission of the Council on Occupational Education (COE). Additional accreditation is granted by COGNIA. The Professional Nursing (LPN-RN) program accreditation will be sought within the first five years of operation. **The program is NOT accredited by a Nursing Accreditation body at this time.**

The FMTC Professional Nursing (LPN-RN) program was founded in 2024. It follows the Florida Department of Education Career and Technical College Career Certificate curriculum framework for Professional Nursing (LPN-RN) H170608. The nursing programs at FMTC are recognized within the community for their excellence.

Persons who have successfully completed the Professional Nursing (LPN-RN) program are eligible to apply to the Florida Board of Nursing to take the NCLEX-RN licensing examination. After successful completion of the examination, graduates will be known as Registered Nurses and may engage in the practice of Professional Nursing in the State of Florida.

The new pathway, the Professional Nursing (LPN-RN) program, is an accelerated hybrid LPN to RN bridge that only trains LPNs (who already have much knowledge and clinical experience) to become RNs. The technical college, by creating a one-year or less program and using a model that allows for accelerated learning and using a hybrid delivery for flexibility, issues a Career Certificate for the program and prepares the students to sit for the NCLEX-RN examination.

The curriculum is in alignment with the Florida Board of Nursing and Florida Department of Education (DOE) CTE requirements under H170608. These include:

- Florida Board of Nursing requirements from F.S. 464.019 which requires specific

components regarding Professional Nursing program requirements:

- 50% class, 50% clinical.
- Variety of clinical sites: acute, long-term care, community based.
- Variety of clinical areas: geriatrics, medical, surgical, psychiatric, pediatric, obstetric.
- Body structure and function, pharmacology, medication administration, etc.
- Nowhere does it state that general education courses need to be taught separately, so English writing/communication and other skills are incorporated directly into the nursing curriculum.
- CTE requirements are that it be clock hour, under a year in length, and lead to certification or licensure in a career or technical area of need in the community or state.

Program Frameworks and Philosophy: The Professional Nursing (LPN-RN) program Frameworks and Philosophies are from outcomes based on the following nursing resources:

1. Thinking Skills using the National Council of State Boards of Nursing (NCSBN) Clinical Judgment Measurement Model Functions (2019)
 - a. Recognize Cues
 - b. Analyze Cues
 - c. Prioritize Hypotheses
 - d. Generate Solutions
 - e. Take Actions
 - f. Evaluate Outcomes
2. Patricia Benner's Novice to Expert Framework (1984)
 - a. Novice
 - b. Advanced beginner
 - c. Competent
 - d. Proficient
 - e. Expert
3. Bloom's Multiple Domains of Learning and Higher-order Thinking
 - a. Cognitive: Remember, understand, apply, analyze, evaluate, create (Anderson & Krathwohl, 2001)
 - b. Affective: Receiving, responding, valuing, organization, and characterization (Anderson & Krathwohl, 2001)
 - c. Psychomotor: Imitation, manipulation, precision, articulation, naturalization (Dave, 1975)
4. American Nurses Association (ANA) Scope and Standards of Practice (2023)
 - a. Standards of Professional Nursing Practice
 - i. Standard 1: Assessment
 - ii. Standard 2: Diagnosis
 - iii. Standard 3: Outcomes Identification
 - iv. Standard 4: Planning
 - v. Standard 5: Implementation
 - vi. Standard 5A: Coordination of Care
 - vii. Standard 5B: Health Teaching and Health Promotion
 - viii. Standard 6: Evaluation

- b. Standards of Professional Performance
 - i. Standard 7: Ethics
 - ii. Standard 8: Advocacy
 - iii. Standard 9: Respectful and Equitable Practice
 - iv. Standard 10: Communication
 - v. Standard 11: Collaboration
 - vi. Standard 12: Leadership
 - vii. Standard 13: Education
 - viii. Standard 14: Scholarly Inquiry
 - ix. Standard 15: Quality of Practice
 - x. Standard 16: Professional Practice Evaluation
 - xi. Standard 17: Resource Stewardship
 - xii. Standard 18: Environmental Health
- 5. Florida Board of Nursing requirements from F.S. 464.019
- 6. Florida Department of Education Curriculum Framework for Professional Nursing (LPN-RN) (see below)
- 7. NCSBN Practice Analysis (2021) Most Important Knowledge Statements
 - a. Airway Management
 - b. Client Safety
 - c. Basic Life Support
 - d. Client Assessment
 - e. Vital Signs
- 8. NCSBN Test Plan (2023)
 - a. Safe and Effective Care Environment
 - i. Management of Care
 - ii. Safety and Infection Control
 - b. Health Promotion and Maintenance
 - c. Psychosocial Integrity
 - d. Physiological Integrity
 - i. Basic Care and Comfort
 - ii. Pharmacological and Parenteral Therapies
 - iii. Reduction of Risk Potential
 - iv. Physiological Adaptation
- 9. National League for Nursing (NLN) Core Values and Competencies
 - a. Core Values: Caring, Diversity and Inclusion, Integrity, and Excellence
 - b. Competencies: Human Flourishing, Nursing Judgment, Professional Identity, Spirit of Inquiry
- 10. National League for Nursing (NLN) Hallmarks of Excellence Model (2020)
 - a. Engaged Students
 - b. Diverse, Well-Prepared Faculty
 - c. A Culture of Continuous Quality Improvement
 - d. Innovative, Evidence-Based Curriculum
 - e. Innovative, Evidence-Based Approaches to Facilitate and Evaluate Learning
 - f. Resources to Support Program Goal Attainment
 - g. Commitment to Pedagogical Scholarship
 - h. Effective Institutional and Professional Leadership

11. Quality and Safety Education for Nurses (including Knowledge, Skills, and Attitudes)
 - a. Patient-Centered Care
 - b. Teamwork and Collaboration
 - c. Evidence-Based Practice (EBP)
 - d. Quality Improvement (QI)
 - e. Safety
 - f. Informatics
12. Accreditation Commission for Education in Nursing (ACEN) Standards (2023)
 - a. Administrative capacity and resources
 - b. Faculty
 - c. Students
 - d. Curriculum
 - e. Outcomes
13. Clinical Areas
 - a. Fundamentals
 - b. Adult Medical-Surgical
 - c. Maternal Newborn
 - d. Mental Health
 - e. Nursing Care of Children
 - f. Pharmacology
 - g. Nutrition
 - h. Management and Leadership
 - i. Community Health

Essential Training Tasks:

- Improve THINKING, including clinical judgment and the nursing process including the following:
 - Administer prescribed medications including IV medications.
 - Observe patients, charting and reporting changes in clients' conditions, such as adverse reactions to medication or treatment, and taking any necessary action.
 - Assess client needs and determine a plan of care.
 - Evaluate the client's vital signs, lab values, and pertinent data.
 - Provide nursing care and treatments.
 - Use interprofessional communication to collaborate with interdisciplinary healthcare team members.
 - Provide nursing leadership and management coordinating care.

Physical Requirements:

- **Visual:** Visual ability sufficient for observation and data collection necessary to provide safe client care such as: preparing and administering medications, reading fine printing/writing, and the ability to distinguish colors.
- **Auditory:** Ability sufficient to monitor and meet client needs such as: receiving verbal communication from clients and members of the healthcare team and collecting data through the use of monitoring devices such as a blood pressure monitor, stethoscope, IV infusion pumps, emergency alarms, and client call lights.

- **Gross and fine motor coordination:** To practice safe and efficient patient care such as: responding promptly and implementing skills including the manipulation of client's equipment, drawing up and giving injections to clients, performing CPR, measuring vital signs, collecting data such as peripheral pulses, client skin differences, and palpation. Able to utilize computer technology.
- **Communication:** Communication abilities sufficient for interaction with patients, family, and other healthcare members from a variety of social, emotional, cultural, and intellectual backgrounds in a coherent and concise oral and written format. Must be able to follow spontaneous verbal and/or written instructions accurately.
- **Critical thinking:** Plan and implement care in the decision-making process and exhibit adequate emotional stability to react appropriately in an emergency and in situations of high stress. Able to make decisions under pressure, have the ability to handle multiple priorities, be flexible, and interact with others in a professional manner.
- **Mobility:** Physical abilities to ambulate from room to room and department to department independently, maneuver in small spaces, navigate stairwells, re-position/lift patients in bed, and perform CPR. Reach above the head and push/pull/lift without restrictions, with the flexibility to squat and bend at the knees.

If any of these Essential Functions are impossible for the program applicant to perform, it will be necessary to consider enrolling in another program. In the event that the use of special equipment compensates for non-compliance with the Essential Functions, it is the responsibility of the program applicant to purchase this equipment (e.g., electronically enhanced stethoscopes, hearing aids, or other adaptive devices, such as a magnifying glass) in order to meet the Essential Functions criteria.

Cognitive Requirements:

- **Assisting and Caring for Others:** Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.
- **Documenting/Recording Information:** Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- **Communicating with Supervisors, Peers, or Subordinates:** Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- **Establishing and Maintaining Interpersonal Relationships:** Developing constructive and cooperative working relationships with others and maintaining them over time.
- **Getting Information:** Observing, receiving, and otherwise obtaining information from all relevant sources.
- **Making Decisions and Solving Problems:** Analyzing information and evaluating results to choose the best solution and solve problems.
- **Organizing, Planning, and Prioritizing Work:** Developing specific goals and plans to prioritize, organize, and accomplish your work.
- **Evaluating Information to Determine Compliance with Standards:** Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- **Updating and Using Relevant Knowledge and Best Practices:** Keeping up-to-date technically with best practices and applying new knowledge to the job role.

- **Monitor Processes, Materials, or Surroundings:** Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.

Safety: Basic safety standards will be introduced during the program orientation and will include the following: fire drills; active shooter drills; weather drills; bomb threats; proper use of equipment. These standards will be reinforced throughout the program.

Accommodations: Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student’s IEP or 504 plan or post-secondary student’s accommodations plan to meet individual needs to ensure equal access. Post-secondary students with disabilities must self-identify, present documentation of required accommodations needed, and develop a plan with their post-secondary service provider. Accommodations received in post-secondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments, and assessments, time demands and schedules, learning environment, assistive technology, and special communication systems. Documentation of the accommodations requested, and services provided are maintained in a confidential file.

Tuition: Tuition is charged for adult students at a reasonable rate that may vary slightly from year to year and is due at the appointed time. Current fee information is available from Student Services. Failure to pay all fees due at the time class begins will result in the student not being able to attend class and/or clinical.

Curriculum Framework and Program Outcomes

Florida Department of Education Student Performance Standards: The curriculum framework submitted to the DOE is an original design both in the program and the nine courses that make up the program.

2024-2025

Florida Department of Education
Curriculum Framework

Program Title: Professional Nursing (LPN-RN)
Program Type: Career Preparatory
Career Cluster: Health Science

Program Number	H170608
CIP Number	0351380102
Grade Level	30, 31
Standard Length	900 hours in 52 weeks
Teacher Certification	Refer to the <u>Program Structure</u> section.
CTSO	HOSA: Future Health Professionals

Proposed Primary SOC Code and SOC Title	Please see the CIP to SOC Crosswalk located at the link below.
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml
Basic Skills Level	Mathematics: 11 Language: 11 Reading: 11

Purpose: This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science career cluster. It also provides technical skill proficiency and includes competency-based applied learning that contributes to academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of the Health Science career cluster.

