



School of Practical Nursing
2010-2011



New Horizons Regional Education Centers
520 Butler Farm Road
Hampton, VA 23666
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www.nhrec.org

New Horizons Regional Education Centers

Mission Statement

“To prepare students educationally, technically, and socially, according to each student’s needs, to become productive citizens.”

Goals

Establish quality education programs that incorporate the Standards of Learning and complement school division curricula and support cost-efficient and effective solutions to regional education needs.

Deliver rigorous and relevant curricula meeting student needs, preferences, and workforce requirements.

Provide state-of-the-art equipment, instructional technology and facilities.

Insure excellent customer relations with students, parents, member schools and the business community.

Extend work-based experiences and apprenticeship opportunities to students that reinforce academic learning and technical training.

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PRACTICAL NURSING CALENDAR

Level II Students Report	August 9, 2010
Labor Day (School Closed)	September 6, 2010
Level I Students Report	September 7, 2010
Thanksgiving (School Closed)	Nov. 24-26, 2010
Winter Break Begins (School Closed)	Dec. 23-31, 2010
New Year's Day (School Closed)	January 1, 2011
King, Lee-Jackson Day (School Closed)	January 17, 2011
President's Day (School Closed)	February 21, 2011
Spring Break (School Closed)	April 4-8, 2011
School Closed	April 25, 2011
Level II Graduation	May 2011
Memorial Day (School Closed)	May 30, 2011
Level I Completion	May 2011

***FACULTY MEETING IS HELD THE FIRST WEDNESDAY
OF EACH MONTH***

*Faculty calendar supplements the New Horizons Regional Education
Centers Master Calendar and the On-Campus Adult Continuing
Education Calendar.*

Revision Date-Revised Yearly

FACULTY AND STAFF

Executive Director J. Joseph Johnson

Adult Education Director.....David W. Taylor

Health Education Coordinator.....Denese A. Gillis
MA, MSN, RN

Health Education Secretary..... Rebekah Dupree

Nursing Educators..... Beatrice Phillips, BSN, RN
Vanessa Howell, BSN, RN
Adjunct Faculty

“New Horizons Regional Education Centers does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.” The following person has been designated to handle inquiries regarding the non-discrimination policies:

Dr. Dedra Jordan, Human Resources Director
520 Butler Farm Road
Hampton, Virginia 23666
(757) 766-1100 Ext. 309

DESCRIPTION OF PROGRAM

The Practical Nursing Program consists of four semesters of theory and clinical experience and is open to high school seniors and adults. The program prepares its graduates to provide nursing care in relatively stable situations. Students are trained to function as essential members of the health team under the supervision of a physician and/or a registered nursing professional. New Horizons Regional Education Centers does not discriminate in admission to, or access to, or treatment or employment in its educational programs, services, or activities based on race, color, national origin, religion, sex, disability, or age in accordance with state and federal laws. New Horizons Regional Education Center School of Practical Nursing meets all standards and is fully approved by the Virginia Department of Education and the Virginia Board of Nursing. The average National Council Licensure Examination (NCLEX) pass rate for the past five years has been sixty six percent. The New Horizons Regional Education Center School of Practical Nursing is also an approved Veterans Administration training program. The nursing program articulates with Thomas Nelson Community College, Tidewater Community College and Norfolk State University.

PRACTICAL NURSING PHILOSOPHY

We believe that each individual in society is a human being who functions as a change agent and reacts with the environment in an effort to fulfill their potential. We believe an individual is a bio-psycho-socio-spiritual-cultural-ethnic being. We believe the individual is responsible for self-evaluation and decision making in the health care delivery system. We believe that the individual is part of society which includes the family, groups, and communities which assist the individual in meeting his/her basic health needs.

PRACTICAL NURSING PHILOSOPHY

We believe society is a part of the environment in which the individual practical nurse's role is achieved. We believe society is complex and, as such, is influenced by federal, state, and local laws to protect the health needs of all citizens. We believe society is a multi-cultural, complex group of people composed of many subgroups with differences and commodities functioning within the democratic process.

We believe that nursing is an essential service to society. Nursing is a profession based on scientific principles and technological changes which promote/maintain/restore the health of individuals in society through application of the steps in the nursing process. Nursing helps clients achieve a state of health in society. Nursing helps clients to promote, maintain, and restore health along the wellness/illness continuum for the individual in society.

