

2008 Mississippi Curriculum Framework

Postsecondary Practical Nursing

(Program CIP: 51.3901 – Licensed Practical/Vocational Nurse Training)

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**Client Needs Categories from
 the Test Plan for the National
 Council Licensure Examination
 for Licensed
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Preface

Practical Nursing Research Synopsis

Articles, books, Web sites, and other materials listed at the end of each course were considered during the revision process. The NCLEX-PN[®] was especially useful in providing insight into trends and issues in the field. These references are suggested for use by instructors and students during the study of the topics outlined.

Industry advisory team members from colleges throughout the state were asked to give input related to changes to be made to the curriculum framework. Specific comments related to soft skills needed in this program included positive attitude, motivation, compassion, punctuality, ethics, and communication. Occupational-specific skills stated included nursing, computer use, IV certification, and calculating dosages. Safety practices emphasized included standard precautions, client safety, medication safety, HIPAA, and ergonomics.

Curriculum

The following national standards were referenced in each course of the curriculum:

- CTB/McGraw-Hill LLC *Tests of Adult Basic Education, Forms 7 and 8 Academic Standards*
- *21st Century Skills*
- *Client Needs Categories from the Test Plan for the National Council Licensure Examination for Licensed Practical/Vocational Nurses[®]*

Industry and instructor comments, along with current research, were considered by the curriculum revision team during the revision process; and changes were made as needed and appropriate. Many of the skills and topics noted in the research were already included in the curriculum framework. Specific changes made to the curriculum at the June 18-19, 2007 curriculum revision meeting included:

- Competencies and objectives were reviewed to ensure accuracy and appropriateness.
- The Recommended Tools and Equipment list was updated.
- Concepts taught in Basic Nutrition, Growth and Development, and Geriatric Nursing were incorporated into other courses. These courses were removed from the curriculum.
- Pharmacology was also incorporated into other courses, and a new IV Therapy Concepts course was added.
- The laboratory portion was removed from Medical/Surgical Nursing Lab and Clinical and from Alterations in Adult Health Lab and Clinical.
- Psychiatric Concepts was renamed Mental Health Concepts.
- The total number of semester and clock hours was reduced.

Assessment

Students will be assessed using the *National Council Licensure Examination for Licensed Practical/Vocational Nurses[®]*.

Professional Learning

It is suggested that instructors participate in professional learning related to the following concepts:

- How to use the program Blackboard site
- Differentiated instruction – To learn more about differentiated instruction, please go to http://www.paec.org/teacher2teacher/additional_subjects.html and click on Differentiated Instruction. Work through this online course and review the additional resources.

Articulation

No articulated credit will be offered upon implementation of this curriculum by the college.

Foreword

As the world economy continues to evolve, businesses and industries must adopt new practices and processes in order to survive. Quality and cost control, work teams and participatory management, and an infusion of technology are transforming the way people work and do business. Employees are now expected to read, write, and communicate effectively; think creatively, solve problems, and make decisions; and interact with each other and the technologies in the workplace. Vocational-technical programs must also adopt these practices in order to provide graduates who can enter and advance in the changing work world.

The curriculum framework in this document reflects these changes in the workplace and a number of other factors that impact on local vocational-technical programs. Federal and state legislation calls for articulation between high school and community college programs, integration of academic and vocational skills, and the development of sequential courses of study that provide students with the optimum educational path for achieving successful employment. National skills standards, developed by industry groups and sponsored by the U.S. Department of Education and Labor, provide vocational educators with the expectations of employers across the United States. All of these factors are reflected in the framework found in this document.

Referenced throughout the courses of the curriculum are the 21st Century Skills, which were developed by the Partnership for 21st Century Skills, a group of business and education organizations concerned about the gap between the knowledge and skills learned in school and those needed in communities and the workplace. A portion of the 21st Century Skills addresses learning skills needed in the 21st century, including information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills. The need for these types of skills has been recognized for some time and the 21st Century Skills are adapted in part from the 1991 report from the U.S. Secretary of Labor's Commission on Achieving Necessary Skills (SCANS). Another important aspect of learning and working in the 21st century involves technology skills, and the International Society for Technology in Education, developers of the National Educational Technology Standards (NETS), were strategic partners in the Partnership for 21st Century Skills.

Each postsecondary program of instruction consists of a program description and a suggested sequence of courses which focus on the development of occupational competencies. Each vocational-technical course in this sequence has been written using a common format which includes the following components:

- Course Name – A common name that will be used by all community/junior colleges in reporting students.
- Course Abbreviation – A common abbreviation that will be used by all community/junior colleges in reporting students.
- Classification – Courses may be classified as:
 - Vocational-technical core – A required vocational-technical course for all students.

- Area of concentration (AOC) core – A course required in an area of concentration of a cluster of programs.
 - Vocational-technical elective – An elective vocational-technical course.
 - Related academic course – An academic course which provides academic skills and knowledge directly related to the program area.
 - Academic core – An academic course which is required as part of the requirements for an Associate degree.
- Description – A short narrative which includes the major purpose(s) of the course and the recommended number of hours of lecture and laboratory activities to be conducted each week during a regular semester.
 - Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course.
 - Corequisites – A listing of courses that may be taken while enrolled in the course.
 - Competencies and Suggested Objectives – A listing of the competencies (major concepts and performances) and of the suggested student objectives that will enable students to demonstrate mastery of these competencies.

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level:

- The content of the courses in this document reflects approximately 75 percent of the time allocated to each course. The remaining 25 percent of each course should be developed at the local district level and may reflect:
 - Additional competencies and objectives within the course related to topics not found in the State framework, including activities related to specific needs of industries in the community college district.
 - Activities which develop a higher level of mastery on the existing competencies and suggested objectives.
 - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed/revised.
 - Activities which implement components of the Mississippi Tech Prep initiative, including integration of academic and vocational-technical skills and coursework, school-to-work transition activities, and articulation of secondary and postsecondary vocational-technical programs.
 - Individualized learning activities, including worksite learning activities, to better prepare individuals in the courses for their chosen occupational area.
- Sequencing of the course within a program is left to the discretion of the local district. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.

- Programs that offer an Associate of Applied Science degree must include a minimum 15 semester credit hour academic core. Specific courses to be taken within this core are to be determined by the local district. Minimum academic core courses are as follows:
 - 3 semester credit hours Math/Science Elective
 - 3 semester credit hours Written Communications Elective
 - 3 semester credit hours Oral Communications Elective
 - 3 semester credit hours Humanities/Fine Arts Elective
 - 3 semester credit hours Social/Behavioral Science Elective

It is recommended that courses in the academic core be spaced out over the entire length of the program, so that students complete some academic and vocational-technical courses each semester. Each community/junior college has the discretion to select the actual courses that are required to meet this academic core requirement.

- Technical elective courses have been included to allow community colleges and students to customize programs to meet the needs of industries and employers in their area.

In order to provide flexibility within the districts, individual courses within a framework may be customized by:

- Adding new competencies and suggested objectives.
- Revising or extending the suggested objectives for individual competencies.
- Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the State Board for Community and Junior Colleges [SBCJC] of the change).