This program is designed to prepare students who currently hold a valid, unencumbered Licensed Practical Nurse (LPN) license issued by the Florida Board of Nursing, for employment as Registered Nurses (RN). The program must be approved by the Florida Board of Nursing in order for graduates to apply and take the examination to practice as Registered Nurses.

The content follows F.S. 464.019 and includes but is not limited to: the professional role of the registered nurse, the legal scope of practice both in theoretical instruction and clinical experience, instruction in body structure and function; acute, long-term care, and community settings in the areas of geriatric, psychiatric, medical, surgical, pediatric, obstetric, and professional nursing; pharmacology, administering medications; mental health, interpersonal and personal relationship skills, health teaching, counseling skills, human growth and development over the lifespan, nutrition, family, and professional nursing.

Program Structure: This program is a planned sequence of instruction consisting of 900 clock hours taking 52 weeks and one occupational completion point (OCP).

This program is comprised of a newly designed integrated pathway of nursing education called the Professional Nursing (LPN-RN) program which is a dedicated bridge for LPN to RN through an accelerated hybrid delivery. It is designed to meet the requirements of the Florida Board of Nursing and statutory requirements. The design has been consolidated with various learning strategies in mind and takes into account the Patricia Benner framework, “Novice to Expert”, the American Nurses Association (ANA) Scope of Practice (2023), Quality and Safety Education for Nurses (QSEN) Competencies (2017), the National Council of State Boards of Nursing (NCSBN) RN Practice Analysis and Activity Statements (2021) and Test Plan (2023) preparing for the Next Gen NCLEX-RN test, the National League for Nursing (NLN) Competencies and subsequent Hallmarks of Excellence in Nursing Education Model (2020), and is also primed to meet the Accreditation Standards of the Accreditation Commission for

Education in Nursing (ACEN, 2023) and uses Bloom’s Multiple Domains of Learning (cognitive, affective, and psychomotor). The program aligns stacking credentials from nursing assistant and practical nursing through professional nursing and uses scaffolded nursing education to provide an expansion of the student’s learning and development of higher-order thinking skills, especially clinical judgment using NCSBN’s Clinical Judgment Measurement Model (2019). It is designed to be very comprehensive in coverage of content and concepts used to provide excellent nursing care at the higher level expected from the professional nurse.

This program is comprised of courses which have been assigned course numbers in the Statewide Course Numbering System (SCNS) in accordance with Section 1007.24 (1), F.S. They include curriculum and an organizational structure designed specifically for this fifty-two-week Professional Nursing (LPN-RN) program designed to bridge LPN to RN students in an accelerated hybrid format. Only nurses who hold a current, valid, unencumbered Licensed Practical Nurse (LPN) license issued by the Florida Board of Nursing may be accepted into the program. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

To teach the course(s) listed below, faculty members must hold all of the teacher certifications indicated for that course. In addition, according to the Florida Board of Nursing statute 464.019, at least 50% of the faculty must hold a master’s in nursing degree or higher.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
	NSG 080	Nursing Transitions	REG NURSE 7 G**	111 hours	29-1141
	NSG 081	Concepts of Geriatrics and Pharmacology in Nursing	REG NURSE 7 G**	102 hours	29-1141
	NSG 082	Psychiatric Nursing	REG NURSE 7 G**	102 hours	29-1141
	NSG 083	Medical Nursing	REG NURSE 7 G**	102 hours	29-1141
	NSG 084	Surgical Nursing	REG NURSE 7 G**	102 hours	29-1141
	NSG 085	Pediatric Nursing	REG NURSE 7 G**	102 hours	29-1141
	NSG 086	Obstetric Nursing	REG NURSE 7 G**	102 hours	29-1141
	NSG 087	Professional Nursing	REG NURSE 7 G**	91 hours	29-1141
A	NSG 089	Senior Practicum Intensive	REG NURSE 7 G**	86 hours	29-1141
1 OCP	-	9 Courses	-	900 hours	-

OCP A is awarded after the student successfully completes all 9 courses in the program.

*Regarding Course Numbers: The following NURSING courses on the SCNS were developed for the technical college clock hour Professional Nursing (LPN-RN) sequential courses needed for this program.

**Registered Nurse who holds at least a BSN and an unencumbered RN license in the state of Florida or from an Enhanced Nursing Licensure Compact (eNLC) state.

National Standards: Programs identified as having Industry or National Standards have been crosswalked with the corresponding standards and/or benchmarks. Industry or National Standards for the Professional Nursing (LPN-RN) program can be found using the following link for the National Council of State Boards of Nursing (NCSBN), which includes the current test plan: https://www.ncsbn.org/public-files/2023_RN_Test%20Plan_English_FINAL.pdf

Regulated Programs: The Professional Nursing (LPN-RN) program is regulated as a Diploma Nursing program by the Florida Board of Nursing requirements for the professional nurse under the Nurse Practice Act and the Administrative Code. Refer to F.S. 464.019(1)(b) for faculty credential requirements to teach this program. Programs must comply with the Florida Board of Nursing rules, including faculty qualifications. For questions regarding this process, contact the Florida Board of Nursing, at 4052 Bald Cypress Way, Tallahassee, FL 32399-3752. FMTC's Diploma Nursing program was approved by the Florida Board of Nursing on March 23, 2023.

According to the National Council of State Boards of Nursing (NCSBN), students are eligible to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX) RN after satisfactory completion of an approved program. The NCLEX-RN uses computerized adaptive testing (CAT) that the nursing graduate must take and pass in order to practice as a Registered Nurse (RN). Once a program has been approved by the Florida Board of Nursing as a Professional Nursing (LPN-RN) program, an NCSBN NCLEX-RN code will be issued to the school. This code is used by students to apply for the NCLEX-RN.

Clinical instruction of nursing students will meet the requirements of F.S. 464.019. Clinical experience must make up at least 50% of the total program. Simulated practice and clinical experiences are included as an integral part of this program. Clinical simulation may be used for no more than 50% of the total clinical experience.

Career Ready Practices: Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline, or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively, and with reason.
5. Consider the environmental, social, and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership, and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Florida Department of Education CTE Curriculum Framework Standards: After successfully completing the **Professional Nursing (LPN-RN) program**, the student will have demonstrated mastery of the following student learning outcomes. **The end-of-program student learning outcomes are included in the DOE Curriculum Framework.**

Program Outcomes:

Standards of the Professional Nursing (LPN-RN) Program FL DOE Curriculum Framework H170608:

Prerequisite Requirement: Student must hold a current, valid, unencumbered LPN license issued by the Florida Board of Nursing to enter and remain in the Professional Nursing (LPN-RN) program.

After successfully completing the Professional Nursing (LPN-RN) program, the student will be able to perform the following:

- 01.0 Thinking – Thinking is the first standard for EACH course or subject area. In addition to the nine standards below, the student will apply the clinical judgment measurement model thinking processes to all class content and clinical client situations, covering novice to advanced beginner health and illness concepts or content in preparation for meeting the Next Generation NCLEX-RN requirements starting in 2023. Subject/concept/content areas are included in the sub-standards in the [Curriculum Framework](#) and each course syllabus.
- 02.0 Professional Behavior – Professional behavior will be demonstrated through communication, ethics, employability, safety, legal aspects, respectful and equitable practice, informatics, body structure and function review, assessment review, nursing process, electronic health record training, and orientation to the clinical facility.
- 03.0 Teamwork and Collaboration – Work well with a team including interprofessional collaboration, medication administration, pharmacology, human growth and development of the older adult, advocacy, evidence-based practice (EBP), client-centered care, and experiences in geriatrics, rehab, and/or long-term care.
- 04.0 Health Promotion – Promote well-being including mental health concepts, therapeutic communication, interpersonal and personal skills, relationship, and counseling skills, as well as clinical opportunities in psychiatric inpatient and community health.
- 05.0 Coordination of Care – Provide appropriate planning skills to understand and apply principles of human growth and development for the adult, scholarly inquiry, and resource stewardship in the general medicine setting of clients.
- 06.0 Health Teaching – Demonstrate the use of teaching and learning principles for the education of the perioperative client and focus on the safe care of this client across the perioperative clinical setting.
- 07.0 Quality of Practice – Exhibit quality improvement (QI) principles, human growth and development of the child, and care for the client in a children’s hospital setting or children’s specialty area.
- 08.0 Environmental Health – Plan for a positive environment in the care of the family including proper nutrition, human growth and development of the perinatal clients, and clinical experiences in labor and delivery, OB OR, mom/baby units, and/or the

- outpatient family health clinic setting.
- 09.0 Professional Role – Function in the professional role of the nurse including licensure preparation and leadership roles including clinical care in specialty areas such as emergency rooms, intensive care units, and step-down areas.
 - 10.0 Professional Practice – Create a pattern of professional practice through a senior practicum intensive with a 1:1 preceptor in the acute clinical setting for a minimum of seventy-two hours, as well as a reflection of clinical judgment opportunities, use of self-evaluation, and application of life-long learning principles to show preparation for the NCLEX-RN examination.

Prerequisites to the Professional Nursing (LPN-RN) Program

Standards of the Practical Nursing Program FL DOE Curriculum Framework H170607:

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate knowledge of the healthcare delivery system and health occupations.
- 02.0 Recognize and practice safety, security, and emergency procedures.
- 03.0 Demonstrate knowledge of blood-borne diseases, including HIV/AIDS.
- 04.0 Perform patient and personal care as it pertains to the practical nurse.
- 05.0 Provide patient-centered care for the geriatric population.
- 06.0 Assist with restorative (rehabilitative) activities.
- 07.0 Demonstrate organizational functions, following the patient plan of care.
- 08.0 Demonstrate computer literacy as related to nursing functions.
- 09.0 Use appropriate verbal and written communication in the performance of nursing functions.
- 10.0 Demonstrate legal and ethical responsibilities specific to the nursing profession.
- 11.0 Apply the principles of infection control, utilizing nursing principles.
- 12.0 Perform aseptic and sterile techniques.
- 13.0 Describe the structure and function of the human body in relation to health and disease.
- 14.0 Apply principles of nutrition as it relates to Practical Nursing Scope of Practice.
- 15.0 Describe human growth and development across the lifespan.
- 16.0 Demonstrate the performance of nursing procedures.
- 17.0 Demonstrate how to administer medication.
- 18.0 Demonstrate how to provide bio-psycho-social support.
- 19.0 Demonstrate healthy lifestyle responsibility specific to personal health maintenance.
- 20.0 Implement education and resources for family wellness.
- 21.0 Participate in Community Health Awareness Forums.
- 22.0 Demonstrate how to care for the surgical patient with a Cardiovascular, Respiratory, Lymphatic, Musculoskeletal, Endocrine, or Integumentary disease/disorder.
- 23.0 Demonstrate how to care for pre-operative and post-operative patients, utilizing nursing principles.
- 24.0 Demonstrate how to care for the surgical patient with a Gastrointestinal, Neurological, Urinary, Reproductive, or Oncologic disease/disorder.
- 25.0 Demonstrate how to care for maternal/newborn patients, utilizing nursing principles.
- 26.0 Demonstrate knowledge of SIDS/ SUIDS as it relates to the practical nursing role.
- 27.0 Demonstrate how to care for pediatric patients, utilizing nursing principles.
- 28.0 Develop transitional skills.