We believe that practical nursing is an integral part of technical and professional nursing and, as such, is influenced by state regulations. We believe that practical nursing is a vocation in which the individual student functions as an essential member of the health team under the licensed health professional authorized by regulations of the Nursing Board. The practical nurse is expected to function in an open system to promote achievement within society.

We believe practical nursing education is designed to provide a curriculum framework based on knowledge and skills derived from the biological, physiological, psychological, and sociological sciences for practice. Practical Nursing within the nursing profession prepares the graduate to function in a variety of settings with clients throughout the life cycle. We believe the curriculum can best be developed through the correlation of theory and clinical practice.

PRACTICAL NURSING PHILOSOPHY

We believe the teaching-learning process depends upon the learner's involvement and the teacher's role as a facilitator. We believe all students can learn in an action-based program. The role of the teacher is to be an analyst and facilitator in the teaching-learning process. The role of the learner is to actively participate and study until the program objectives are attained.

For learning competencies to occur within a specified time frame, the teacher functions as a facilitator. The teacher uses a variety of strategies that incorporate the learning styles of high school and adult learners. We believe knowledge of technological advances and technical skill competencies are essential for the practical-vocationally prepared nurse to enter the workplace in today's society. We believe the teaching-learning process that is utilized will produce task competencies for each level of the program.

We believe the student and teacher interaction accomplishes learning for the graduate to enter the workplace. We believe the practical nursing program's conceptual framework leads to an education for life. We believe the use of the nursing process is a systematic way of thinking to problem solve and evaluate situations. We believe the teaching-learning process provides a way of thinking for educational and career ladder opportunities.

We believe that nursing education is designed to provide a program of learning based on a foundation of knowledge derived from biological, physiological, psychological, and sociological sciences, which is then integrated with nursing theory. We believe that Practical Nursing Education is a planned program of competency-based instruction in which an individual is prepared for the beginning role in practical nursing. The faculty assists in the responsibility for teaching, supervision, and evaluating the individual's personal and vocational development.

CONCEPTUAL FRAMEWORK

The conceptual framework gives structure to the curriculum, and flows from the philosophy and program objectives of the School of Practical Nursing. The philosophy of the School of Practical Nursing reflects beliefs about the individual, society, nursing, practical nursing, the teaching-learning process, nursing education, and education as a lifelong process. These beliefs constitute the basis for the program objectives, level objectives and the curriculum of the vocational practical nursing program.

The framework of the practical nursing curriculum is divided into two levels. The individual is viewed as a system in the first level of the program. At the second level the individual is viewed as a part of a family system. It should be noted, even though the emphasis shifts at each level, the individual is continuously considered as a unified whole within a diverse, developmental, multi cultural society.

Within the conceptual framework, horizontal and vertical strands provide guidance for the development of level and course objectives and the sequencing of courses throughout the curriculum. The horizontal strand of the curriculum is the nursing process throughout the curriculum. The vertical strands of the curriculum include individuals and families, as well as the wellness/illness continuum. The vertical strands are supportive to progressive learning experiences and emphasis is given to patient/client systems and health alternations throughout the curriculum.

Nursing practice is conceptualized as a dynamic intervention health care service that recognizes the intrinsic value of each individual. As a practice discipline, nursing utilizes a holistic, systematic, scientific approach defined as the nursing process. The nursing process incorporates the phases of assessing, problem identification, planning, implementing and evaluating the health care needs of the client. The client may be an individual, a family, a group, or a community setting care of the client.

CONCEPTUAL FRAMEWORK

The nursing process is a systematic way of thinking for problem solving, critical thinking and acting, that serves as a guiding force directed toward providing total health delivery care.

Practical nursing intervention, utilizing the nursing process is designed to (1) support a client in maintaining a state of homeostasis for nursing intervention; (2) assist clients in their abilities to adapt or adjust under direct supervision of a legislative qualified health care worker; (3) prevent or minimize threats to clients' basic health needs. The nursing process is accomplished through implementing the roles of the practical nurse as an accountable learner, teacher, assessor, motivator, planner, intervener, advocator, evaluator, interpreter, and collaborator under the direct supervision of a qualified health team member.



