

PRACTICAL NURSING MISSISSIPPI CURRICULUM FRAMEWORK

Licensed Practical/Vocational Nurse Training - CIP: 51.3901

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The Office of Curriculum and Instruction (OCI) was founded in 2013 under the Division of Workforce, Career, and Technical Education at the Mississippi Community College Board (MCCB). The office is funded through a partnership with The Mississippi Department of Education (MDE), who serves as Mississippi's fiscal agent for state and federal Career and Technical Education (CTE) Funds. The OCI is tasked with developing statewide CTE curriculum, programming, and professional development designed to meet the local and statewide economic demand.

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National Certification

The NCLEX exam, also known as the National Council Licensure Examination, is a standardized exam that each state board of nursing uses to determine whether or not a candidate is prepared for entry-level nursing practice. The goal of this curriculum framework is to provide a foundation for practical nursing programs in Mississippi to educate practical nursing students for successful passage of the NCLEX-PN exam so that they may become licensed in the state of Mississippi.

The content of the NCLEX-PN Test Plan is organized into four major Client Needs categories. Two of the four categories are divided into subcategories.

According to the National Council of State Boards of Nursing, the NCLEX examination covers the following “categories of client needs”:

- **Safe, Effective Care Environment**
 - a. Coordinated Care
 - b. Safety and Infection Control
- **Psychosocial Integrity**
- **Health Promotion and Maintenance**
- **Physiological Integrity**
 - a. Basic Care and Comfort
 - b. Pharmacological Therapies
 - c. Reduction of Risk Potential
 - d. Physiological Adaptation

In addition, the following concepts are utilized throughout the four major Client Needs categories and subcategories of the test plan:

- a. Caring – interaction of the LPN/VN and client in an atmosphere of mutual respect and trust. In this collaborative environment, the LPN/VN provides support and compassion to help achieve desired therapeutic outcomes.
- b. Clinical judgment – the observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern and generate the best possible evidence-based solutions in order to deliver safe client care (detailed description of the steps below).
- c. Clinical problem solving (nursing process) – a scientific approach to client care that includes data collection, planning, implementation and evaluation.
- d. Communication and documentation – verbal and nonverbal interactions between the LPN/VN and the client, as well as other members of the health care team. Events and activities associated with client care are validated in written and/or electronic records that reflect standards of practice and accountability in the provision of care.
- e. Culture and spirituality– interaction of the nurse and the client (individual, family or group, including significant others and population) that recognizes and considers the client-reported, self-identified, unique and individual preferences to client care, the applicable standard of care and legal considerations.
- f. Teaching and learning – facilitation of the acquisition of knowledge, skills and attitudes to assist in promoting a change in behavior.

Clinical Judgement model

The nurse engages in this iterative multistep process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern and generate the best possible evidence-based solutions in order to deliver safe client care. Clinical judgment content may be represented as a case study or as an individual stand-alone item. A case study contains six items that are associated with the same client presentation and share unfolding client information in the following steps.:

- a. Recognize cues – identify relevant and important information from different sources (e.g., medical history, vital signs).
- b. Analyze cues – organize and connect the recognized cues to the client’s clinical presentation.
- c. Prioritize hypotheses – evaluate and prioritize hypotheses (urgency, likelihood, risk, difficulty, time constraints, etc.).

- d. generate solutions – identify expected outcomes and use hypotheses to define a set of interventions for the expected outcomes.
- e. Take action – implement the solution(s) that address the highest priority.
- f. evaluate outcomes – compare observed outcomes to expected outcomes.

For information about NCLEX-PN, please visit www.ncsbn.org.

Industry Job Projection Data

A summary of occupational data is available from the Mississippi Department of Employment Security.

<https://mdes.ms.gov/information-center/labor-market-information/>

Articulation

Check with the local community college CTE administration for articulation agreements.

Industry Credentials, Certifications, and Professional Licensure

As curricula are revised or developed for Career Technical Education (for credit) programs at Mississippi's community colleges, appropriate industry credentials/certifications/professional licensure are identified (where applicable). Each community college cooperating with businesses/industries in their college district determines if and when industry credentials/certifications/professional licensure are warranted. Contact each community college for more information.

Dual Enrollment

See the "Procedures Manual For Dual Enrollment and Accelerated Programs"

http://www.mississippi.edu/cjc/dual_enrollment.asp

Research Abstract

In the spring of 2023, the Office of Curriculum and Instruction (OCI) met with the different industry members who made up the Practical Nursing advisory committees. An industry questionnaire was used to gather feedback concerning the trends and needs, both current and future, of their field. Program faculty, administrators, and industry members were consulted regarding industry workforce needs and trends.

Industry advisory team members from the colleges involved with this program 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 include having the ability to be adaptable, flexible, a team player, compassion, and availability. Occupation-specific skills stated include knowing how to communicate with doctors and the patients, critical thinking skills, safety skills, and documentation skills.

Various writing team members conducted gap analysis of the 2018 Practical Nursing Curriculum with the 2023 NCLEX-PN Detailed Test Plan. This gap analysis was presented at the writing team meeting and was used to update Student Learning Outcomes (SLOs) for courses in this revision.

A course substitution of BIO 2514 Anatomy and Physiology I Lecture & Lab and BIO 2524 Anatomy and Physiology II Lecture and Lab for PNV 1213 Body Structure & Function is noted where appropriate in this curriculum document. No other changes were made to the overall program of study.

Revision History

2012, Research and Curriculum Unit, Mississippi State University

2018, Office of Curriculum and Instruction, Mississippi Community College Board

2024, Revised, Office of Curriculum and Instruction, Mississippi Community College Board

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 that do not require the skills, judgment, and knowledge required of a registered nurse. This care is performed under the direction of a registered nurse, advanced practice registered nurse (APRN), licensed physician, or licensed dentist.