29.0 Demonstrate employability skills specific to practical nursing.

Please Note: The following outcomes can only be taken by practical nurses who have graduated from their practical nursing program. The LPN/IV education must be sponsored by a provider of continuing education courses approved by the Board of Nursing pursuant to Rule 64B9. To be qualified to teach this module, the faculty member must be a currently Florida licensed Registered Nurse with teaching experience and nursing experience which includes IV therapy. The provider will be responsible for issuing a certificate verifying the requisite number of hours and course content.

In accordance with Rule 64B9 12.005, the module cannot be less than 30 hours post-graduate level. These outcomes must be followed by supervised clinical practice as needed to demonstrate clinical competence. Verification of competence shall be the responsibility of each employing institution. Such verification shall be given through a signed statement of a Florida licensed registered nurse.

Standards of the LPN/IV Therapy Certificate:

- 01.0 Explain the legal aspects of IV administration by practical nurses to include the policies and procedures of the institution and appropriate documentation.
- 02.0 Demonstrate knowledge of the peripheral veins used for venipuncture.
- 03.0 Perform a venipuncture.
- 04.0 Discuss the effect of IV therapy on the body.
- 05.0 Recognize and respond to adverse reactions to IV therapy.
- 06.0 Recognize and use various types of IV equipment.
- 07.0 Administer drugs intravenously.
- 08.0 Care for patients receiving IV drug therapy, blood, and blood components, and/or parenteral nutrition.
- 09.0 Describe and utilize the principles of infection control in IV therapy.
- 10.0 Manage special IV therapy procedures.
- 11.0 Recognize terminology pertinent to IV therapy.
- 12.0 Care for the patient receiving IV therapy via central lines.

Topical Outlines and Courses

Topical Outline for Course Content: Each course has a Course Syllabus to describe the requirements of that particular course. Please refer to each course syllabus for that information.

1	Transitions NSG 080	Body System: Respiratory	Focus: Anatomy and Physiology; English/Writing; Ethics	1 – Thinking 2 – Professional Behavior
2	Geri-Pharm NSG 081	Body System: Endocrine	Focus: Pharmacology; Geriatrics; Clinical Calculations	1 – Thinking 3 – Teamwork and Collaboration
3	Psychiatric	Body System: Neurologic	Focus: Mental Health;	1 – Thinking

	NSG 082		Community Health	4 – Health Promotion
4	Medical NSG 083	Body Systems: Cardiac; Hematology	Focus: Pathophysiology; Disease/Disorder; Complications	1 – Thinking 5 – Coordination of Care
5	Surgical NSG 084	Body Systems: Integumentary; Musculoskeletal; Infection	Focus: Pre- & Post-Op; Fluid/Electrolytes; Acid- Base	1 – Thinking 6 – Health Teaching
6	Pediatric NSG 085	Body Systems: Gastrointestinal; Immune; Lymph	Focus: Human Growth & Development	1 – Thinking 7 – Quality of Practice
7	Obstetric NSG 086	Body Systems: Reproductive; Genitourinary	Focus: Family	1 – Thinking 8 – Environmental Health
8	Professional Nursing NSG 087	Body Systems/Disorder: Cancer; Emergencies; Specialties	Focus: Leadership & Licensure	1 – Thinking 9 – Professional Role
9	Senior Practicum NSG 089		Focus: NCLEX Prep	1 – Thinking 10 – Professional Practice

Class, Clinical, and Practicum Requirements and Hours

The program is 52 weeks. It consists of one (1) eight-hour orientation, eight (8) six-week courses, and a two (2) week Senior Practicum Intensive for a total of 52 weeks.

Class Schedule: Full-time classes meet in class on Tuesdays, weeks one and six from 0730 to 1600 (7:30 am – 4:00 pm). Clinical times vary. Clinicals are typically weeks two, three, four, and five, and are 8-12 hours and usually 0645-1915 (6:45 am – 7:15 pm). Lunch breaks are 30 minutes in length.

The entire program in order consists of:

Course (total hours) DOE Curriculum Framework Standards/week	Week	Class Hours	Online Hours (Theory hours unless indicated by C=clinical hours)	Clinical Hours [#] indicates clinical hours completed online	Total Hours	Cumulative Hours
Course 1 – NSG 080	Week	Class	Online	Clinical	Total	Cumulative
Orientation (9h)	1	8	1 C	0 [1]	9	9
1 Nursing Transitions (102h) Thinking, communication,	2	8	1	0	9	18

ethics, employability						
Safety, legal aspects	3	0	9	12	21	39
Respectful and equitable practice, informatics	4	0	9	12	21	60
Body structure and function, assessment review	5	0	9	12	21	81
Nursing process	6	0	9	12	21	102
Thinking & Professional Behavior	7	8	1	0	9	111
Course 2 – NSG 081	Week	Class	Online	Clinical	Total	Cumulative
2 Geri-Pharm (102h) Collaboration, medication administration	8	8	1	0	9	120
Pharmacology, thinking	9	0	9	12	21	141
Human growth and development – older adult, advocacy	10	0	9	12	21	162
Evidence-based practice (EBP)	11	0	9	12	21	183
Client-centered care	12	0	9	12	21	204
Collaboration	13	8	1	0	9	213
Course 3 – NSG 082	Week	Class	Online	Clinical	Total	Cumulative
3 Psychiatric (102h) Mental health concepts	14	8	1	0	9	222
Therapeutic communication	15	0	9	12	21	243
Interpersonal/personal skills	16	0	9	12	21	264
Relationship/counseling skills	17	0	9	12	21	285
Thinking	18	0	9	12	21	306
Health Promotion	19	8	1	0	9	315
Course 4 – NSG 083	Week	Class	Online	Clinical	Total	Cumulative
4 Medical (102h) Coordination of care	20	8	1	0	9	324

Human growth and development – adult	21	0	9	12	21	345
Thinking	22	0	9	12	21	366
Scholastic inquiry	23	0	9	12	21	387
Resource stewardship	24	0	9	12	21	408
Coordination of Care	25	8	1	0	9	417
Course 5 – NSG 084	Week	Class	Online	Clinical	Total	Cumulative
5 Surgical (102h) Health teaching	26	8	1	0	9	426
Health teaching (continued)	27	0	9	12	21	447
Education	28	0	9	12	21	468
Education (continued)	29	0	9	12	21	489
Thinking	30	0	9	12	21	510
Health Teaching (continued)	31	8	1	0	9	519
Course 6 – NSG 085	Week	Class	Online	Clinical	Total	Cumulative
6 Pediatric (102h) Quality of Practice	32	8	1	0	9	528
Human growth and development – child	33	0	9	12	21	549
Human growth and development – child (continued)	34	0	9	12	21	570
Quality Improvement (QI)	35	0	9	12	21	591
Thinking	36	0	9	12	21	612
Quality of Practice	37	8	1	0	9	621
Course 7 – NSG 086	Week	Class	Online	Clinical	Total	Cumulative
7 Obstetric (102h) Family	38	8	1	0	9	630
Nutrition	39	0	9	12	21	651
Human growth and development – perinatal	40	0	9	12	21	672

Environmental health	41	0	9	12	21	693
Thinking	42	0	9	12	21	714
Environmental Health (continued)	43	8	1	0	9	723
Course 8 – NSG 087	Week	Class	Online	Clinical	Total	Cumulative
8 Professional Nursing (91h) Functioning in the professional role	44	8	1	0	9	732
Functioning in the professional role (continued)	45	0	9	9	18	750
Leadership	46	0	9	9	18	768
Leadership (continued)	47	0	9	9	18	786
Thinking	48	18	1	0	19	805
Professional Role	49	8	1	0	9	814
Course 9 – NSG 089	Week	Class	Online	Clinical	Total	Cumulative
Senior Practicum (86h) Professional Practice	50	0	7 C	36 [7]	43	857
NCLEX-RN Prep	51	0	7 C	36 [7]	43	900
Totals	52 weeks	154 h	296 h (311 w/C)	435 [450 w/C]	900	

Resources: Textbooks and Online Resources including ATI

Required Reading and Learning Activities:

Open RN Mandatory

Open RN e-books - free (OR print copies - cost)

ISBN: 9781957068015 Nursing Advanced Skills (2022)

ISBN: 9781734914115 Nursing Pharmacology (2020)

ISBN: 9781734914153 Nursing Fundamentals (2021)

ISBN: 9781734914139 Nursing Skills (2021)

ISBN: 9781734914177 Nursing: Mental Health and Community Concepts (2022)

ISBN: 9781734914191 Nursing: Management and Professional Concepts (2022)

Lippincott Williams & Wilkins - Mandatory

ISBN: 9781496347855 Sparks and Taylor's Nursing Diagnosis Pocket Guide, (3rd Ed. 2017 - may also use 2nd Ed.)

ISBN: 9781975217068 2024 Lippincott Pocket Drug Guide for Nurses (12th Ed. Tucker)
ISBN: 9780998734767 The Notebook (3rd Ed. 2019 – Bristol & Sherrill)

Non-Nursing - Mandatory

ISBN: 9781319393342 Easy Writer with Exercises (8th Ed. 2022 - Lunsford)
Microsoft Office 2019 (or newer) Home and Student or 365 subscription (Word, Excel, PowerPoint, OneNote) <https://www.microsoftkeys.net>

ATI Content Mastery Series - Mandatory Review Modules (books/e-books)

Please Note: You will need access to previous texts for A&P/BSF and Pharmacology: Kee 7th or newer, or Visovsky 10th or newer; Herlihy 5th or newer or Davis.

Resources - Optional

F.A. Davis

ISBN: 9781719647250 Leek: Pharm Phlash!: Pharmacology Flash Cards, 4th Ed. (2023)
ISBN: 9780803624931 Leek: Patho Phlash!: Pathophysiology Flash Cards (2011)
ISBN: 9781719646253 Myers: RNotes: Nurse's Clinical Pocket Guide, 6th ed. (2022)

Elsevier

ISBN: 9780323777797: Zerwekh: Illustrated Study Guide for NCLEX-RN Exam 11th ed. (2023)
ISBN: 9780323795302: Silvestri: Saunders Comprehensive Review for the NCLEX-RN Examination (2023)

Lippincott Williams & Wilkins/Nurse Think

ISBN# 9780998734743: Bristol & Herrman, & Stephenson: NCLEX-RN Conceptual Review Guide

Online Access - Mandatory

1. Assessment Technologies Institute (ATI): <https://www.atitesting.com>
2. Open RN <https://www.cvtc.edu/landing-pages/grants/open-rn>

Online Access - Optional

3. Nurse Tim Resources: www.NurseThink.com

Administrative Information

Admissions

Health Record: A health record of each student will be kept on file during the entire program. This will include the record of a recent physical examination and a record of immunity by a local Licensed Medical or Osteopathic Physician (MD or DO), Advanced Practice Registered Nurse (APRN), or a Physician Assistant (PA). Records must show evidence of immunity or current immunization to Rubella, Rubeola, and Varicella. Two current negative PPDs or a recent negative chest x-ray report are required. The PPD or current screening will need to be repeated prior to the yearly expiration date if the student's enrollment extends past the one-

year date of the PPD. If a student's PPD expires clinical attendance is prohibited. During flu season, influenza vaccination will be required.