ADMISSION REQUIREMENT

In the selection of students to enter the New Horizons Regional Education Center School of Practical Nursing, the Admissions Committee uses as a guide the following requirements:

- (a) **High school students must have current status in the eleventh (11th) grade and be eligible to enter the twelfth (12th) grade in the fall semester.**
- (b) **Adult applicants must present proof of high school graduation or a GED high school equivalency certificate.**
- (c) **All students are required to have hospitalization insurance or sign a waiver form stating they will be responsible for their hospital bill should they receive an injury.**
- (d) **Good physical and mental health.**
- (e) **Satisfactory performance of 88 percentile on the entrance exam.**
- (f) **Satisfactory references from employers or non-relative.**
- (g) **A "C" average in Algebra and Biology is desired.**



Admitting

ADMISSION PROCEDURE

The steps to follow when making application to the school are:

- Register for entrance examination by calling the Nursing Secretary the first week of February. Obtain satisfactory performance (88%) on entrance test. The testing fee is \$35.00. payable in the form of a money order. Testing will be held at **New Horizons Regional Education Centers, 520 Butler Farm Road, Hampton, VA 23666.**
- Submit a copy of a high school transcript, college transcript or copy of the GED certificate to: **New Horizons Regional Education Centers, School of Practical Nursing , 520 Butler Farm Road, Hampton, VA 23666**
- Attend an Informational Meeting with nursing faculty.
- Submit evidence of all health requirements as explained in the application package.

CLASS HOURS

Level I - (1st 9 months)

7:40 a.m. -10:05 a.m. Mon. thru Fri.

12:15 p.m.- 2:35 p.m. Mon. thru Fri.

5:30 p.m. -10:00 p.m. Mon. thru Thurs.

Level II - (2nd 9 months)

Clinical - 7:00 a.m. - 2:00 p.m. or 4:30 p.m. - 10:00 p.m. Mon. & Fri.

Classroom - 8:00 a.m. - 2:00 p.m. or 4:30 p.m. - 10:00 p.m. Tues., Wed. & Thurs.

GRADUATION

Commencement exercises are held at the end of the clinical phase for those students who have successfully met the academic and clinical requirements of the school. The requirements are:

1. Scholastic achievement of 80%.
2. Satisfactory competency in clinical experience.
3. Employability skills of 80%.
4. Completion of all competencies and clinical requirements:
5. Passing the schools requirements satisfactorily on the Resource Exam in Level I & Level II.
6. Meet the attendance requirement of the school.
7. Clear all financial and book responsibilities with the school.

The diploma and school pin are awarded to the students who are eligible to apply for National Council Licensure Examination (NCLEX) for practical nurses.



TUITION AND FEES

School Year 2008-2009 tuition/fees charge for Practical Nursing students (per each nine months) will be as follows:

Tuition	\$3,975.00
Activity Fee	200.00

(Fees and tuition are subject to change without notice)

- ⇒ The tuition/fees are approved by the Board of Trustees for the school year being entered.

- ⇒ Tuition payments are due **on the dates stated on your payment plan** agreement and must always be paid by **money order, or cashier's check**.

- ⇒ Student whose payments are not made by the established due dates may be terminated for the remainder of the school year.

- ⇒ High school students will not pay tuition as high school seniors, but will pay tuition in July of the new school year when entering Level II as adults.

PROJECTED EXPENSES

Level I

*Tuition	\$ 3975.00
Activity Fee	200.00
Uniforms, Shoes, Name Pin	225.00
Nursing equipment	100.00
Watch w/second hand	25.00

TOTAL COST OF ATTENDANCE **\$4,525.00**

Level II

Tuition	\$ 3975.00
Activity Fee	200.00
Uniforms	260.00
Transportation	400.00
Licensing Expenses	330.00

TOTAL COST OF ATTENDANCE **\$5,165.00**

* Textbooks included in tuition

INSURANCE

Students are not covered under Workmen's Compensation; therefore, they are required to have hospitalization insurance or waiver form. This insurance coverage or form is a requirement of the New Horizons Regional Education Centers and is to be documented in the students file.

FINANCIAL AID

We accept the following financial aid; GI Bill, VA benefits, Scholarships, Employer Tuition Assistance and Peninsula Worklink. **It remains the student's responsibility to apply in a timely basis.** Tuition due dates are not adjusted. If your financial aid is not received prior to the tuition date, it is your responsibility to make the payment on time. **Questions regarding financial aid information are referred to the Financial Aid Coordinator in Adult Education.**

REFUNDS

Request for tuition refunds must be submitted, by letter, to the **Director of Adult Education through the Health Education Coordinator within seven (7) calendar days of the beginning of the program level.** The letter must include the reason(s) for withdrawing, and have the original receipt for tuition payment attached. **Activity fee is non-refundable.**

EDUCATIONAL FACILITIES/LOCATION OF CLASSES

Practical Nursing Classes are held at New Horizons Regional Education Centers and licensed health care facilities in the Greater Tidewater area.