In addition, the curriculum framework as a whole may be customized by:

- Resequencing courses within the suggested course sequence.
- Developing and adding a new course which meets specific needs of industries and other clients in the community or junior college district (with SBCJC approval).
- Utilizing the technical elective options in many of the curricula to customize programs.

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Program Description

The Practical Nursing program prepares the individual to assist in providing general nursing care requiring basic knowledge of the biological, physical, behavioral, psychological, and sociological sciences; and of nursing procedures which do not require the skills, judgment, and knowledge required of a registered nurse. This care is performed under the direction of a registered nurse, licensed physician, or dentist.

Students that complete the program requirements, 3 semesters, as identified by the Mississippi Department of Education, will be eligible to apply for LPN licensure. The graduate of the program functions as a provider of care and a member of a profession. This curriculum references the Client Needs Categories from the Test Plan for the National Council Licensure Examination for Licensed Practical/Vocational Nurses[®].

Suggested Course Sequence*

Practical Nursing

Semester I	Semester II
3 sch Body Structure and Function (PNV 1213)	4 sch Medical/Surgical Nursing (PNV 1614)
6 sch Fundamentals of Nursing (PNV 1426)	2 sch Medical/Surgical Nursing Clinical (PNV 1622)
6 sch Fundamentals of Nursing Lab/Clinical (PNV 1436)	4 sch Alterations in Adult Health (PNV 1634)
<hr style="width: 100%;"/> 15 sch	2 sch Alterations in Adult Health Clinical (PNV 1642)
	4 sch IV Therapy Concepts (PNV 1524)
	<hr style="width: 100%;"/> 16 sch

Semester III

5 sch Maternal-Child Nursing (PNV 1715)
3 sch Mental Health Concepts (PNV 1813)
4 sch Nursing Transition (PNV 1914)
<hr style="width: 100%;"/> 12 sch

* Students who lack entry level skills in math, English, science, etc. will be provided related studies.

Semester I**Clock Hours**

Prerequisites: CPR-C

	<u>SCH</u>	<u>LEC</u>	<u>LAB</u>	<u>CLIN</u>	
Body Structure and Function	3	45	0	0	
Fundamentals of Nursing	6	90	0	0	
Fundamentals of Nursing Lab/Clinical	6	0	135	67.5	
Totals	<u>15</u>	<u>135</u>	<u>135</u>	<u>67.5</u>	(337.5)

Semester II**Clock Hours**

	<u>SCH</u>	<u>LEC</u>	<u>LAB</u>	<u>CLIN</u>	
IV Therapy Concepts	4	45	30	0	
Medical/Surgical Nursing	4	60	0	0	
Medical/Surgical Nursing Clinical	2	0	0	90	
Alterations in Adult Health	4	60	0	0	
Alterations in Adult Health Clinical	2	0	0	90	
Totals	<u>16</u>	<u>165</u>	<u>30</u>	<u>180</u>	(375)

Semester III**Clock Hours**

	<u>SCH</u>	<u>LEC</u>	<u>LAB</u>	<u>CLIN</u>	
Maternal-Child Nursing	5	70	0	15	
Mental Health Concepts	3	40	0	15	
Nursing Transition	4	30	30	45	
Totals	<u>12</u>	<u>140</u>	<u>30</u>	<u>75</u>	(245)

*Program Total Clock Hours = 957.5**Semester Hours = 43*

Note: Clinical simulations in a lab environment may be used as clinical hours.

Practical Nursing Courses

Course Name: Body Structure and Function

Course Abbreviation: PNV 1213

Classification: Vocational–Technical Core

Description: This course is a study of body structure and function essential to safe and effective nursing care. Each system of the body is covered with applications to nursing. (3 sch: 3 hr. lecture)

Prerequisite: None

Competencies and Suggested Objectives

1. Explain the function of each system, the physiology for each system, and the relationship that exists between the systems.
 - a. Describe the basic organization and physiology of the body from the cellular to systemic level.
 - (1) Integumentary
 - (2) Sensory
 - (3) Musculo-skeletal
 - (4) Circulatory
 - (5) Respiratory
 - (6) Digestive
 - (7) Nervous
 - (8) Urinary
 - (9) Endocrine
 - (10) Reproductive-male and female
 - b. Describe the interrelationships of the systems.

STANDARDS

Client Needs Categories from the Test Plan for the National Council Licensure Examination for Licensed Practical/Vocational Nurses®

None

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)

Postsecondary Practical Nursing

- L4 Capitalization (proper noun, titles)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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21st Century Skills

- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills

SUGGESTED REFERENCES

- Rosdahl, C. (2007). *Textbook of basic nursing* (9th ed.). Philadelphia: Lippincott.
- Scanlon, V., & Sanders, T. (2006). *Essentials of anatomy and physiology* (5th ed.). Philadelphia: F.A. Davis.
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Course Name: Fundamentals of Nursing

Course Abbreviation: PNV 1426

Classification: Vocational–Technical Core

Description: This course provides the student with the basic knowledge and skills necessary to care for the individual in wellness and illness and is applicable across the life span. (6 sch: 6 hr. lecture)

Pre/corequisite: This course requires concurrent registration in PNV 1436. It also requires a passing grade in PNV 1426 and PNV 1436 to receive credit for these courses. If a passing grade is not maintained, both courses must be repeated concurrently upon re-admission.

Competencies and Suggested Objectives	
1.	Develop an understanding of the evolution of practical nursing to include role, licensure, and the laws governing the practical nurse. <ol style="list-style-type: none"> a. Trace the history of nursing development. b. Describe the development of practical nursing education. c. Define and describe common nursing roles for the practical nurse. d. List the major provisions of licensing laws for practical nursing.
2.	Provide a safe and effective care environment for client care. <ol style="list-style-type: none"> a. Define the nurse’s role as a patient advocate. b. Define and explain standards of care and client rights. c. Discuss the ethical and legal standards of nursing practice and confidentiality including the Health Insurance Portability and Accountability Act (HIPAA). d. Discuss the purpose and legalities of advance directives. e. Describe the practical nurse’s responsibility in client care assignments. f. Identify the roles of the members of the healthcare delivery team. g. Describe the importance of the continuity of care. h. Describe the use of the nursing process in the delivery of care to clients. i. Discuss the establishment of priorities in client care. j. Discuss the ethical issues in the care of clients and with staff. k. Discuss informed consent. l. Explain legal responsibilities and procedures for documentation and reporting client care and information. m. Utilize appropriate medical terminology, approved abbreviations, and appropriate procedures for documentation. n. Discuss the referral process in patient care. o. Identify methods for appropriate use of resources in the care of the client both internal and external. p. Explain the importance of client and family teaching. q. Discuss the current National Patient Safety Goals.
3.	Provide for the protection of clients and healthcare personnel from health and environmental hazards. <ol style="list-style-type: none"> a. Discuss safety in client care in the healthcare setting and at home for both the client