Any change, or addition to, medication prescribed by a doctor, or changes in health status **at any time must be documented and in the student file.** Without this update of records, the student may not be eligible to participate in class and/or clinical assignments.

Medical release documentation will be needed for some medications and some physical conditions that are revealed from the physical examination questionnaire. Medical conditions which may require such documentation include, but are not limited to:

- seizure activity
- pregnancy
- back problems
- neuromuscular dysfunction
- cardiac problems
- hypertension
- endocrine disorders

Hepatitis B: It is highly recommended, though not required, that every student obtain Hepatitis "B" immunization vaccinations prior to clinical assignments. Information on Hepatitis "B" will be provided.

Mental Health: Any applicant who has ever voluntarily or otherwise been treated for mental or emotional illness-instability must:

- Submit documentation of satisfactory treatment and recovery prior to one year before entering the program.
- Submit documentation of the ongoing treatment from the treating agency or physician.
- Submit a letter of recommendation from the agency or physician granting approval for program admission. This letter must include the applicant's ability to handle stress, level of neuromuscular function, and appropriateness of affect. If the applicant is on medication, the letter must state that the medications will not inhibit the performance of the Professional Nursing (LPN-RN) student nor in any way present a harmful situation.
- Agree to follow-up visits with documentation during the program if required.
- Students who are admitted to a facility for treatment of emotional or mental illness or who show evidence of unstable behavior while in the program will be withdrawn. Re-admission will be considered after one year upon receipt of documentation as outlined above.

Pregnancy: If there is any possibility of a **pregnancy** the faculty member must be notified. Written permission from the MD, DO, APRN, or PA must be provided to be eligible to participate in class and clinical. It is the student's responsibility to take the necessary precautions in the clinical area regarding X-ray, radiation, chemical, viral, or any other hazardous exposure.

Illness: A student who becomes **ill** during school hours shall report to a faculty member. If (s)he becomes ill in the clinical area, the student should report to the faculty member or

department director. If unable to call the faculty member, the supervisor will initiate the call. If a student who becomes **ill** at the clinical site requests treatment, care will be given at the student's expense.

The faculty member reserves the right to dismiss a student from a clinical assignment based on evidence of illness. Absence time will be accrued. Upon request from a faculty member, a student will be required to obtain a written statement from a physician for any absence due to illness or injury.

Injury: Injuries sustained during classroom or clinical hours must be reported immediately to a faculty member. An Incident/Accident Report will be initiated. It is the student's responsibility to contact the insurance carrier. If a student is exposed to blood or body fluid the Post-Exposure Protocol must be initiated immediately.

Medical Care Visits: Students who have been admitted to either the hospital or seen in an emergency room for an illness or injury are required to obtain documentation from the healthcare provider before being allowed to return to school and clinical assignments. Additionally, any student diagnosed with a communicable disease must obtain documentation in order to return to class or clinical assignment.

Drug Testing Policy: FMTC is committed to maintaining high standards of education and practice. Safe practice requires the efficient and reliable functioning of students in clinical and training areas. In an effort to provide a safe environment for students, to maintain high standards of Professional Nursing (LPN-RN) education and practice, and to comply with requirements mandated by cooperating clinical facilities, FMTC has implemented a drug-testing program for the identification and referral of students who may be chemically impaired (chemical impairment includes alcohol and drug use).

Pre-admission and subsequent drug screening at the expense of the student are required prior to the first day of class and randomly thereafter. Information about this requirement will be provided prior to beginning the program. Applicants who are taking prescription narcotics may be prohibited from entering the program as the clinical affiliates and the schools are "Drug-Free Environments."

FMTC complies with all drug testing policies and procedures of the clinical sites and facilities in which students obtain clinical experience. Drug Screening will be performed by one of the listed Lab Corp labs. The laboratory shall report student test results directly to the Program Director or a designee. The report will identify the drugs/metabolites tested for, whether positive or negative, and the cutoff for each. These test results will be maintained in strict confidentiality. In the event of a positive screening, students cannot be enrolled and will need to reapply after a six-month waiting period.

Any applicant to, or a student enrolled in, the Professional Nursing (LPN-RN) program, who has a history of chemical abuse or an arrest record indicating the same, may be required to immediately contact the Intervention Project for Nurses (IPN) prior to acceptance into the program. Based on the evaluation process of IPN the applicant may be asked to enter into a

contractual agreement with IPN. Failure to enter into this contract and/or comply with the requirements of the contract will prohibit admission into the program or continuation in the program.

Reasonable Cause Screening: If at any time during the program, a student is suspected of being chemically impaired, the student shall be escorted to a Collection Site for screening. If the test results are negative, there will be no charge to the student. However, if the test results are positive the student is responsible for the cost of the screening. Reasonable suspicion means a reasonable and definable belief that a student possesses or uses drugs or alcohol, is intoxicated, impaired, or is diverting drugs or alcohol based on reasonable inferences drawn from facts. Among other things, such facts and inferences may be based upon:

- Observable indications of potential drug or alcohol use while in the classroom or clinical site, such as direct observation of drug use or of the physical symptoms or behaviors of being under the influence of alcohol or drugs.
- Abnormal conduct or erratic behavior while in the classroom or clinical site, or a significant observable deterioration or reduction in performance.
- A report of suspected drug or alcohol use, provided by another student, a member of the faculty or staff, a clinical employee, or an otherwise reliable source.

If the drug screen is positive, the student will be withdrawn from the program and advised to self-report to the IPN. The student may re-apply for entry after one full year of compliance with IPN. It must be understood that any Licensed Nurse is required by law to report such use of a chemical substance to IPN or the Florida Board of Nursing. See Florida Statute 464.

Any student, who withdraws from the program and then returns after 6 months or longer, will need to have the drug and background screen repeated.

Abuse of prescribed or over-the-counter medications will be dealt with in the same manner as the abuse of illegal substances and alcohol. Entering affiliate business with prescribed narcotics in the body is prohibited where such use prevents the individual from performing the duties of his/her job or poses a risk to the safety of the individual, patients, or other persons or property. The affiliate reserves the right to judge the effect that a legal drug may have on job performance and to restrict the individual's work activities or presence at the workplace.

Criminal History: Any student who has been arrested should be aware that the Florida Board of Nursing will require information about the arrest before the student will be permitted to take the licensure examination upon graduation from the program. All convictions, guilty pleas, and nolo contendere or no contest must be reported. This includes misdemeanors, felonies, "Driving While Intoxicated "(DWI)" and Driving Under the Influence "(DUI)." Additionally, DWLS "Driving While License is Suspended" must be reported. Crimes must be reported even if there is a suspended imposition of sentence. Failure to disclose criminal history may result in denial of the application by the Board of Nursing. Any applicant who has ever been found guilty of, or pled guilty or no contest/nolo contendere, to any charge other than a minor traffic offense, must list each offense on the application and submit the following information:

- Arrest Records that are Certified or Official
- Final Disposition
- Self-Report
- Letters of Recommendation

Each application is evaluated on a case-by-case basis. The Board of Nursing considers the nature, severity, and recentness of offenses, as well as rehabilitation and other factors. **FMTC cannot guarantee that any graduate will be allowed to take the licensure examination or be employed in a healthcare facility.**

Any student, who accrues an arrest while enrolled in the program, must notify the Program Director within two days following the arrest. Failure to do so will result in withdrawal of the student from the program. The student may also be withdrawn due to the nature of the arrest.

Academic Progress and Program Progression

Tests and Quizzes will constitute the major portion of the theory grade. These summative assessments may be objective (multiple choice), alternate test format, select all that apply, or essay. The MPI-HB and each course syllabus provide information regarding grade weights that be calculated toward the course's final grade. The types of tests administered may include unit tests, final exams, content quizzes, and ATI (Assessment Technologies, Inc.). A late exam may be given only with prior permission of the faculty member with consideration on an individual basis and as needed.

Below 80% = Course failure. Students must achieve ≥80% in BOTH theory and the clinical practicum to progress to the next course in the sequence.

Course Requirements:

1. A final grade of 80% is required in order to continue in the Professional Nursing (LPN-RN) program and advance to the next course in sequence.
2. Satisfactory completion (80% or greater) of all laboratory skills and clinical hours is required in order to advance to the next course in sequence.
3. A student must comply with attendance requirements set forth for course hours according to FMTC's Professional Nursing (LPN-RN) MPI-HB.
4. Grades are uploaded to a secure gradebook software system known as FOCUS. This online gradebook enables the student to monitor his/her academic progress throughout the course.
5. All grades and attendance hours are final as of the completion of a course.
6. Refer to the Course Grade Information Sheet.

Each course grade must average a minimum of 80%. All laboratory practice must be satisfactory. CPR certification, TB screening, and any other requirements must be in good standing to attend clinical rotation assignments.

Satisfactory Completion of Laboratory Skills and Simulation Opportunities: The Lab and Sim are valuable tools that enable the students to experience situations in a non-threatening, learning environment prior to real-life clinical experience. Therefore, it is vital that the student prepare for the lab and sim experiences with the tools available, prior to the scheduled lab or sim. Lack of preparation reflects poorly on the student's intentions and employability and will be graded accordingly.

Clinical Practicum Progress: Clinical experiences are an integral part of the curriculum and are designed to provide the student with learning experiences that enhance classroom instruction.

- Progress in the clinical areas will be evaluated daily, including frequent coaching in areas that need strengthening.
- The clinical competency checklist in the Clinical Training Record identifies the duties and competencies of each clinical assignment.
- On a daily basis, each student will be evaluated regarding their clinical points (grade). The clinical points (grade) awarded by the faculty member are determined by the clinical evaluation form in the Clinical Training Record (CTR).

Clinical Supplies: All students will be required to purchase supplies for lab and clinical and **must carry** the following:

- Black pen
- Bandage scissors
- Penlight
- Goggles
- Stethoscope
- Clinical Training Record
- Watch with a secondhand
- Small Notebook

Assessments, Career Applications, and Employability

Focus and Evaluation: Students must comply with all school regulations to be allowed the privilege of attending the Professional Nursing (LPN-RN) program at FMTC. According to the policy of FMTC, a student may be dismissed for unsatisfactory conduct, excessive absences, violation of safety regulations, and unsatisfactory progress. The Professional Nursing (LPN-RN) faculty members use a systematic process to review student progress and to make recommendations for continuation in the program. In that review, factual information from academic, clinical, and employability evaluations is considered. If the faculty determines that the student has deficiencies that limit the possibility of success in the program, the faculty member must notify the student of the deficiencies and the expectations for remediation. This notification may take the form of a Learning Contract and/or include a Deficiency Report with action. Deficiency Reports related to unsatisfactory academic progress, clinical performance,

or employability skills may be imposed singularly or in combination. Continuation in the program is dependent upon the resolution of deficiencies. Failure to do so will result in withdrawal of the student from the program. Grades are kept in a secure portal known as Focus.