LIVING ACCOMMODATIONS

The school does not provide living accommodations.

STUDENT ORGANIZATIONS

The Health Occupations classes sponsor Health Occupations Students of America (HOSA). Membership is optional for adult students. All HOSA activities must be approved by the school administration.

CURRICULUM PLAN					
Course Level I	Theory Hours	Skill Lab	Simulation	Clinical Hours	Total Hours
Structure & Function of the Human Body	84				84
Personal Vocational Relationships for Nurses	45				45
Basic Nutrition & Diet Therapy for Nurses	30				30
Fundamental of Nursing	76	12	8	40	136
Life Span	50				50
Introduction to Nursing Care of the Family	90				90
Pharmacology I	60				60
TOTAL HOURS-LEVEL I	435	12	8	40	495
Course Level II					
Nursing Care of Family	294	40	20	238*	592
Pharmacology II	30			**	30
Nursing Care of the Child Bearing Family	72		12	12	96
Mental Health Nursing	72			48	120
Long Term care and Community Care Nursing	72			48	120
NCLEX Preparation	98				98
LEVEL II AVERAGE/TOTALS	638	40	32	346	1,056
TOTAL THEORY HOURS				1,073	
TOTAL SKILL LAB				52	
TOTAL CLINICAL HOURS				386	
TOTAL SIMULATION HOURS				40	
TOTAL PROGRAM HOURS				1,551	
*56 hours related to Pediatric clinical **Administration of Medicine, Diet Therapy, and Nutrition are Integrated in All Courses.					

COURSE DESCRIPTION PRACTICAL NURSING LEVEL I

Structure and Function of the Human Body

Structure and Function of The Human Body is a Level I course designed to enable the student to acquire a basic knowledge of the normal structure and function of man. It introduces concepts based upon a dynamic state of wellness as the body's cells, tissue, organs and systems interact to maintain a constant state of equilibrium. This course provides a foundation for the nurse student to apply knowledge in providing nursing care for individuals at various developmental stages and to recognize signs and symptoms of dysfunction when man responds to stressors. Structure and Function is a prerequisite for all courses in practical nursing except Personal Vocational Relationship

Personal Vocational Relationships for Nurses

Personal Vocational Relationships for Nurses is an introductory Level I course which provides the student with an overview of the practical nursing program including the conceptual framework, the philosophy, and objectives of the program. The course is designed to enable students to develop an understanding of self and of the individuality of man, to develop interpersonal relationships and to enhance their ability to relate to others. The development of therapeutic communication skills and nursing ethics are stressed. In addition, the development of medicine, nursing, practical nursing and the legal aspects of nursing are presented.

Basic Nutrition and Diet Therapy for Nurses

Basic Nutrition & Diet Therapy for Nurses is a Level I course designed to enable the student to acquire a basic knowledge of the nutrients, their sources, functions, and uses by man. The course emphasizes the interdependency of nutrition and wellness. It gives the student knowledge to assess and plan meals for individuals and families in a multi-cultural society. It focuses on the role of public health and community programs in the improvement of health standards, public education and formulation and amendment of laws. Nutrition is a foundation course to be utilized by the student when making dietary modifications in normal growth and development, pediatrics, obstetrics, in the treatment of diseases, and in the maintenance of wellness.

Fundamentals of Nursing

Fundamentals of Practical Nursing is a Level I course which gives the students a foundation for Level II courses. The major threads of the conceptual framework, which are the faculty's beliefs about man, health, society, practical nursing, and the teaching-learning process are introduced.

The content of this course is designed to teach the relationship between daily basic needs of all individuals on the wellness-illness continuum. Nursing emphasis is placed on basic scientific principles. Specific principles regarding selected diagnostic and therapeutic measures and techniques used in giving care in emergencies are also presented. Theory is correlated with material presented in Structure and Function, Fundamentals of Nursing, Basic Nutrition & Diet Therapy, Personal/Vocational Relationships, and Pharmacology. Emphasis is on nursing care of adult clients with common stressors that affect man. The course introduces simple concepts regarding the modalities of treatment utilized to therapeutically assist man in adapting to stress and in maintaining a constant state on the wellness-illness continuum. The course focuses on the disease entity, methods of treatment, symptoms, and appropriate nursing interventions. Throughout Fundamentals of Nursing, the content is correlated with the theory taught in Structure and Function of the Human Body, Basic Nutrition & Diet Therapy, Personal/Vocational Relationships, Pharmacology II, Life Span.