<p>and the healthcare team.</p> <ol style="list-style-type: none"> b. Discuss handling of hazardous and infectious materials. c. Discuss internal and external disaster plans for healthcare settings and homes. d. Describe surgical and medical asepsis. e. Discuss hand-washing. f. Discuss microorganisms. g. Identify factors that contribute to disease and illness in the client. h. Discuss infection with its common signs and symptoms. i. Discuss the body's reaction to illness. j. Discuss standard precautions and isolation procedures. k. Discuss the use of restraints and safety devices with appropriate nursing care and legal responsibilities. l. Describe the role of the Occupational Safety and Health Administration (OSHA) in the maintenance of health and safety in the healthcare setting.
<ol style="list-style-type: none"> 4. Demonstrate an understanding of growth and development in the care of the clients and the family. <ol style="list-style-type: none"> a. Identify normal growth and developmental milestones that occur from birth through death and nursing considerations. b. Interpret "Maslow's Hierarchy of Needs," and describe how needs change throughout one's life. c. Differentiate between the common growth and developmental theories, and identify appropriate applications from birth through older adulthood. d. Describe how culture, ethnicity, religion, and family structures influence individuals and families and performance of nursing care. e. Identify and examine the stages of death, dying, and grief. f. Discuss how culture, ethnicity, and religion influence the grief and dying processes and nursing responsibilities. g. Discuss the impact of death on families and individuals and nursing considerations.
<ol style="list-style-type: none"> 5. Provide care that assists with the promotion and support of the emotional, mental, and social well-being of clients. <ol style="list-style-type: none"> a. Discuss verbal, non-verbal, therapeutic, and non-therapeutic communication. b. Discuss abuse and neglect of clients and nursing implications. c. Discuss behavioral interventions and management in client care in the role of the practical nurse. d. Define coping mechanisms. e. Discuss crises interventions in the role of the practical nurse. f. Discuss the practical nurse's role in the care of clients in relation to language needs, cultural practices, and educational needs.
<ol style="list-style-type: none"> 6. Provide care that promotes health and well-being in a safe manner. <ol style="list-style-type: none"> a. Discuss care of clients with assistive devices and nursing implications. b. Discuss methods of assisting clients to ambulate or move using assistive devices. c. Discuss transfer techniques with assistive devices. d. Discuss vital signs and methods of obtaining them. e. Describe care of clients with alterations in urinary elimination. f. Describe care of clients with alterations in bowel elimination. g. Discuss care of clients with mobility alterations.

<ul style="list-style-type: none"> h. Describe proper body mechanics for clients and staff. i. Discuss non-pharmacologic comfort interventions and nursing implications. j. Discuss palliative and comfort care for clients. k. Discuss pre- and post-operative care of clients. l. Discuss the care of clients in personal hygiene and grooming with nursing implications. m. Discuss rest and sleep needs of clients with nursing interventions. n. Discuss the care of the client receiving oxygen therapy. o. Identify types of wounds and factors that influence healing. p. Describe the principles of wound care.
<p>7. Provide safe care to clients related to administration of medications.</p> <ul style="list-style-type: none"> a. Discuss references available to assist the practical nurse in administering medications. b. Discuss methods of obtaining medications for patient care. c. Discuss documentation methods. d. Discuss the rights of medication administration. e. Discuss nursing responsibilities in the administration of controlled substances. f. Discuss patient and family education in relation to drug administration to include discharge planning. g. Discuss general classifications of drugs with expected outcomes, side effects, adverse effects, and nursing interventions.
<p>8. Provide care for clients in relation to nutrition and oral hydration.</p> <ul style="list-style-type: none"> a. Discuss basic nutritional requirements, and relate them to health promotion and maintenance. b. Review digestion and metabolism of carbohydrates, fats, and proteins. c. Describe the food pyramid. d. Describe the types of nutritional support systems and nursing responsibilities. e. Discuss general dietary modifications for acute and chronic illness.
<p>9. Provide safe care to clients related to diagnostic tests and procedures.</p> <ul style="list-style-type: none"> a. Discuss general responsibilities and procedures for patient preparation for various diagnostic procedures. b. Discuss common lab values and implications for clients and nursing. c. Discuss patient teaching as it relates to diagnostic procedures. d. Discuss documentation as it relates to diagnostic procedures.

STANDARDS

Client Needs Categories from the Test Plan for the National Council Licensure Examination for Licensed Practical/Vocational Nurses®

- LPN 1 Safe and Effective Care Environment
- LPN 2 Health Promotion and Maintenance
- LPN 3 Psychosocial Integrity
- LPN 4 Physiological Integrity

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- A5 Measurement (money, time, temperature, length, area, volume)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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21st Century Skills

- CS1 Global Awareness
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

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Course Name: Fundamentals of Nursing Lab/Clinical

Course Abbreviation: PNV 1436

Classification: Vocational–Technical Core

Description: This course provides demonstration of and supervised practice of the fundamental skills related to practical nursing. (6 sch: 9 hr. lab, 4.5 hr. clinical)

Corequisites: Concurrent registration in PNV 1426 is required. A passing grade in PNV 1426 and PNV 1436 is required in order to progress in the practical nursing program. If a passing grade is not maintained, both courses must be repeated concurrently upon re-admission.

Competencies and Suggested Objectives

1. Demonstrate knowledge of the scientific principles and technical skills necessary to perform nursing procedures.
 - a. Demonstrate communication techniques.
 - b. Demonstrate skill in observing, reporting, and recording information.
 - c. Demonstrate computer application skills associated with nursing (input and retrieve data).
 - d. Perform the following nursing procedures satisfactorily under the supervision of the instructor in either the skills or clinical laboratory.
 - (1) General care skills to include standard precautions, OSHA guidelines, hand-washing medical asepsis, basic data collection, intake and output (I and O), fluid restriction/forcing, vital signs, bathing, oral care, hair care, nail care, perineal care, shaving, clothing care, a.m. and p.m. care, care of the incontinent patient, and bed-making (closed, open, occupied, post-operative, traction, use of draw-sheets, and lift sheets).
 - (2) Use of basic equipment to include emesis basins, bath basins, bedpans (fracture and regular), urinals, bedside commode chairs, wheelchairs, stretchers, lifts, toilet seat extensions, specialty beds, footboards, handrails, trochanter rolls, bed cradles, and transfer boards. Include the proper use of each piece listed.
 - (3) Body mechanics for patient and nurse to include range of motion (ROM), turning techniques, log rolling, positioning, and proper transfer to bedside commode chair, stretchers, wheelchairs, ambulatory assistive devices, and proper ambulation techniques.
 - (4) Positioning and draping techniques to include dorsal supine, dorsal recumbent, Fowler's, semi-Fowler's, orthopneic, sims, prone, knee-chest genupectoral, lithotomy, and trendelenburg.
 - (5) Safety in patient care (introduction of restraints and their proper use, identification of patients, and patient confidentiality).
 - (6) Surgical asepsis to include preparing a sterile field, opening sterile packs, pouring sterile solutions, and setting up and maintaining a sterile field. Include hand-washing and sterile gloving.
 - (7) General procedures to include practical nurse's role in admission and discharge, vital signs, height and weight, application heat and cold, pre-op/post-op care,