Methods of Evaluation: The grade percent breakdown for each course is as follows:

Activity	Percent of total grade
Career Application:	70%
Reading and Activities <ul style="list-style-type: none"> Points per chapter = 10 each Review for NCLEX (ATI Review Modules 1 hour/week) <ul style="list-style-type: none"> Points per week = 5 	5%
Assignments - points per weeks 1-5 = 80 points as follows: <ul style="list-style-type: none"> Case Study +/- Lecture = 10 ATI = 25 Thinking (Presentation, NCP, CM) = 20 Meds = 10 Discussion = 10 Journal = 5 	15%
Tests and Quizzes <ul style="list-style-type: none"> ATI Practice or LS = 5 each Quizzes = 10 each Final Exam = 20 	50%
Career Applications	25%
Clinical/Skills* zero for below 80% (failing) <ul style="list-style-type: none"> Weeks 2-5 = 10 each Assessment Check Off & Observation = 10 	25%
Employability** per CTR	5%
Employability <ul style="list-style-type: none"> 10 points each, 2 class, 4 clinical, 4 online = 100 per course 	

***Clinical Grade must be at or above 80% (Passing). If the grade is not at or above 80%, a ZERO will be entered into the Clinical/Skills portion of Focus, causing a failing grade in the course.**

****Employability Grades** will be deducted in Focus, as described on the first day of each course. Adults should be able to conduct themselves professionally without reminders, so consider this the only warning. There is no way to return Employability points unless it is a clerical error. There is an equivalent of 10 points per day (class, clinical, online weekly class) so build your character to keep the points.

Grading System and Grading Scale: Each student is responsible for being aware of his/her academic status for classroom theory courses and clinical experiences. Grades will be awarded according to FMTC's Professional Nursing (LPN-RN) MPI-HB and/or the Course

Syllabus. A student should seek advice/help from the faculty member as needed.

The grading scale is as follows.

A = 100% - 90%

B = 89% - 80%

Satisfactory Academic Progress: In order to receive and continue to receive financial assistance of any type, a student must maintain satisfactory academic progress. The Financial Aid Advisor will require a progress report to be completed by the student's faculty member and submitted to the Financial Aid Office prior to each disbursement.

Students are considered to be making Satisfactory Academic Progress (SAP) if they successfully complete their scheduled clock hours, achieve a specific cumulative grade evaluation or grade point average (GPA), and do not exceed the maximum time limits to complete their course of study. Each SAP will be checked at 450 clock hours and prior to subsequent disbursements for students enrolled in programs one academic year or greater. Progress will be checked at the halfway point for programs that are less than one academic year. No SAP is required prior to the first disbursement.

Program Progress: Tests and quizzes will constitute the major portion of the theory grade. Tests and quizzes may be objective (multiple choice), alternate test format, select all that apply, or essay. The course syllabus provides information regarding test and quiz grade weights that will be calculated toward the course's final grade. The types of tests and quizzes administered include content quizzes and ATI. A late test or quiz may be given only with permission of the faculty member with consideration on an individual basis and as needed. There are NO scheduled make-up exams for failing grades. Each course grade must average a minimum of 80%. All laboratory practice must be satisfactory.

Work Habits: Effective work habits are the cornerstone of successful employment. Students are expected to demonstrate productive work habits during all phases of enrollment. Faculty members will work with students who need assistance in this area to improve the overall possibility of successful employment.

Attendance: Attends class, arrives/leaves on time; begins and ends work as expected.

Character: Displays loyalty, honesty, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility; displays a high level of effort and commitment to performing and completing work.

Teamwork: Respects the right of others; respects confidentiality; is cooperative; is assertive; displays a customer service attitude; seeks opportunities for continuous learning; demonstrates mannerly behavior; encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment, team spirit, and interprofessional collaboration.

Appearance: Displays appropriate dress, grooming, hygiene, and etiquette; wears the full regulation uniform.

Attitude: Displays a willingness to cooperate and accept constructive criticism; sets realistic expectations; approaches assignments with interest.

Productivity: Is prepared for class by reading assignments and completing homework; contributes to class discussions; and is engaged in lab/sim activities (in other words, no sleeping or daydreaming). Follows safety practices; conserves and maintains equipment and supplies; keeps work area neat and clean; follows directions and procedures; makes up assignments and tests punctually; notifies proper authorities of situations presenting potential safety hazards; does not use or knowingly permit others to use tools and equipment improperly; stays on task and utilizes time constructively.

Organization: Manifests skill in prioritizing and managing time and stress; demonstrates flexibility in adapting to changes.

Communication: Communicates accurate information to others in a professional and courteous manner; displays appropriate nonverbal (eye contact, body language) and oral (listening, telephone etiquette, grammar) skills; asks pertinent questions; listens attentively to others, notifies faculty member in advance of absences or tardies.

Requirements for Certificate: All competencies specified in the Florida Department of Education Curriculum Frameworks for the program must be successfully completed. Successful completion is at least an 80% average in the areas of Assessments, Career Applications, and Employability.

Proficiency in the competency standards listed in the MPI-HB must be demonstrated (See Florida Department of Education Curriculum Framework Standards). Students must meet minimum Basic Skills Assessment requirements (or qualify for an exemption) prior to graduation. In addition to the requirements above, the recommendation of the faculty member for certification includes consideration of employability skills, personal appearance, a willingness to learn and to work, punctuality, cooperative attitude, and appropriate work habits.

Employability Skills

Compliance with all school, program, and clinical facility rules regarding behavior and attendance is a hallmark of employability. Demonstration of good employability skills, and especially compliance with program rules and regulations, is essential for successful advancement in the program.

Employability Performance Expectations: Point allocation is per course. The Employability Points will include both clinical and classroom sessions.

Employability and Professionalism: Performance expectations (Employability) will be scored on a daily basis when in the classroom and clinical setting. Employability skills are essential in obtaining and maintaining a successful healthcare career. Students begin each course with an Employability grade of 100%. Employability for Professional Nursing (LPN-RN) is evaluated on Professional Appearance, Professional Attendance, and Professional Behavior across the

classroom, skills lab, simulation lab, and clinical settings. Employability points are deducted for infractions violating the following:

1. Professional Appearance (-1 point)

- a. **ID badge:** Present and visible above the waist.
- b. **Jewelry:** One wedding ring, one pair of earrings, one nose post is allowed.
- c. **Nails:** clean and short. Only clear or light pink polish, not chipped or peeling, no gels, etc.
- d. **Uniform:** Clean, neatly pressed, roomy, covers body appropriately, hemmed above floor; warm up jacket or long-sleeved T (matching) or lab coat if cold.
- e. **Tattoos:** Only appropriate tattoos are visible.
- f. **Hygiene:** Clean, no body odor, no fragrant hygiene products.
- g. **Hair:** Is neat and contained. No false eyelashes or hair extensions that could interfere with patient safety.

2. Professional Behavior (-2 points)

- a. **Tardy:** Day 1.
- b. **Shows initiative:** Interested in acquiring new knowledge.
- c. **Effective communication** with faculty or staff.
- d. **Engaged:** Stays engaged in the learning process. In assigned area class/clinical.
- e. **Punctual:** Present and not sleeping.
- f. **Language:** Proper professional language in class, clinical, and online communication.
- g. **Prepared:** Comes with appropriate equipment, paperwork, supplies, etc.

5. Professional Conduct (-5 points)

- a. **Tardy:** Day 2+ (plus attendance referral).
- b. Provides **30 min notice** when tardy or absent.
- c. Maintains **confidentiality and/or HIPAA**.
- d. **Cell phone is not present and/or in use** during class or clinical.
- e. Shows integrity in care and **documentation**.
- f. Shows **accountability** for one's actions.
- g. Provides or **reports true and accurate information**.

10. Unprofessional Conduct (-10 points)

- a. **NO CALL, NO SHOW!**
- b. **Unprofessional conduct** - disrespectful to people and/or environment.
- c. **Does NOT practice safe care.**
- d. **Other...**

Employability is worth 5% of the Class Grade and is also calculated in the Clinical Grade.

Assessment Technologies Institute, LLC. (ATI): The nursing faculty at FMTC have student success as their top priority. As such, the faculty has adopted a series of nationally normed standardized assessments which will be required throughout the nursing curriculum. ATI testing program involves learning, testing, applying information, and will also provide a review program.

- The Test of Essential Academic Skills (TEAS) will be required as part of the admissions process for certain applicants.
- All of the computerized assessments are mandatory and make up a part of the course

grade.

- Faculty reserves the right to add new assessments and to require remediation assignments when needed for identified student learning needs.
- Refer to each course syllabus for specific ATI course requirements.
- Students are required to take the Comprehensive Predictor ATI assessment given some time during the final six weeks of the program.
- The required minimum score on the ATI RN Predictor assessment is 90% probability of passing (POP).
- If a student scores less than the required 90% POP, a follow-up Comprehensive Predictor assessment must be taken and passed at a 90% POP after completing the required remediation.
- If 90% POP is not acquired on the 2nd attempt, the student must complete the required remediation again and take the assessment again. The third assessment will be at the student's own expense.
- Upon passing with a 90% or higher, and completing other program requirements including full payment, the graduate will be awarded a Certificate and transcript.

Graduation and Transcripts

Graduation: When the student has successfully mastered all course requirements both academic and clinical, he/she will be eligible to receive a Certificate of Professional Nursing (LPN-RN) and participation in the graduation ceremony.

Transcripts: A transcript will be provided to graduates after graduation. Additional official transcripts will be provided upon written request to the Health Science Education Department at a charge of \$5.00 each.

No student information, including transcripts or job references, will be given without written permission from the student/graduate.

General Course Policies

This syllabus provides general course information and guidelines. It is not all-inclusive. Additional learning activities may be required at faculty discretion. All policies and procedures specified in the Professional Nursing (LPN-RN) MPI-HB and/or FMTC Student Handbook apply to this course. You are responsible for reading, being knowledgeable about these policies, and complying with the policies.

Responsibilities and Conduct

Faculty Responsibilities: It is the responsibility of the faculty to provide an engaging learning environment, as well as great and timely communication. Copious amounts of information will be delivered to the students, and it is the faculty's responsibility to answer questions regarding the expectations of the courses and the program. Faculty will have office hours available for student concerns and questions as well as email and text/call capabilities. General faculty hours are Monday – Thursday 0700-1630. Students may text questions to the faculty member during business hours and the faculty will respond as able. If no response is received within 2 hours, students should email. Students should expect to receive an email response within 24-36 hours during the business week and as available on weekends.

Student Responsibilities: It is your responsibility to keep up with your assignments, which will help you to understand and increase your success within the classroom and online. Engagement in the classroom and online settings is a valuable component of the course, and you should make every effort to be actively involved.

For each unit, you are expected to do the following:

1. Complete all assignments as assigned.
2. Locate the meanings of key terms of the unit and textbook until familiar with them.
3. Be an active learner in class and online discussions and seek out knowledge.
4. **Plan ahead, and allow enough time to meet deadlines, especially in Florida's stormy weather, family emergencies, or illnesses.** If you have an issue with ATI or any other online source, you need to call the company Help Desk first. If it is an issue on the provider side, the instructor will be notified of the problem and will revise due dates if necessary.
5. **Be alert and awake for each class and clinical.** For your best learning experience, **please note that you are NOT ALLOWED to work the immediate 7 hours prior to class or clinical. Please adjust your work schedule accordingly.**

Assignments are due Mondays at 2359 unless otherwise specified: The student will receive a grade of zero (0) for any assignment not turned in on the designated date and time. In addition, employability points will be deducted. You will find the assignments listed for each unit on Blackboard. You will submit your completed assignments electronically, on the assigned due date, by 2359.

- Submitting assignments past time, on the actual calendar due date, the grade will be 50% of the achieved grade.
- Submitting the assignment on the second calendar day, after the due date, the grade will be 0.