In addition to formal classroom instruction and demonstrations, simulated laboratory experiences are provided. During laboratory practice, individualized instruction and supervision enhance the students' development of skills. Clinical experiences are selected to meet the objectives of the course, as well as to provide an opportunity for the student's personal growth.

Beginning clinical assignments are simple medical-surgical nursing situations that allow the student to meet physical and emotional needs of adults, develop communications skills and interpersonal relationships, observe and report objective and subjective signs and symptoms, and become aware of legal and ethical responsibilities of the licensed practical nurse.

Based on the individual student's development of skills the instructor will select learning experiences to allow for progressive development from simple to more complex situations. Forty (40) hours of clinical experience is provided for students to develop beginning skills.

After successful completion of this class students will be able to seek certification as a Nurse Aide in the Commonwealth of Virginia.

Life Span

Life Span is a Level I course that provides the student with basic knowledge necessary to identify man's normal growth and development stages from birth through the aging adult. The faculty's belief that man is a bio-psycho-social-cultural-spiritual-ethic being is explored by discussing the physical, psychosocial and emotional development that is characteristic of each age group.

Concepts taught in Personal Vocational Relationships, Basic Nutrition and Diet Therapy and Structure and Function are reinforced with new concepts regarding individuals at various developmental stages on the wellness end of the wellness-illness continuum. Normal Life Span is a foundation course for all courses offered during Level II of the program.

Pharmacology

Pharmacology I is presented during the Level I phase of the program. This course includes a review of basic arithmetic, weights and measures used in relationship to administration of medicines, calculations or dosages, basic information about preparations, and classification of drugs. This course also provides the student with information regarding specific drugs and man's response to those drugs in an effort to maintain a constant state on the wellness-illness continuum. Information is provided about laws relating to drugs and ethical responsibilities of the nurse. Principles of the administration of drugs are included with classroom instruction and laboratory practice in administration. Instruction and supervised practice in the use of various distribution systems used in the clinical agencies is provided during the Level II clinical phase of the program.

The course builds on knowledge and skills acquired in Nursing Fundamentals, Personal Vocational Relationships, Structure and Function of the Human Body, Fundamentals of Nursing, and Basic Nutrition & Diet Therapy. Skill development in the administration of medicines will occur in the clinical courses. Information about drugs is integrated in all clinical courses as it relates to the particular unit of study.

Pharmacology is presented through a series of learning activity packets. The students are encouraged to proceed at their own rate within the framework of approximately sixty hours for the course. Computer assisted instruction is used to assist students in remedial basic math skills and support learning pharmacology content.

COURSE DESCRIPTIONS PRACTICAL NURSING LEVEL II

Nursing Care of the Family (Birth to Death)

Nursing Care of the Family is a course designed to enable the students to achieve knowledge, understanding, and skills necessary to provide adequate nursing care to selected clients from birth to death that covers general nursing care of medical or surgical conditions at various levels on the wellness-illness continuum. Nursing care of the child has been integrated into this course as it relates to the care of the client at different developmental stages of life. Through planned classroom instruction, clinical conferences, field trips or observations and supervised clinical practice, the student is taught the client's basic response to medical and/or surgical stressors and the client's attempt to maintain a constant state of equilibrium. Principles of diet therapy, pharmacology, and mental health pertinent to the care of selected clients are an integral part of the course. The content of this course is designed to the basic needs of clients with stressors during various developmental stages of life. Emphasis is placed on the use of therapeutic communication skills in developing interpersonal relationships and providing emotional support to the client, family and extended support family. The course is built on skills and concepts previously learned and progresses to complex skills and concepts required for the care of the family with medical surgical problems.

In providing planned care, the nursing process is utilized. This process consists of assessing the client and family, implementing planned nursing care, substantiating rationales for nursing action, and evaluating the client care. When utilizing the nursing process, the student will identify the interdependency of the client with the family and with others.

Clinical learning experiences are selected, in so far as possible, to relate to current classroom instruction. Clinical conferences are planned around the needs of assigned clients. Observational experiences and/or opportunistic field trips are scheduled. Hours of supervised clinical experience in the administration of drugs are provided. Planned client care is achieved through the use of the nursing process. Concepts learned in Fundamentals of Nursing, Structure and Function, Basic Nutrition & Diet Therapy, Personal Vocational Relationships, Pharmacology, and Life Span are integrated into the course.