	<p>isolation procedures to include types, gowning, gloving, use of mask, and care of patient environment.</p> <p>(8) Specimen collection to include sterile/clean, urine all types, wound, sputum, nasopharyngeal, throat, and stool.</p> <p>(9) Wound care skills to include dressing changes sterile and clean, binders, suture and staple removal, and wound irrigation.</p> <p>(10) System specific skill</p> <p>(a) Urinary to include catheter insertion and removal, straining urine, specifics on urine specimen collection, and bladder irrigation.</p> <p>(b) Musculoskeletal to include basic traction maintenance, basic cast care, and neurovascular checks.</p> <p>(c) Gastrointestinal to include enemas, checking for and removing fecal impactions, rectal tubes, sitz bath, capillary glucose monitoring, care of nasogastric tubes, peg care, tube feedings, and insertion of nasogastric (NG) tube and basic ostomy care.</p> <p>(d) Respiratory skills to include oxygen therapy and care, suctioning (oral and nasopharyngeal), maintenance of the oral airway, and tracheostomy care and tracheostomy suctioning.</p> <p>(e) Reproductive skills to include breast exam, testicular exam, douching, and sitz bath.</p> <p>(f) Neurological skills to include seizure precautions and basic neurological checks.</p>
2.	Perform basic mathematical procedures and conversions using metric and household measurements.
3.	<p>Apply the principles of medication administration.</p> <p>a. Calculate drug dosages and conversions among metric and household measurements.</p> <p>b. Discuss the limited use of apothecary measurements.</p> <p>c. Utilize appropriate terminology and approved abbreviations in the documentation of medication administration.</p> <p>d. Transcribe physician's orders.</p> <p>e. Demonstrate the role of the practical nurse in the administration of medications.</p> <p>f. Demonstrate the following methods of drug administration in laboratory and/or clinical practice: Enteral (Oral/NG/Peg), Parenteral (intramuscular, Z-track, subcutaneous, and intradermal), Percutaneous (suppository, sublingual, and topical), Instillations (ear, nose, eye, rectal, vaginal, and urinary).</p> <p>g. Collect data and communicate therapeutic effectiveness, side effects, or adverse reactions to medications.</p> <p>h. Collect data and communicate need for PRN medications.</p> <p>i. Review medication orders for possible revision or discontinuance.</p> <p>j. Instruct a client in self-administration of prescribed medications.</p>

STANDARDS

Client Needs Categories from the Test Plan for the National Council Licensure Examination for Licensed Practical/Vocational Nurses®

- LPN 1 Safe and Effective Care Environment
- LPN 2 Health Promotion and Maintenance
- LPN 3 Psychosocial Integrity
- LPN 4 Physiological Integrity

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- A5 Measurement (money, time, temperature, length, area, volume)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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21st Century Skills

- CS1 Global Awareness
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

Christensen, B. L., & Kockrow, E. O. (2006). *Foundations and adult health nursing* (5th ed.). St. Louis, MO: Mosby.

Christensen, B. L., Kockrow, E. O., Castaldi, P. A., & Valdes, M. (2006). *Study guide to accompany foundations of nursing* (5th ed.). St. Louis, MO: Mosby.

Elkin, M. K., Perry, A. G., & Potter, P. A. (2007). *Nursing interventions and clinical skills* (4th ed.). St. Louis: Mosby.

Gyls, B. A., & Wedding, M. E. (2004). *Medical terminology: A systems approach* (5th ed.). Philadelphia: F. A. Davis.

Rosdahl, C. (2007). *Textbook of basic nursing* (9th ed.). Philadelphia: Lippincott.

Course Name: IV Therapy Concepts

Course Abbreviation: PNV 1524

Classification: Vocational–Technical Core

Description: This course is designed to prepare the practical nurse to perform the expanded role of IV therapy as outlined in the Mississippi Nursing Practice Law, Rules, and Regulations. The student, upon completion of the practical nursing program and successful passage of the licensure examination, is eligible to apply for IV certification as outlined in the above mentioned rules and regulations. (4 sch: 3 hr. lecture, 2 hr. lab)

Prerequisites: All first semester Practical Nursing courses

Competencies and Suggested Objectives
<i>Note: This course meets the requirements of the Mississippi Board of Nursing for IV certification.</i>
1. Summarize the major legal implications of IV therapy relative to state regulations and agency policy.
2. Summarize the major legal requirements of the nurse.
3. Identify and locate peripheral veins used for venipuncture, and list factors that influence their size and condition.
4. Identify IV equipment used in administering IV solutions; indicate the criteria for use, and list precautions and complications of each.
5. Discuss and demonstrate nursing responsibilities in preparation for and during venipuncture.
6. Discuss and demonstrate nursing care of the patient with an IV infusion.
7. Summarize the fundamentals of fluid and electrolyte balance in relation to IV therapy.
8. Demonstrate understanding of fluid and electrolyte balance and classifications of IV fluids.
9. Discuss and demonstrate appropriate aseptic technique in IV therapy.
10. Compare and contrast the hazards and complications of IV infusions, their prevention, and nursing interventions.
11. Report and record all pertinent information related to IV therapy.
12. Apply correct principles for administering IV antibiotics by using reference material, scheduling administration of IV antibiotics, and calculating drug doses.
13. Perform the following skills in a laboratory setting in PNV 1524, or in the clinical setting of PNV 1622, PNV 1642, and/or PNV 1914. <ol style="list-style-type: none"> Correctly initiate peripheral IV therapy. Correctly calculate prescribed IV infusion rates. Provide ongoing care to the IV site. Maintain patency of peripheral IV therapy lines using a flush solution. Assist the RN with central venous infusion by checking the infusion rate and changing the site dressing. Observe and report patient responses to IV therapy. Report, record, and properly respond to complications or contraindications of IV therapy.

- h. Discontinue peripheral IV therapy.
- i. Collect specimen via venipuncture.

STANDARDS

Client Needs Categories from the Test Plan for the National Council Licensure Examination for Licensed Practical/Vocational Nurses®

- LPN 1 Safe and Effective Care Environment
- LPN 2 Health Promotion and Maintenance
- LPN 3 Psychosocial Integrity
- LPN 4 Physiological Integrity

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A5 Measurement (money, time, temperature, length, area, volume)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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21st Century Skills

- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

- Buchholz, S., & Henke, G. (2005). *Henke's med-math: Dosage calculation, preparation, and administration* (5th ed.). Philadelphia: Lippincott Williams & Wilkins.
- Christensen, B. L., & Kockrow, E. O. (2006). *Foundations and adult health nursing* (5th ed.). St. Louis, MO: Mosby.
- Christensen, B. L., Kockrow, E. O, Castaldi, P. A., & Valdes, M. (2006). *Study guide to accompany foundations of nursing* (5th ed.). St. Louis, MO: Mosby.
- Clayton, B., & Stock, Y. (2006). *Basic pharmacology for nurses* (14th ed.). St. Louis: Mosby.
- Deglin, J., & Vallerand, A. (2006). *Davis' drug guide for nurses*. (10th ed.). Philadelphia: F. A. Davis.
- Edmunds, M. (2005). *Introduction to clinical pharmacology* (5th ed.). St. Louis, MO: Mosby.
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- Mississippi Board of Nursing. (n.d.). *IV therapy for the expanded role Licensed Practical Nurse*. Jackson, MS: Author.
- National Council of State Boards of Nursing, Inc. (2004). *Test plan for the National Council Licensure Examination for practical/vocational nurses*[®]. Retrieved June 26, 2007, from <http://ncsbn.org>
- Olsen, J. L., Giangrosso, A. P., & Shrimpton, D. M. (2007). *Medical dosage calculations* (9th ed.). Upper Saddle River, NJ: Prentice-Hall.