Student Conduct and Professionalism

Student Conduct: For successful completion of the Professional Nursing (LPN-RN) program, the student must demonstrate the attributes of a concerned individual who respects the needs and values of others. This is demonstrated by: a caring attitude, the use of judgment necessary to perform healthcare duties in a safe, ethical, and legal manner; loyalty to the school and the various healthcare facilities; demonstrated by using the proper chain of

command, keeping peer confidence, respecting others, and maintaining total clinical confidentiality; and the ability to follow directions and accept personal responsibility for actions and behaviors of self. All students are expected to conduct themselves at all times in a manner that will contribute to the best interest of the school. At no time should one student's conduct infringe on the rights of others.

Professionalism Core Values

Professionalism in nursing embodies values inherent to those who pursue a nursing career. The core values of professionalism include patient advocacy and the pursuit of new knowledge; accountability; confidentiality, honesty, integrity, and safety; responsibility; caring and the belief in human dignity, the desire to prevent and alleviate suffering; and teamwork and collaboration.

Unacceptable behaviors are considered when determining employability and clinical evaluation grades.

Expected Behaviors	Unacceptable Behaviors
<p>Advocate:</p> <ul style="list-style-type: none"> Places the patient's welfare as your first priority. Respond, anticipate, and assist the patient in meeting their needs. Explains procedures, orders, and treatments. Keeps the patient informed of the plan of care. Obtains patient consent before completing and or observing a procedure. 	<ul style="list-style-type: none"> Inconsistent in completing required tasks. Leaves tasks for others when possible. Takes breaks before completion of duties. Difficult to find when needed. Views doing procedures for the experience alone without regard to the needs of the patients. Not familiar with patient diagnosis or patient history. Leaves a patient who requires student presence. Does the minimum work required.
<p>Accountability and the Pursuit of New Knowledge:</p> <ul style="list-style-type: none"> Willing to learn, committed to life-long learning. Follows policies & procedures. Adheres to dress code, "how you look cannot guarantee success, but it can ensure failure." Recognizes personal capabilities, knowledge, and areas of weakness. Open-minded with a desire to explore new knowledge. Takes responsibility for errors and views them as a learning opportunity. Utilizes critical thinking and offers suggestions for encountered problems. 	<ul style="list-style-type: none"> Does not take responsibility for own actions. Requires continual reminders about responsibilities. Does not report errors to the faculty member. Feels policies are irrelevant and not important. Blames others for their own shortcomings. Does not question patients' care or condition which is not understood. Does not show initiative in acquiring new knowledge. Performs procedures without preparation and knowledge. Sloppy, unkempt appearance.
<p>Confidentiality:</p> <ul style="list-style-type: none"> Strict patient confidentiality is required by law. Refrains from discussing patients or hospital situations at home, in the cafeteria, in the elevator, or anywhere one would be overheard. Patient information with names must never leave the clinical facility. At the end of the clinical day, all patient information is discarded into the approved receptacles. 	<ul style="list-style-type: none"> Discusses patient and/or experiences with anyone other than those who are required to know. Mentions the names of patients you learned were hospitalized. Photo-copying patient information, including chart forms, lab/x-ray results, and MARs, or any part of a patient's record. Fails to shred worksheets or any other piece of paper with patient information written onto it before leaving the assigned patient unit. Fails to maintain confidentiality with others who do not have the right to know. Breaching patient confidentiality is grounds for immediate dismissal from the program.

<p>Honesty, Integrity, and Safety:</p> <ul style="list-style-type: none"> • Forthright with others. • Complies with safe techniques even when not being observed. • Gives prior notification to faculty when unable to meet requirements. • Accepts rules/guidelines even if not in agreement with them. • Pays attention to detail. • Abstains from the use of alcoholic beverages or any substance that impairs judgment. 	<ul style="list-style-type: none"> • Skips clinical or other obligations when not supervised. • Fails to communicate a patient's condition in a timely manner with the potential for affecting patient safety. • Fails to report errors. • Acts outside the scope of practice. • Falsification, forging of, or altering documentation. • Fails to report unethical behavior. • Fails to clarify physician orders. • Guesses at answers. • Relies on aides and peers for assistance instead of the faculty member. • Ignores difficulty in meeting requirements and does not discuss with faculty. • Abandonment, leaving the clinical site, or patient assignment without notification. • Provides or reports untrue or inaccurate information. • Refuses to ask for help. • Administers medications without the faculty member and/or patient care nurse.
<p>Responsibility:</p> <ul style="list-style-type: none"> • Conscientious about being on time and prepared for class and clinical. • Demonstrates a positive attitude. • Recognizes the impact of own behavior on others, especially patients. • Self-directed and helpful. • Committed to excellence. • Tries to be the best nurse possible. 	<ul style="list-style-type: none"> • Reports to clinical late. • Fails to return from break/lunch on time. • Fails to be prepared for clinical by having the required equipment. • Does not show initiative. • Fails to show or notify the faculty member of absence. • Fails to assist patients not assigned when they need help or have used the call light.
<p>Caring and Preservation of Human Dignity:</p> <ul style="list-style-type: none"> • The desire to prevent and alleviate suffering. • Develops helpful trusting relationships with patients. • Deals with others in a respectful, sensitive, and non-judgmental manner. • Treats others as you would want to be treated. • Listens to and shows interest in patients. • Allows patients to express their emotions. • Anticipates patient needs and checks on patients frequently. • Before leaving the patient's room, asks, "Is there anything else I can do for you." • Introduces self and maintains eye contact with the patient. • Utilizes appropriate touch. • Involves patient and family in patient care. • Follows the chain of command to resolve issues. 	<ul style="list-style-type: none"> • Any verbal, nonverbal, and/or written action which is deemed threatening or bullying is not tolerated. • Utilizes offensive language and/or profanity. • Addresses patients with terms of endearment rather than using their names. • Does not listen to patient concerns. • More focused on skill rather than patients.

<p>Teamwork and Collaboration:</p> <ul style="list-style-type: none"> • Recognizes that we are guests within the healthcare facility. • Willing to learn. • Complies with clinical site policies. • Pleasant to staff, peers, and faculty. • Approaches disagreement diplomatically, able to see both sides of an issue. • Accepts criticism constructively. • Adaptable and flexible, ready to make changes. • Adapts quickly and is cooperative. • Able to work and share with others. • Maintains positive attitude: cheerful, upbeat with a “can do” attitude. 	<ul style="list-style-type: none"> • Becomes defensive or argumentative with others. • Uncommunicative with faculty and staff. • Fails to participate, cooperate, and contribute to patient care. • Demonstrates words and/or body language which conveys disapproval or dismissal of others’ opinions. • Ignores advice or directions given by faculty or staff. • Fails to “report off” to the nurse before leaving. • Refuses to accept constructive criticism. • Demonstrates behavior that threatens the continued relationship between the school and the healthcare facility. • Complains in the clinical setting, expressing discontent to inappropriate parties.
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Dress and Appearance

Students enrolled in Professional Nursing (LPN-RN) must be appropriately dressed **when on campus and when at a clinical assignment**. The faculty member will require that the student correct inappropriate uniform/appearance before allowing entry into class or clinical. **If a student is in doubt as to whether a clothing item is permissible, ask the faculty member before buying or wearing the item of clothing.**

Clothing: Student Uniforms have been specifically chosen to identify the student as a Professional Nursing (LPN-RN) student from FMTC.

- It is always required attire when at a clinical assignment and when on campus as assigned by the faculty member.
- The uniform must **fit loosely and properly** to allow for freedom of movement without skin exposure.
- Uniforms should be in **good condition** and not show signs of wear.
- The uniform grey polo shirt and black scrub pants may be worn to class.
- They must be freshly **laundered and pressed**.
- **Pant length** should not be a length in which the pant legs drag on the floor. Dragging pant legs are considered a health and safety issue.
- **Shoes** must be all black leather with closed toes and heels, clean and polished. Shoe soles must be skid resistant.
- **A lab jacket** (light grey or black) may be bought for wearing over the official student uniform if additional coverage is needed. During cooler weather, a light grey or black T-shirt or turtleneck may be worn under the uniform. Sweaters and other forms of cover-ups are not allowed in the clinical sites.
- When in uniform, **black socks** that are long enough to cover the legs completely when sitting should be worn.

Identification: School-issued identification badges must be visible on the upper part of the chest for easy viewing and must be worn at all times while on campus or at a clinical site. If a student comes to class without the proper identification, a temporary ID must be obtained and worn. A student may be denied admission to the clinical site without the proper ID. Replacement identification badges can be purchased for \$10.

Hair: Must be contained off the face, in either a bun or braid or if of a short length, secured so that it does not fall forward and is kept out of the eyes at all times.

- Hairstyles and color should not detract from patient care.
- All hair apparel should be a color that blends with the hair color.
- Hair apparel should be plain, without embellishments of any kind, and should be of uniform color.
- Facial hair (beards/mustaches) may be worn if kept neatly trimmed. Facial hair is not allowed if it interferes with masks not fitting properly. Safety and infection control standards may apply to the hair, including facial hair.

Nails: Must be clean, short, and not extend beyond the fingertips. Clear-colored polish is allowed. Artificial nails, acrylic nails, gels, or nail enhancements of any kind are not allowed.

Tattoos: Those that are suggestive, biased, sexually related, or that may be considered offensive must be covered.

Jewelry: Must not interfere with the student's ability to safely perform nursing functions. The faculty member may request that ear and facial piercings that detract from acceptable care standards be removed.

- No visible chains or necklaces.
- No bracelets.
- One small post earring in each ear is allowed. Large, hoop, and/or dangling earrings are unsafe and therefore not allowed.
- One small nasal post is allowed.
- Medic alert bracelets, wedding rings, and engagement rings are allowed but should not endanger any client.

Perfume: Cologne or fragrant hygiene/care products must not be worn in the classroom or clinical areas.

Gum: Is not allowed in the clinical areas or in the classroom.

Students Displaying Disruptive Behavior: Will be asked to leave the classroom/clinical setting and faculty will start a Deficiency Report. Students will be directed to report to the administration to address the disruptive behavior and resultant consequences. The occurrence of additional disruptive behavior will result in the student being referred to the administration. See the Adult Code of Conduct for examples of discipline infractions.

Additional Requirements for Professional Nursing (LPN-RN)

Auto Insurance: Students are responsible for the purchase of their vehicle insurance. When providing transportation to a fellow student, auto insurance is required.

CPR: Cardiopulmonary resuscitation certification is mandatory prior to attending clinical practicum, as defined by clinical affiliates. American Heart Association Basic Life Support (BLS) for Healthcare Providers (CPR/AED) certification must be current at all times.

No Smoking Policy: FMTC is part of The School District of Lee County and as such maintains a No Smoking, vaping, or e-cigarettes on school property policy. Additionally, students must comply with the No Smoking policies of each clinical affiliate. Failure to do so will forfeit the student's right to participate in clinical experiences at that site. Therefore, the student will be unable to satisfactorily complete the requirements of the program and will be withdrawn.

Student Accident Insurance: It is highly recommended that each student carries their own health and/or medical insurance. Additionally, the school requires each student to be covered under the school's accident insurance policy. This policy will be in effect from the first day of class through the following twelve months of the program. The accident policy provides coverage while the student is participating in school-sponsored activities while on the premises designated by, and under the direct supervision of the school. Students are responsible for submitting the required documentation to the insurance company and for any expenses related to the student's treatment for accidents or injuries.