Practical Nursing Course Descriptions Level II

Mental Health Nursing

Mental Health Nursing is taught in Level II of the program. The course is built upon concepts learned in Structure and Function, Basic Nutrition & Diet Therapy, Pharmacology, Life Span, and Fundamental of Nursing. Structure and Function enables the student to correlate the anatomy and physiology of the nervous system with psychoneurosis and psychosis. Principles of Pharmacology are reinforced especially as they relate to psychopharmacology which deals with a small group of chemical agents which have been found to influence human mood, thought process, and various types of pathological mental functions. Concepts of the underlying principles of medical asepsis and methods of treatment learned in Fundamentals of Nursing are applied. Concepts of personality development, behavior modification, communication skills, and nurse-patient relationships in Personal Vocational Relationships are accentuated in this course. Principles of growth and development as presented in Life Span are stressed throughout this course and correlated with all mental illnesses. Basic concepts and skills in dealing with psychological reactions of the nurse and of the family, as presented in Fundamentals of Nursing, are applied in mental health nursing.

Mental Health Nursing is a course of study correlated with clinical experience which is designed to aid the students to recognize the Psycho-social and emotional needs of clients and to give them beginning skills in meeting these needs. Students continue to recognize man's response to stress pertinent to selected clients at various levels on the wellness-illness continuum.

NURSING CARE OF THE CHILD BEARING FAMILY (OB)

Nursing Care of the Child Bearing Family (OB) is a Level II course designed to provide the student with knowledge, understanding and skills to meet the needs of the pregnant woman and other family members. Pregnancy is viewed as a part of the normal life cycle. Planned clinical experiences is correlated with theory. The student has the opportunity to observe and participate in the care given to the mother in the prenatal outpatient clinic. Experiences in the care of the mother during labor and delivery and the puerperium and the care of the newborn infant is provided in the hospital. Abnormal conditions of pregnancy and disorders of the newborn are presented and experiences provided opportunistically.

NURSING CARE OF THE CHILD BEARING FAMILY (OB)

The student is introduced to the available community resources which may assist the mother in meeting her needs or solving her problems.

Nursing Care of the Child Bearing Family (OB) Nursing is built upon Basic Nutrition & Diet Therapy, Life Span and Fundamentals of Practical Nursing. Nursing Care of the Child Bearing Family (OB) is correlated with theory taught in Structure and Function of the reproductive system and the pelvis and related pelvic organs. Normal physiological adaptations of the body during pregnancy are also presented.

LONG TERM CARE AND COMMUNITY CARE NURSING

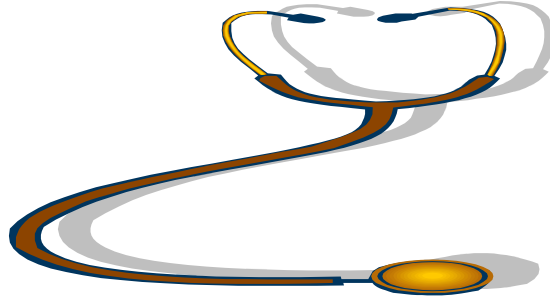
Long Term Care and Community Care Nursing is a level II course built upon previously learned concepts. The multi facets of the nursing profession are introduced including nursing facilities, rehabilitation facilities, hospice centers, community health and home health agencies.

The student applies the nursing process in caring for a client in various settings. The emphasis of the class is on the integration of holistic nursing and nursing process.

Clinical and observation experiences are provided in a variety of settings.

National Council Licensure Examination (NCLEX) PREPARATION

NCLEX Preparation is a review class utilizing a multiple testing strategy. Students successfully completing the majority of test questions correctly indicate a solid foundation for taking the national licensing examination and preparation for managing situation in clinical practice.





Dear Registrar:

Please forward a copy of my official transcript to:

New Horizons Regional Education Center
School of Practical Nursing
520 Butler Farm Road
Hampton, VA 23666

Date _____

Name _____
(Print) Last First Middle

SSN ____ - ____ - ____ Maiden Name _____

Address _____
Street Apt#

City, State, Zip Code

Date of Attendance _____ to _____
YEAR YEAR

Date of Birth ____/____/____
MONTH DAY YEAR



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www.nhrec.org

Mission Statement

*"To prepare students educationally, technically,
and socially,
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productive citizens."*