Course Name: Medical/Surgical Nursing

Course Abbreviation: PNV 1614

Classification: Vocational–Technical Core

Description: This course provides the student with the basic nursing theory and skills to provide safe and effective care for a client experiencing an alteration in health in systems selected from the following: vascular; respiratory; sensory and integumentary; musculoskeletal; gastrointestinal; blood, lymphatic, and immunosuppressive; urinary; reproductive; endocrine; and neurological. The systems not covered in this course are taught in Alterations in Adult Health (PNV 1634). Pharmacological and nutritional therapy, as well as oncological considerations, for various disorders is included. (4 sch: 4 hr. lecture)

Prerequisites: All first semester courses. Concurrent registration in PNV 1622 is required. A passing grade in PNV 1614 and PNV 1622 is required in order to progress in the practical nursing program. If a passing grade is not maintained, both courses must be repeated concurrently upon re-admission.

Competencies and Suggested Objectives	
1.	Promote safe and effective care for the client experiencing an alteration in health. <ol style="list-style-type: none"> a. Identify common tests for diagnosing alterations in health. b. Discuss the signs and symptoms related to common diseases. c. Describe treatment, including pharmacological and nutritional, for common diseases. d. Describe the nursing care related to common diseases. e. Discuss the role of the Licensed Practical Nurse in providing continuity of care. f. Identify the role of healthcare team members in meeting client needs. g. Discuss the priority of care for common disorders.
2.	Promote the prevention and/or early detection of health problems. <ol style="list-style-type: none"> a. Discuss screening tests for common health problems. b. Describe high-risk behaviors and/or lifestyle choices that contribute to the development of common health problems. c. Identify community resources for a client experiencing common health problems. d. Identify client's understanding of health problems and/or risks and provide appropriate information for disease prevention and maintenance (e.g., treatment, medications, and nutritional).
3.	Promote and support the emotional, mental, and social well-being of clients experiencing an alteration in health. <ol style="list-style-type: none"> a. Discuss cultural practices that can contribute to the client's potential for complications related to common diseases. b. Describe nursing measures that promote a client's independence. c. Identify barriers to compliance with treatment plan.

STANDARDS

Client Needs Categories from the Test Plan for the National Council Licensure Examination for Licensed Practical/Vocational Nurses®

- LPN 1 Safe and Effective Care Environment
- LPN 2 Health Promotion and Maintenance
- LPN 3 Psychosocial Integrity
- LPN 4 Physiological Integrity

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

- Christensen, B. L., & Kockrow, E. O. (2006). *Foundations and adult health nursing* (5th ed.). St. Louis, MO: Mosby.
- Christensen, B. L., Kockrow, E. O., Castaldi, P. A., & Valdes, M. (2006). *Study guide to accompany foundations of nursing* (5th ed.). St. Louis, MO: Mosby.

Deglin, J., & Vallerand, A. (2006). *Davis' drug guide for nurses*. (10th ed.). Philadelphia: F. A. Davis.

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Rosdahl, C. (2007). *Textbook of basic nursing* (9th ed.). Philadelphia: Lippincott.

Williams, L., & Hopper, P. (2007). *Understanding medical surgical nursing* (3rd ed.). Philadelphia: F. A. Davis.

Course Name: Medical/Surgical Nursing Clinical

Course Abbreviation: PNV 1622

Classification: Vocational–Technical Core

Description: This course includes supervised clinical experiences for application of medical/surgical theory, the development of skills, and the use of nursing process. (2 sch: 6 hr. clinical)

Pre/corequisites: All first semester courses. Concurrent registration in PNV 1614 is required. It also requires a passing grade in PNV 1614 and PNV 1622 in order to progress in the practical nursing program. If a passing grade is not maintained, both courses must be repeated concurrently upon re-admission.

Competencies and Suggested Objectives
1. Utilize the nursing process to provide safe and effective care for adult medical-surgical patients experiencing acute or chronic disorders.
2. Perform the following skills in a laboratory setting in PNV 1524, or in the clinical setting of PNV 1622, PNV 1642, and/or PNV 1914. <ol style="list-style-type: none"> a. Correctly initiate peripheral IV therapy. b. Correctly calculate prescribed IV infusion rates. c. Provide ongoing care to the IV site. d. Maintain patency of peripheral IV therapy lines using a flush solution. e. Assist the RN with central venous infusion by checking the infusion rate and changing the site dressing. f. Observe and report patient responses to IV therapy. g. Report, record, and properly respond to complications or contraindications of IV therapy. h. Discontinue peripheral IV therapy. i. Collect specimen via venipuncture.

STANDARDS

Client Needs Categories from the Test Plan for the National Council Licensure Examination for Licensed Practical/Vocational Nurses®

LPN 1 Safe and Effective Care Environment
 LPN 2 Health Promotion and Maintenance
 LPN 3 Psychosocial Integrity
 LPN 4 Physiological Integrity

Related Academic Standards

R1 Interpret Graphic Information (forms, maps, reference sources)

- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

Christensen, B. L., & Kockrow, E. O. (2006). *Foundations and adult health nursing* (5th ed.). St. Louis, MO: Mosby.

- Christensen, B. L., Kockrow, E. O, Castaldi, P. A., & Valdes, M. (2006). *Study guide to accompany foundations of nursing* (5th ed.). St. Louis, MO: Mosby.
- Deglin, J., & Vallerand, A. (2006). *Davis' drug guide for nurses*. (10th ed.). Philadelphia: F. A. Davis.
- Linton, N. K., & Maebius, N. K. (2007). *Introduction to medical-surgical nursing* (4th ed.). Philadelphia: Saunders.
- Rosdahl, C. (2007). *Textbook of basic nursing* (9th ed.). Philadelphia: Lippincott.
- Williams, L., & Hopper, P. (2007). *Understanding medical surgical nursing* (3rd ed.). Philadelphia: F. A. Davis.

Course Name: Alterations in Adult Health

Course Abbreviation: PNV 1634

Classification: Vocational–Technical Core

Description: This course provides the student with the basic nursing theory and skills to provide safe and effective care for a client experiencing an alteration in health in systems selected from the following: vascular; respiratory; sensory and integumentary; musculoskeletal; gastrointestinal; blood, lymphatic, and immunosuppressive; urinary; reproductive; endocrine; and neurological. The systems not covered in this course are taught in Medical/Surgical Nursing (PNV 1614). Pharmacological and nutritional therapy, as well as oncological considerations, for various disorders is included. (4 sch: 4 hr. lecture)

Pre/corequisites: All first semester courses. Concurrent registration in PNV 1642 is required. A passing grade in PNV 1634 and PNV 1642 is required in order to progress in the practical nursing program. If a passing grade is not maintained, both courses must be repeated concurrently upon re-admission.