Student Liability Insurance: All students are covered under a liability insurance policy carried by the school. The liability policy provides coverage while the student is participating in the program activities. If an accident or incident occurs involving a student or a patient under the care of a student, the student must complete an Accident/Incident report within 24 hours.

Attendance Policies for Class and Clinical

Purpose: Healthcare workers must be reliable and dependable employees. Reporting to work as scheduled and arriving on time are critically important employability characteristics to maintain. The administration, faculty, and staff at FMTC believe that it is essential within the Professional Nursing (LPN-RN) curriculum to teach employability skills as an integral part of the educational program and to practice these skills throughout the program. The client's welfare is dependent on the worker being in the right place at the right time. Additionally, regular attendance is necessary for the student to take full advantage of the available educational opportunities.

Student Attendance Responsibility:

- All students shall be in attendance every day and on time for every class.
- Any student who will be late or absent from the clinical/class assignment must notify the faculty member at least 30 minutes prior to the scheduled start time for each day. Failure to notify the faculty member will be reflected in the student evaluation and employability points will be deducted.

- All students shall be responsible for obtaining and completing all assignments missed during an absence.
- All students must bring appropriate materials to all classes and clinical experiences and be prepared to work. Failure to do so may result in the student being asked to leave the class or clinical area.
- All students are responsible to log in and log out of the assigned attendance computer in order to receive credit for class time.
- Student appointments must be made prior to or after class or clinical so that attendance time will not be lost.
- Students are responsible for keeping up to date with their attendance via Focus regarding tardies, absences, and employability points deducted. Any discrepancies or concerns should be brought to the attention of the faculty member ASAP and prior to the end of each course. Changes must be made before advancement to the next course if an error has occurred. Once the student has advanced, past hours will not be changed or re-evaluated. If a student has questions regarding attendance, this must be discussed with the current faculty member and by appointment only.

Attendance: Attendance is essential for success in your program. Participation in this class and online is an important part of learning. For purposes of this program, the following definitions are used:

1. Tardy – Any time missed from class or clinical during the required time of attendance, such as arriving late or leaving early. Excessive tardiness is defined as two or more occurrences. At the second tardy occurrence, five points will be deducted from the Employability grade and a disciplinary referral issued. Additional points may be deducted should tardiness continue.
2. Absence – Absence of time missed from class and clinical is limited to **5% per payment period. Each payment period is 450 hours** so the maximum amount of time that can be missed per payment period is **22.5 hours**. At greater than 22.5 hours per payment period, **the student may be withdrawn. Consecutive absence of 4 days without notification OR 45 hours for the entire program will result in immediate withdrawal without notification.** The student will be referred to administration with **greater than 12 hours** of absence per any one course, or three days of being tardy regardless of time missed.
3. Attendance Deficiency Process
 - The Program Manager will pull attendance at the 50% threshold of scheduled hours per payment period.
 - If a student is in jeopardy of missing more than the 5% of scheduled hours in that payment period, then the student will receive written notification that they are in jeopardy of being withdrawn due to attendance. If necessary, the student will meet with the Program Manager to discuss written notification.
 - Faculty will inform the Program Manager if there are attendance issues that arise prior to the 50% threshold.
 - Students who miss more than the 5% per payment period may be withdrawn.

Class/Clinical Hours: Classroom hours are routinely scheduled between 0730-1600. Clinical hours will vary with the facility and the assignment but are generally from 0645-1915. Each faculty member will provide a schedule of classes and clinicals with assigned locations and

expected hours of attendance. Clinical hours may include evenings, nights, and weekends and may begin as early as 0600. The length of a clinical day may be 6-13 hours.

Clinical Attendance Policy:

- If a student will be late or absent from a clinical assignment, the faculty member must be notified at least 30 minutes prior to the scheduled time of arrival.
- Students must meet with the faculty member at a previously assigned location prior to going to the assigned patient unit.
- If a student arrives late to the clinical site, he/she must phone the faculty member upon arrival and before going to the assigned patient unit.
- Being respectful to our clinical affiliates and the mentoring staff, if a student arrives at a clinical site more than 60 minutes late with or without prior notification, the student assignment may be altered and/or potentially sent home and accrue a full day's absence.
- Students must not leave the clinical site for any reason without the faculty member's permission to do so.
- Students must not leave a clinical site until dismissed by the faculty member.
- Students must not return to the clinical site or assigned unit after being excused by the faculty member unless faculty member approval is given in advance.

Make-up work: The student must contact the faculty member regarding any/all work that was missed. Make-up work is at the discretion of the individual faculty member. All make-up work is required to be completed by the morning of the student's return to school or the next online due date. Failure to complete make-up work will result in receiving a zero for the assignment.

Holidays, Teacher Duty Days, and Hurricane Days

Since the Professional Nursing (LPN-RN) program is on a twelve-month calendar, at times the Professional Nursing (LPN-RN) student may be in class/clinical when the K-12 students in the School District of Lee County system are not in attendance. At the beginning of every course, a calendar will be provided to each student.

Holidays: An anticipated tentative schedule will be announced at the beginning of the program. Do NOT plan vacations on any school days, as this will put you over your percentage of absences allowed.

Teacher Duty Days: Students will not attend class on planning or in-service days. These too will differ from The Lee County Schools' ten-month student schedule. A schedule of these days will be announced as it is available.

Hurricane Day(s): In the event of a school closing(s) due to a hurricane, the day will be made up at the earliest possible date. If the School District of Lee County announces SCHOOLS AND ALL SCHOOL OFFICES ARE CLOSED, the student should NOT report to the school or the clinical agency. Always check in with the faculty member if this should occur.

Admission/Readmission/Transfer

Transfer credit: will be established on an individual basis to a student who has been enrolled satisfactorily in another Florida Board of Nursing approved program in an accredited school or who was previously enrolled in a program at FMTC and wishes to return to the same program or another Health Science Education program.

The applicant will be accepted by transfer only when there is a vacancy in the present class and upon recommendation of the Admissions Committee.

Criteria for transfer with advanced standing:

- Completion of all entrance requirements of the program.
- Submission of a Certified Transcript from the previous school that includes complete course descriptions for evaluation.
- Applicant must have been enrolled in the transferring credits within the past 3 years. Courses for which credit is being requested must have a grade of “B” or higher.
- The previous Program Director must submit in writing to this Program Director a favorable letter of reference.
- Meet with Admissions Committee requesting placement in the Professional Nursing (LPN-RN) program. The decision to admit with transfer credit will be determined by the Admissions Committee. The applicant may be required to take and pass the final exam for any course for which transfer credit is being requested.

Readmission to the Program: An applicant for re-admission must re-apply, meet current entrance requirements, and participate in a re-entry interview with the Admissions Committee. Applicants will be considered on an individual basis. Re-admission is not guaranteed and will be based on space availability. Students may enter the program a maximum of **two times**. Any student who entered the Professional Nursing (LPN-RN) program on two occasions will be considered ineligible for re-entry. After having two admissions, the student should work within the healthcare industry and reapply for possible re-entry after a period of one year from the official withdrawal date.

Former students applying for re-enrollment must submit a written request, including the following information. The following criteria will be used for readmission:

- Date of the desired re-entry
- Reason for previous withdrawal
- Interim employment history with work reference, if requested.
- Personal plan of action detailing what will be done differently to achieve success.

The applicant’s request will be reviewed by the Admission Committee at a meeting scheduled with the applicant. The applicant will be given the decision of the committee once a final decision has been made. Any re-admitted student may have a Deficiency Report and action related to the reason for the original withdrawal. The length of the action will be determined by the Admissions Committee. **Any student with a Disciplinary Action will not be eligible for re-admission.**

Communication

Chain of Command: Follow the proper communication channel:

- When a student feels cause to complain and/or disagree with an academic issue or action within the program, the student has the opportunity to express the concern through the proper channels.
- Make every effort to resolve the matter with the faculty member, in private.
- If dissatisfied with the outcome, schedule an appointment to discuss the issue with the Program Director.
- If the issue seems still to be unresolved, make an appointment to meet with a member of the school administrative team.
- See the Grievance Process in the school handbook.

Use of Social Media: The use of social media platforms will provide students with the ability to communicate with others for the purpose of connecting, supporting, and learning from others. Students are prohibited from using social media during class or clinical hours unless directed by faculty members to do so. Students should be thoughtful of postings. There is nothing private about a social media website. Be certain that postings do not endanger or threaten your employment or licensure in the future. Student nurses must not utilize social media to post any information that could potentially violate patient confidentiality. Students must avoid posting any information about clinical rotation as someone may recognize the patient based on the content of the posting. Students are not to refer to patients in a “disparaging manner” even if the patient’s name is not used. Students should also avoid the use of threatening, harassing profanity, or other offensive remarks (National Council State Boards of Nursing, NCSBN). Misuse of social media shall be subject to disciplinary sanctions/consequences contained in the Adult Code of Conduct.

Student Performance Expectations and Integrity

The curriculum is designed to assist the student in developing the necessary skills for safe practice as a Professional Nurse and to prepare the individual to successfully complete the licensing requirements of the State of Florida. To do this the student will:

- Complete all assigned activities as directed by the faculty members.
- Achieve a grade average of 80% or better for all courses both theory and clinical.
- Complete all laboratory procedures following a competency list with satisfactory performance.
- Perform all nursing skills following Standard Precautions, using correct Bio-hazardous Waste Disposal procedures for the school and the affiliating agencies.
- Complete all required hours of clinical experience as assigned with an 80% average or higher performance grade.
- Comply with the policies of the Professional Nursing (LPN-RN) program, FMTC, and the affiliating agencies.
- Demonstrate a “caring professional attitude” by meeting the Core Values of Professionalism identified in the Professional Nursing (LPN-RN) MPI-HB and emphasized throughout the program.

- Demonstrate Professionalism and Employability Skills by complying with all criteria of student conduct, attendance, and dress code policy of the program, as listed in the MPI-HB and course objectives.
- Use communication effectively with patients or clients, families, significant others, health team members, faculty members, and classmates.
- Adhere to legal and ethical principles of nursing practice, such as assuming responsibility for personal and educational growth, using sound judgment to make decisions related to clinical performance, and seeking help when necessary.
- Consistently protect the privacy and rights of patient/client by following HIPAA and by acting as a patient/client advocate.
- Attend a disciplinary hearing of the Florida Board of Nursing, if offered. Travel and overnight stay may be required. Any travel expense to attend is the responsibility of the student.

When these objectives have been reached, the student will be ready to graduate and may apply to take the licensing examination.

Academic Honesty is Expected: Students will be honest in all communication with faculty members whether written or verbal. Academic dishonesty/plagiarism will not be condoned. When taking a test or quiz, all cell phones and electronic devices are to be turned off and put away. Proof of academic dishonesty will lead to immediate withdrawal. Suspected academic dishonesty will result in a disciplinary referral. Administrative investigation of activities will be conducted with resultant suspension and/or withdrawal.

Academic Dishonesty: Academic dishonesty is NOT tolerated at FMTC. If this occurs, you will receive a zero (0) for that assignment and may be dismissed from the program. Student conduct and professionalism expectations are discussed in detail in the Professional Nursing (LPN-RN) MPI-HB and the Adult Code of Conduct. It is your responsibility to be aware of these expectations and potential consequences if disruptive behavior, cheating, plagiarism, the use of AI, insubordination/disrespect, or the use of illegal and/or prohibitive behaviors occur. All the following actions are considered academic dishonesty:

1. Cheating includes but is not limited to:
 - Giving unauthorized help to others for a test/quiz/assessment.
 - Obtaining information from others for a test/quiz/assessment.
 - Using unauthorized sources of information or material during an examination, not limited to notes, texts, or other material.
 - Altering answers after a test/quiz/assessment has been submitted.
 - Purchasing, utilizing, and/or disseminating a faculty member test bank.
 - Leaving a test/quiz/assessment platform to open additional search engines or material.
 - Using any smart device during a test/quiz/assessment or clinical competency.
 - Copying online tests/quizzes/assessments.
 - Utilizing the web while taking online tests/quizzes/assessments.
 - Discussing tests/quizzes/assessments content or questions with classmates who have not yet taken the tests/quizzes/assessments.

2. Plagiarism includes, but is not limited to:

- Submitting any document, which has been copied in whole or part from another individual's work without identifying the original source. No more than 10% of your submission should be quoted (even with credit).
- Submitting the same written or oral material in more than one course without prior faculty member authorization.
- Using AI to complete an assignment.
- All assignments submitted to a faculty member must be a result of the student's own thoughts and research.

Student Deficiencies

Academic: All students are expected to remain in good academic standing with an institutional average of at least 80%. A student will have a Deficiency Report issued and action taken if his/her program grade point average drops below 80%. This may include a meeting with the Program Director or other appointed Administrator to review the recommendations for academic remediation. Students will have until the end of each course to remediate the action. The Nursing Resource Center is available as a resource to help students who need to remediate academic or clinical skills. A student who does not improve his/her grade to above 80% may be withdrawn for failure to make academic progress. A student who is withdrawn for academic reasons may apply for re-admission after the second semester of his/her withdrawal.

Attendance: All health science students are expected to remain in good standing regarding attendance with a 95% attendance. A student will have a Deficiency Report issued and action taken if his/her attendance drops below 95%. A similar process to the Academic Deficiency will be used.

Behavioral: Health Science students should be aware of the Adult Student Code of Conduct and make sure their behavior falls within the guidelines of respectful and civil behavior to avoid an administrative hearing.

Clinical: Satisfactory completion of all laboratory skills is required to complete each course. Remediation will be required prior to a second check-off (only one retry permitted). Failure to successfully complete remediation and/or second check-off **will result in course failure**.

Learning Contract: When a student demonstrates a deviation from expected clinical performance or unsatisfactory academic progress, a "Learning Contract" may be required at the discretion of the faculty member.

Deviation from Expected Clinical Performance: Is defined as "clinical behavior which by its omission or commission has the potential of placing the patient in physical or psychological harm." The "Learning Contract" should be completed by the student and recognized as an opportunity for learning, based on self and faculty member evaluation of actual performance vs. expected performance. When the area of weakness has been identified, the faculty member will attempt to assign appropriate clinical experiences related to that deficit. The student and faculty members will meet to discuss possible solutions.

FBON Nursing License Questions and Consequences

The Florida Board of Nursing will require you to answer the following questions upon submitting the application to take the licensing exam:

1. Disciplinary and Licensure History

- Have you ever had disciplinary action taken against your license to practice any healthcare-related profession by the licensing authority in Florida or in any other state, jurisdiction, or country?
- Have you ever surrendered a license to practice any healthcare-related profession in Florida or in any other state, jurisdiction, or country while any such disciplinary charges were pending against you?
- Do you have any disciplinary action pending against your license?

2. Criminal History

- Have you EVER been convicted of, or entered a plea of guilty, nolo contendere, or no contest to, a crime in any jurisdiction other than a minor traffic offense?
- Have you been convicted of, or entered a plea of guilty or nolo contendere, regardless of adjudication, to a felony under Chapter 409, F.S. (relating to social and economic assistance), Chapter 817, F.S. (relating to fraudulent practices), Chapter 893, F.S. (relating to drug abuse prevention and control) or a similar felony offense(s) in another state or jurisdiction?
- Have you been convicted of, or entered a plea of guilty or nolo contendere, regardless of adjudication, to a felony under 21 U.S.C. ss. 801-970 or 42 U.S.C. ss. 1395-1396 (relating to public health, welfare, Medicare, and Medicaid issues)?
- Have you ever been terminated for cause from the Florida Medicaid Program pursuant to Section 409.913, Florida Statutes?
- Have you ever been terminated for cause, pursuant to the appeals procedures established by the state, from any other state Medicaid program?
- Are you currently listed on the United States Department of Health and Human Services Office of Inspector General's list of Excluded Individuals and Entities?

3. Health History

- In the last five years, have you been enrolled in, required to enter into, or participated in any drug or alcohol recovery program or impaired practitioner program for the treatment of drug or alcohol abuse that occurred within the past five years?
- In the last five years, have you been admitted or referred to a hospital, facility, or impaired practitioner program for treatment of a diagnosed mental disorder or impairment?
- During the last five years, have you been treated for or had a recurrence of a diagnosed mental disorder that has impaired your ability to practice nursing within the past five years?
- In the last five years, were you admitted or directed into a program for the treatment of a diagnosed substance-related (alcohol/drug) disorder or, if you were previously in such a program, did you suffer a relapse within the last five years?
- During the last five years, have you been treated for or had a recurrence of a diagnosed substance-related (alcohol/drug) disorder that has impaired your ability to practice nursing within the past five years?

Board of Nursing Consequences: The nurse’s inappropriate comments on social media may be reported to the BON. Disciplinary action varies between states. Depending on the specific state law, the BON may take action based on the following grounds:

- Unprofessional conduct
- Breach of confidentiality
- Unethical conduct
- Posting privileged communication
- Moral corruption
- Mismanagement of patient records

If the charges are found to be accurate, the BON may discipline the nurse by reprimand, assessment of a fine, or temporary or permanent loss of licensure. Inappropriate use of social media by a nurse may violate state and federal laws relating to patient privacy and confidentiality. Violation of these laws may result in civil and criminal charges, with a result of fines and jail time. Online comments about co-workers can be seen by employers as “lateral violence.” Lateral violence is a concern for current and future employers due to patient safety implications (NCSBN).

As a student of Professional Nursing (LPN-RN), you will want to represent your school in a fair, accurate, and legal manner to protect the reputation of the school you are attending. If you identify yourself as a student your posting should be consistent with how you want to represent yourself to other students, the community, and potential employers.

Graduate Values

The Professional Nurse graduate will:

- Promote human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the healthcare team.
- Provide a rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context.
- Assess how one’s personal strengths and values affect one’s identity as a nurse and one’s contributions as a member of the healthcare team.
- Question the basis for nursing actions, considering research, evidence-based practice, tradition, and patient preferences.
- Provide safe patient-centered nursing care following legal and ethical principles within the role and scope of the Registered Nurse.
- Demonstrate behaviors and attitudes that contribute to successful employment.
- Recognize that participation in organizational activities will contribute to self-improvement and maintenance of standards within the profession.
- Assume responsibility for his/her own actions and improve nursing knowledge and skills by participating in continuing education opportunities.
- Be prepared for success in passing the NCLEX-RN Examination.

Learning Environment

The classroom and clinical environments should reflect a supportive and caring environment in which all participants are respected, nurtured, and celebrated. Disrespectful behavior or any behavior deemed inconsistent or contradictory to positive nursing ideals and values will not be tolerated and may be grounds for dismissal from the program. Disrespectful behavior is considered unprofessional and will be scored as such in the daily classroom and clinical grade as indicated in the employability/professionalism section of this outline.

Contribute positively to the learning environment:

- Assist classmates if you are able and the time and place are appropriate.
- Strive for excellence.
- Use time wisely.
- Demonstrate pride in your college and be an ambassador to the public.
- Be prepared by having the necessary materials and always be early or on time.

Withdrawal or Completion

Withdrawal: Withdrawal from the program will be recommended if academic, employability, or clinical performance objectives are not satisfactorily met. Withdrawal may also be the choice of the student for personal reasons. The school reserves the right to ask a student to withdraw from the program for any of the following reasons:

- Unsatisfactory academic or clinical performance.
- Unsatisfactory demonstration of student conduct.
- Violation of the attendance policy.
- Violation of school policies and/or clinical facility policies.
- Violation of the No Smoking policy.
- Failure to satisfy identified probationary requirements within the stated period of time.
- Unethical or illegal conduct including, but not limited to, the use of drugs, cheating, plagiarism, or mistreating a person or patient, violation of HIPAA.
- Request from a clinical facility to remove a student from a clinical experience.

Students who are withdrawn for any reason other than academic performance may NOT be eligible for readmission.

Signature Pages

DRUG TESTING – CHEMICAL IMPAIRMENT

I have read the information on the drug screening policies provided to me in the Professional Nursing (LPN-RN) MPI-HB. I understand the policies and procedures and agree to abide by the requirements. I consent to random and reasonable cause drug testing and reasonable cause alcohol testing as a condition of my participation in the Professional Nursing (LPN-RN) program.

_____/_____/_____
Print Name Signature Date

CONFIDENTIALITY STATEMENT

The undersigned hereby acknowledges his/her responsibility under applicable Federal law and the Agreement between The School Board of Lee County, Florida, and any healthcare facility at which I may do training to keep confidential any information regarding the healthcare facility patients, as well as all confidential information of the healthcare facility. The undersigned agrees, under penalty of law, not to reveal to any person or persons except authorized clinical staff and associated personnel any specific information regarding any patient, and further agrees not to reveal to any third party any confidential information of the healthcare facility except as required by law.

_____/_____/_____
Print Name Signature Date

STATEMENT OF UNDERSTANDING AND ACKNOWLEDGMENT

I have reviewed the Fort Myers Technical College Student Handbook, Adult Code of Conduct, and the Professional Nursing (LPN-RN) program MPI-HB. I have read and understand the policies of the Technical Centers and the Professional Nursing (LPN-RN) program including policies for Student Conduct, Student Progress, Drug Screening, Clinical Performance, and all other rules and standards presented.

I acknowledge my responsibilities as a student to follow all standards and rules of the Technical Centers and the Professional Nursing (LPN-RN) program. I understand that my failure to fulfill these responsibilities may result in my being asked to leave class or a clinical facility and/or may result in probation or withdrawal from my program.

_____/_____/_____
Print Name Signature Date

_____/_____/_____
Witness Name Signature Date

RELEASE OF INFORMATION

I willingly consent to have my personal identifying information records released to the Department of Veteran’s Affairs or other clinical partners for clearance to participate in clinical assignments.

Such records may contain demographic information inclusive of social security number, date of birth, sex, race, place of birth, citizenship, email address, military service, address, telephone number, height, weight, hair color, and eye color. At any point in time, the student may revoke the authorization by way of signing an official revocation form.

The signature of this form authorizes Fort Myers Technical College to release my personal information to the Department of Veteran’s Affairs or other clinical partners.

I willingly consent to have my social security number released to the Florida Board of Nursing for authorization to test for NCLEX. I additionally release the last four digits of my social security number to clinical affiliates as needed.

_____ / ____ / ____
Print Name Signature Date

_____ / ____ / ____
Witness Name Signature Date