Competencies and Suggested Objectives	
1.	Promote safe and effective care for the client experiencing an alteration in health. <ol style="list-style-type: none"> a. Identify common tests for diagnosing alterations in health. b. Discuss the signs and symptoms related to common diseases. c. Describe treatment, including pharmacological and nutritional, for common diseases. d. Describe the nursing care related to common diseases. e. Discuss the role of the Licensed Practical Nurse in providing continuity of care. f. Identify the role of healthcare team members in meeting client needs. g. Discuss the priority of care for common disorders.
2.	Promote the prevention and/or early detection of health problems. <ol style="list-style-type: none"> a. Discuss screening tests for common health problems. b. Describe high-risk behaviors and/or lifestyle choices that contribute to the development of common health problems. c. Identify community resources for a client experiencing common health problems. d. Identify a client's understanding of health problems and/or risks and provide appropriate information for disease prevention and maintenance (e.g., treatment, medications, and nutritional).
3.	Promote and support the emotional, mental, and social well-being of clients experiencing an alteration in health. <ol style="list-style-type: none"> a. Discuss cultural practices that can contribute to the client's potential for complications related to common diseases. b. Describe nursing measures that promote a client's independence. c. Identify barriers to compliance with treatment plan.

STANDARDS

Client Needs Categories from the Test Plan for the National Council Licensure Examination for Licensed Practical/Vocational Nurses®

- LPN 1 Safe and Effective Care Environment
- LPN 2 Health Promotion and Maintenance
- LPN 3 Psychosocial Integrity
- LPN 4 Physiological Integrity

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

Christensen, B. L., & Kockrow, E. O. (2006). *Foundations and adult health nursing* (5th ed.). St. Louis, MO: Mosby.

Christensen, B. L., Kockrow, E. O., Castaldi, P. A., & Valdes, M. (2006). *Study guide to accompany foundations of nursing* (5th ed.). St. Louis, MO: Mosby.

Deglin, J., & Vallerand, A. (2006). *Davis' drug guide for nurses*. (10th ed.). Philadelphia: F. A. Davis.

Linton, N. K., & Maebius, N. K. (2007). *Introduction to medical-surgical nursing* (4th ed.). Philadelphia: Saunders.

Rosdahl, C. (2007). *Textbook of basic nursing* (9th ed.). Philadelphia: Lippincott.

Williams, L., & Hopper, P. (2007). *Understanding medical surgical nursing* (3rd ed.). Philadelphia: F. A. Davis.

Course Name: Alterations in Adult Health Clinical

Course Abbreviation: PNV 1642

Classification: Vocational–Technical Core

Description: This course includes supervised clinical experiences for application of medical/surgical theory, the development of skill, and the use of nursing process. (2 sch: 6 hr. clinical)

Pre/corequisites: All first semester courses. Concurrent enrollment in PNV 1634 is required. Passing grades in PNV 1634 and PNV 1642 are required in order to progress in the practical nursing program. If passing grades are not maintained, both courses must be repeated concurrently upon re-admission.

Competencies and Suggested Objectives
1. Utilize the nursing process to provide safe and effective care for adult medical-surgical patients experiencing acute or chronic disorders.
2. Perform the following skills in a laboratory setting in PNV 1524, or in the clinical setting of PNV 1622, PNV 1642, and/or PNV 1914. <ol style="list-style-type: none"> a. Correctly initiate peripheral IV therapy. b. Correctly calculate prescribed IV infusion rates. c. Provide ongoing care to the IV site. d. Maintain patency of peripheral IV therapy lines using a flush solution. e. Assist the RN with central venous infusion by checking the infusion rate and changing the site dressing. f. Observe and report patient responses to IV therapy. g. Report, record, and properly respond to complications or contraindications of IV therapy. h. Discontinue peripheral IV therapy. i. Collect specimen via venipuncture.

STANDARDS

Client Needs Categories from the Test Plan for the National Council Licensure Examination for Licensed Practical/Vocational Nurses®

LPN 1 Safe and Effective Care Environment
 LPN 2 Health Promotion and Maintenance
 LPN 3 Psychosocial Integrity
 LPN 4 Physiological Integrity

Related Academic Standards

R1 Interpret Graphic Information (forms, maps, reference sources)

- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
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21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
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- Christensen, B. L., Kockrow, E. O, Castaldi, P. A., & Valdes, M. (2006). *Study guide to accompany foundations of nursing* (5th ed.). St. Louis, MO: Mosby.
- Deglin, J., & Vallerand, A. (2006). *Davis' drug guide for nurses*. (10th ed.). Philadelphia: F. A. Davis.
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- Rosdahl, C. (2007). *Textbook of basic nursing* (9th ed.). Philadelphia: Lippincott.
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Course Name: Maternal-Child Nursing

Course Abbreviation: PNV 1715

Classification: Vocational–Technical Core

Description: This course provides the student with basic knowledge and skills to provide safe and effective care for clients and families during pregnancy, postpartum, infancy, and childhood. (5 sch: 4.7 hr. lecture, 1 hr. clinical)

Prerequisites: All first semester PNV courses

Competencies and Suggested Objectives	
1.	Provide safe and effective care for client and families during pregnancy and the postpartum period. <ol style="list-style-type: none"> a. Describe the physiological status of pregnant and postpartum clients. b. Discuss labs and tests that are utilized during the prenatal period. c. Discuss the client’s emotional preparation for pregnancy. d. Explain the body image changes that occur during pregnancy. e. Discuss harmful lifestyle choices during pregnancy and appropriate client teaching. f. Discuss the signs and symptoms of prenatal complications. g. Discuss the nutritional needs of the pregnant client. h. Explain the care of a client experiencing a complication of pregnancy, labor, or delivery. i. Describe the care of the client in labor. j. Describe the care of the postpartum client. k. Describe role changes and family interaction patterns that occur when a baby is born. l. Identify factors that indicate parental ability to care for newborns. m. Discuss infant care skills needed by parents. n. Recognize cultural differences in practices related to child bearing, child rearing, and the death of a child.
2.	Provide safe and effective care for newborns and children. <ol style="list-style-type: none"> a. Describe the care of the newborn (e.g., weighing, thermoregulation, bathing, and circumcision). b. Describe the care of children, including taking vital signs. c. Explain the safe use of car seats. d. Discuss home safety and accident prevention for newborns and children. e. Discuss age related considerations when providing care to infants and children. f. Discuss the nutritional needs and variations for the newborn, infant, and child. g. Identify age appropriate activities for infants and children. h. Identify deviations from normal growth and development. i. Discuss the importance of immunizations and the administration schedule. j. Calculate and administer medications to pediatric clients. k. Explain the care of pediatric clients with common physical, psychological, and developmental conditions.

STANDARDS

Client Needs Categories from the Test Plan for the National Council Licensure Examination for Licensed Practical/Vocational Nurses®

- LPN 1 Safe and Effective Care Environment
- LPN 2 Health Promotion and Maintenance
- LPN 3 Psychosocial Integrity
- LPN 4 Physiological Integrity

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

- Christensen, B. L., & Kockrow, E. O. (2006). *Foundations and adult health nursing* (5th ed.). St. Louis, MO: Mosby.
- Christensen, B. L., Kockrow, E. O, Castaldi, P. A., & Valdes, M. (2006). *Study guide to accompany foundations of nursing* (5th ed.). St. Louis, MO: Mosby.
- Leifer, G., & Thompson, E. D. (2006). *Introduction to maternity and pediatric nursing* (5th ed.). Philadelphia: Saunders.
- McKinney, E. S., & Rosner, C. M. (2007). *Study guide for introduction to maternity and pediatric nursing* (5th ed.). Philadelphia: Saunders.
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Course Name: Mental Health Concepts

Course Abbreviation: PNV 1813

Classification: Vocational–Technical Core

Description: This course provides an introduction to mental health concepts. Clinical experience will provide application of learned theory. (3 sch: 2.7 hr. lecture, 1 hr. clinical)

Prerequisites: First semester PNV courses

Competencies and Suggested Objectives	
1.	Discuss issues related to the safety and well-being of a client with a psychiatric disorder. <ol style="list-style-type: none"> a. Recognize legal and ethical issues. b. Describe the use of restraints and seclusion. c. Discuss client rights. d. Explain client self-advocacy. e. Discuss psychotropic medication administration including side effects. f. Identify risk factors for abuse, abusing, and neglect. g. Identify risk factors for suicide. h. Recognize barriers to client compliance. i. Explore stress management and crisis intervention. j. Describe effective and ineffective coping mechanisms. k. Describe the therapeutic milieu. l. Identify client support systems. m. Utilize therapeutic communication techniques.
2.	Discuss behavioral and physical signs and symptoms and treatments associated with psychiatric problems. <ol style="list-style-type: none"> a. Describe anxiety disorder. b. Discuss mood disorders. c. Explain personality disorders. d. Discuss schizophrenia. e. Describe somatoform disorders. f. Discuss substance abuse. g. Explain eating disorders. h. Describe organic mental disorders. i. Explain dissociative disorders. j. Discuss non-substance related dependencies.

STANDARDS

Client Needs Categories from the Test Plan for the National Council Licensure Examination for Licensed Practical/Vocational Nurses®

LPN 1 Safe and Effective Care Environment

LPN 2 Health Promotion and Maintenance

LPN 3 Psychosocial Integrity
 LPN 4 Physiological Integrity

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills

CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

- Bauer, B. B., & Hill, S. S. (2000). *Mental health nursing: An introductory text* (1st ed.). Philadelphia: Saunders.
- Neeb, K. (2006). *Fundamentals of mental health nursing* (3rd ed.). Philadelphia: F. A. Davis.
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- Townsend, M. C. (2004). *Essentials of psychiatric mental health nursing* (3rd ed.). Philadelphia: F.A. Davis.
- Valfre, M. (2004). *Foundations of mental health care* (3rd ed.). St. Louis, MO: Mosby.
- Varcarolis, E. (2000). *Psychiatric nursing clinical guide: Assessment tools and diagnosis*. Philadelphia: W.B. Saunders.

Course Name: Nursing Transition

Course Abbreviation: PNV 1914

Classification: Vocational–Technical Core

Description: Nursing Transition promotes the development of clinical decision making skills and an interest in continued professional development. Legal aspects of nursing and employment opportunities and responsibilities as well as preparation for the National Council Licensure Examination (NCLEX-PN[®]) are included. (4 sch: 2 hr. lecture, 2 hr. lab, 3 hr. clinical)

Prerequisites: All first and second semester PNV courses

Competencies and Suggested Objectives	
1.	Promote professional development concepts. <ol style="list-style-type: none"> a. Discuss professional organizations for the practical nurse. b. Identify factors promoting a smooth transition from the role of student to graduate and employee. c. Complete a self-evaluation to identify strengths and weaknesses. d. Describe the role of continuing education for maintaining standards of care. e. Review skills related to mandatory skills and CPR.
2.	Explain ethical and legal aspects of nursing. <ol style="list-style-type: none"> a. Describe the Nurse Practice Act and how it relates to the practical nurse and protects the public. b. List the composition and responsibilities of the Board of Nursing. c. Define the Good Samaritan Act. d. List the reasons the State Board of Nursing could revoke a nursing license. e. List the criteria for licensure. f. Prepare for the National Council Licensure Examination (NCLEX-PN[®]). g. State the role of the LPN as the charge nurse. h. Identify common ethical dilemmas in nursing, and serve as a client and family advocate. i. List areas of employment available for the practical nurse.
3.	Prepare for employment. <ol style="list-style-type: none"> a. Discuss responsibilities and characteristics related to career success. b. Prepare a resume, letter of application, and letter of resignation. c. List “do’s and don’ts” of job interviews. d. Demonstrate the role of an applicant in a job interview. e. Demonstrate computer proficiency.

4. Demonstrate the role of an entry level LPN in a clinical setting.
 - a. Compare the common job responsibilities of an entry level LPN in various healthcare settings.
 - b. Use, contribute to, or assist the registered nurse (RN) in developing a plan of care to meet basic health needs, and provide client care under the direction of qualified health professionals.
 - c. Participate in teamwork for the purpose of improving client outcomes.
 - d. Utilize data from various sources in making clinical decisions.
 - e. Review the role of the licensed practical nurse and the registered nurse as it relates to management, supervision, delegation, client assignments and conflict resolution.
 - f. Organize and prioritize care for clients.
5. Perform the following skills in a laboratory setting in PNV 1524, or in the clinical setting of PNV 1622, PNV 1642, and/or PNV 1914.
 - a. Correctly initiate peripheral IV therapy.
 - b. Correctly calculate prescribed IV infusion rates.
 - c. Provide ongoing care to the IV site.
 - d. Maintain patency of peripheral IV therapy lines using a flush solution.
 - e. Assist the RN with central venous infusion by checking the infusion rate and changing the site dressing.
 - f. Observe and report patient responses to IV therapy.
 - g. Report, record, and properly respond to complications or contraindications of IV therapy.
 - h. Discontinue peripheral IV therapy.
 - i. Collect specimen via venipuncture.

STANDARDS

Client Needs Categories from the Test Plan for the National Council Licensure Examination for Licensed Practical/Vocational Nurses®

- LPN 1 Safe and Effective Care Environment
- LPN 2 Health Promotion and Maintenance
- LPN 3 Psychosocial Integrity
- LPN 4 Physiological Integrity

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)

- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

- Christensen, B. L., & Kockrow, E. O. (2006). *Foundations and adult health nursing* (5th ed.). St. Louis, MO: Mosby.
- Christensen, B. L., Kockrow, E. O., Castaldi, P. A., & Valdes, M. (2006). *Study guide to accompany foundations of nursing* (5th ed.). St. Louis, MO: Mosby.
- Eyles, M. O. (2004). *Mosby's comprehensive review of practical nursing for NCLEX-PN* (14th ed.). St. Louis, MO: Mosby.

Rosdahl, C. (2007). *Textbook of basic nursing* (9th ed.). Philadelphia: Lippincott.

Silvestri, L. A. (2006). *Saunders's comprehensive review for NCLEX-PN* (3rd ed.). Philadelphia: Saunders.

Tradewell, G. M., & Beare, P. G. (2006). *Davis's NCLEX-PN review* (3rd ed.). Philadelphia: F. A. Davis.

Recommended Tools and Equipment

CAPITALIZED ITEMS

1. Bed, hospital with siderails (1 per 5 students)
2. Cabinet, file lateral with lock (1 per instructor)
3. Cart, medication (1 per program)
4. Curtain, privacy ceiling or wall mounted (1 per bed)
5. Lift, mechanical patient with sling (1 per program)
6. Manikin (1 per 5 students)
7. Pump, IV (1 per program)
8. Scales (1 per program)
9. Simulator, bandaging (1 per program)
10. Simulator, female catheterization (1 per 5 students)
11. Simulator, male catheterization (1 per 5 students)
12. Simulator, injection hip (1 per 5 students)
13. Sink for lab (2 per program)
14. Sphygmomanometer (1 per 5 students)
15. Table, bedside (1 per bed)
16. Table, overbed (1 per bed)
17. Thermometer, digital (1 per program)
18. Thermometer, tympanic (1 per program)
19. Wheelchair (1 per program)
20. IV arms (1 per 5 students)
21. Chart rack/nursing desk (1 per program)
22. Charts, patient (1 dozen per program)
23. Manikin, obstetrical
24. Skeleton, life-size
25. Torso, anatomical teaching model (1 per program)

NON-CAPITALIZED ITEMS

1. Basin, bath (1 per 2 students)
2. Basin, emesis (1 per bed)
3. Bed pan, regular & fracture (1 per program)
4. Bedspread (1 per bed)
5. Belts, gait (1 per program)
6. Blankets (2 per bed)
7. Commode, bedside (1 per program)
8. Containers, sharps (2 per bed)
9. Crutches (pair) (1 per program)
10. Dispenser, paper towel (1 per sink)
11. Dispenser, soap (wall mounted) (1 per sink)
12. Drawsheets (2 per bed)
13. Gowns, hospital (2 per manikin)
14. Hamper, bags (1 per program)

15. Hamper, stand (1 per program)
16. Mattress, hospital bed (1 per bed)
17. Pillow, standard size (1 per bed)
18. Pillowcases (2 per bed)
19. Restraint, wrist (1 pair per program)
20. Restraint, waist (1 per program)
21. Restraint, vest (1 per program)
22. Gait belt (1 per program)
23. Sheets, twin (2 sets per bed)
24. Disposable suture removal sets (1 per program)
25. Disposable staple removal sets (1 per program)
26. Stand, IV (2 per program)
27. Towels and wash cloths, bath (2 per bed)
28. Tray, shampoo (1 per program)
29. Thermometer and covers, non-mercury glass (2 dozen per program)
30. Urinal (2 per program)
31. Walker (1 per program)
32. Water pitcher (1 per bed)
33. Water tumbler (1 per bed)
34. Oral airways (1 set per program)
35. Disposable specimen pan (2 per program)
36. Disposable non-sterile boxed gloves (1 box per student)
37. Charts, anatomical (1 set per program)
38. Stethoscope, teaching (1 per instructor)
39. Breast models (1 per program)
40. Testicular models (1 per program)

RECOMMENDED INSTRUCTIONAL AIDS

It is recommended that instructors have access to the following items:

1. Videos and software (1 of each per program)
 - a. Basic nursing skills series (\$5,000 Videos)
 - b. Nutrition, carbohydrates, fats, proteins, vitamins, minerals
 - c. Body structure and function series
 - d. Child development series
 - e. Legal/ethical series (Law)
 - f. Employability skills
 - g. Medical surgical nursing series
 - h. Standard precautions
 - i. Obstetrics series
 - j. Psychiatric concepts series
 - k. Pharmacology
 - l. Administration of medication (all inclusive)
 - m. Health issues/micro
 - n. Communication concepts

- o. Medical terminology
 - p. Pediatric nursing series
 - q. Board prep review series
2. Computer (minimum of 1 per 5 students)
 3. Printer, laser (1 per program)
 4. TV, Color, 30" with input devices (1 per program)
 5. Projector presentation system; PowerPoint (1 per program)
 6. Scanner (1 per program)

Assessment

Students will be assessed using the *National Council Licensure Examination for Licensed Practical/Vocational Nurses*[®].

Appendix A: Client Needs Categories from the Test Plan for the National Council Licensure Examination for Licensed Practical/Vocational Nurses^{®1}

- LPN 1 **Safe and Effective Care Environment** The practical/vocational nurse provides nursing care that contributes to the enhancement of the healthcare delivery setting and protects clients and healthcare personnel.
- LPN 2 **Health Promotion and Maintenance** The practical/vocational nurse provides nursing care for clients that incorporates knowledge of expected stages of growth and development and prevention and/or early detection of health problems.
- LPN 3 **Psychosocial Integrity** The practical/vocational nurse provides care that assists with promotion and support of the emotional, mental, and social well-being of clients.
- LPN 4 **Physiological Integrity** The practical/vocational nurse assists in the promotion of physical health and well-being by providing care and comfort, reducing risk potential for clients, and assisting them with the management of health alterations.

¹ *NCLEX-PN[®] examination test plan.* (2004). Chicago, IL: National Council of State Boards of Nursing (NCSBN). Retrieved June 26, 2007, from www.ncsbn.org

Appendix B: Related Academic Standards²

Reading

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)

Mathematics Computation

- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations

Applied Mathematics

- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)

Language

- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

Spelling

- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

² CTB/McGraw-Hill LLC. (1994). *Tests of adult basic education, Forms 7 and 8*. Monterey, CA: Author. Reproduced with permission of CTB/McGraw-Hill LLC. TABE is a registered trademark of The McGraw-Hill Companies, Inc. Copyright © 1994 by CTB/McGraw-Hill LLC. Reproduction of this material is permitted for educational purposes only.

Appendix C: 21st Century Skills³

CS1 Global Awareness

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
- Promoting the study of non-English language as a tool for understanding other nations and cultures

CS2 Financial, Economic, and Business Literacy

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy and the role of business in the economy
- Applying appropriate 21st century skills to function as a productive contributor within an organizational setting
- Integrating oneself within and adapting continually to our nation's evolving economic and business environment

CS3 Civic Literacy

- Being an informed citizen to participate effectively in government
- Exercising the rights and obligations of citizenship at local, state, national, and global levels
- Understanding the local and global implications of civic decisions
- Applying 21st century skills to make intelligent choices as a citizen

CS4 Information and Communication Skills

- Information and media literacy skills: Analyzing, accessing, managing, integrating, evaluating, and creating information in a variety of forms and media; understanding the role of media in society
- Communication skills: Understanding, managing, and creating effective oral, written, and multimedia communication in a variety of forms and contexts

CS5 Thinking and Problem-Solving Skills

- Critical thinking and systems thinking: Exercising sound reasoning in understanding and making complex choices, understanding the interconnections among systems
- Problem identification, formulation, and solution: Ability to frame, analyze, and solve problems
- Creativity and intellectual curiosity: Developing, implementing, and communicating new ideas to others, staying open and responsive to new and diverse perspectives

CS6 Interpersonal and Self-Directional Skills

- Interpersonal and collaborative skills: Demonstrating teamwork and leadership, adapting to varied roles and responsibilities, working productively with others, exercising empathy, respecting diverse perspectives
- Self-direction: Monitoring one's own understanding and learning needs, locating appropriate resources, transferring learning from one domain to another
- Accountability and adaptability: Exercising personal responsibility and flexibility in personal, workplace, and community contexts; setting and meeting high standards and goals for one's self and others; tolerating ambiguity

³ 21st century skills. (n.d.). Washington, DC: Partnership for 21st Century Skills.

- Social responsibility: Acting responsibly with the interests of the larger community in mind; demonstrating ethical behavior in personal, workplace, and community contexts