Students who complete the program requirements as identified by the Mississippi Community College Board, may be eligible to take the National Council Licensure Examination for Licensed Practical/Vocational Nurses® (NCLEX-PN). The graduate of the program functions as a provider of care and a member of a profession. This curriculum references the Client Needs and Integrated Processes Categories from the Test Plan for the National Council Licensure Examination for Licensed Practical/Vocational Nurses®.

Note: Any changes to the course options must be approved by the Board of Nursing.

Practical Nursing Required Courses

OPTION #1-Semester Credit Hours (August Start)

| Semester I-Fall | | | | | | | |
|-------------------|--------------------------------------|-----------------------------|---------------|---------|----------|---------------------------|--------------------------|
| | | | SCH Breakdown | | | | Program Certification |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours | |
| PNV 1213 | Body Structure and Function* | 3 | 3(45) | 0 | 0 | 45 | |
| PNV 1426 | Fundamentals of Nursing Theory | 6 | 6(90) | 0 | 0 | 90 | |
| PNV 1437 | Fundamentals of Nursing Lab/Clinical | 7 | 0 | 10(150) | 6(90) | 240 | |
| | TOTAL | 16 | 135 | 150 | 90 | 375 | |
| Semester 2-Spring | | | | | | | |
| | | | SCH Breakdown | | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours | |
| PNV 1614 | Medical/Surgical Nursing Theory | 4 | 4(60) | 0 | 0 | 60 | |
| PNV 1622 | Medical/Surgical Nursing Clinical | 2 | 0 | 0 | 6(90) | 90 | |
| PNV 1634 | Alterations in Adult Health Theory | 4 | 4(60) | 0 | 0 | 60 | |
| PNV 1642 | Alterations in Adult Health Clinical | 2 | 0 | 0 | 6(90) | 90 | |
| PNV 1524 | IV Therapy & Pharmacology | 4 | 3(45) | 2(30) | 0 | 75 | |
| | TOTAL | 16 | 165 | 30 | 180 | 375 | |
| Semester 3-Summer | | | | | | | |
| | | | SCH Breakdown | | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours | |
| PNV 1714 | Maternal-Child Nursing | 4 | 3.67 (55) | 0 | 1(15) | 70 | |
| PNV 1814 | Mental Health Nursing | 4 | 3.67 (55) | 0 | 1(15) | 70 | |
| PNV 1914 | Nursing Transition | 4 | 3(45) | 0 | 3(45) | 90 | |
| | TOTAL | 12 | 155 | 0 | 75 | 230 | |
| | TOTAL PROGRAM HOURS | 44 | 455 | 180 | 345 | 980 | |

**BIO 2514 – Anatomy & Physiology I Lecture and Lab and BIO 2524 – Anatomy & Physiology II Lecture and Lab may be substituted for PNV 1213 Body Structure and Function. This course substitution increases overall program hours to 49 and overall contact hours to 1,085.*

OPTION #1-Semester Credit Hours (January Start)

| Semester I-Spring | | | | | | |
|-------------------|--------------------------------------|-----------------------|---------------|------------|------------|---------------------|
| | | | SCH Breakdown | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours |
| PNV 1213 | Body Structure and Function* | 3 | 3(45) | 0 | 0 | 45 |
| PNV 1426 | Fundamentals of Nursing Theory | 6 | 6(90) | 0 | 0 | 90 |
| PNV 1437 | Fundamentals of Nursing Lab/Clinical | 7 | 0 | 10(150) | 6(90) | 240 |
| | TOTAL | 16 | 135 | 150 | 90 | 375 |
| Semester 2-Summer | | | | | | |
| | | | SCH Breakdown | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours |
| PNV 1714 | Maternal-Child Nursing | 4 | 3.67(55) | 0 | 1(15) | 70 |
| PNV 1814 | Mental Health Nursing | 4 | 3.67(55) | 0 | 1(15) | 70 |
| PNV 1524 | IV Therapy & Pharmacology | 4 | 3(45) | 2(30) | 0 | 75 |
| | TOTAL | 12 | 155 | 30 | 30 | 215 |
| Semester 3-Fall | | | | | | |
| | | | SCH Breakdown | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours |
| PNV 1614 | Medical/Surgical Nursing Theory | 4 | 4(60) | 0 | 0 | 60 |
| PNV 1622 | Medical/Surgical Nursing Clinical | 2 | 0 | 0 | 6(90) | 90 |
| PNV 1634 | Alterations in Adult Health Theory | 4 | 4(60) | 0 | 0 | 60 |
| PNV 1642 | Alterations in Adult Health Clinical | 2 | 0 | 0 | 6(90) | 90 |
| PNV 1914 | Nursing Transition | 4 | 3(45) | 0 | 3(45) | 90 |
| | TOTAL | 16 | 165 | 0 | 225 | 390 |
| | TOTAL PROGRAM HOURS | 44 | 455 | 180 | 345 | 980 |

National Council
Licensure
Examination for
Licensed
Practical/Vocational
Nurses (NCLEX-PN)

Program Total Clock Hours = 980

Semester Hours = 44

*BIO 2514 – Anatomy & Physiology I Lecture and Lab and BIO 2524 – Anatomy & Physiology II Lecture and Lab may be substituted for PNV 1213 Body Structure and Function. This course substitution increases overall program hours to 49 and overall contact hours to 1,085.

OPTION # 1 –Clock Hour Breakdown (August Start)

| | | | | | |
|--------------------------------------|-----------------------|--------------------|------------|------------|-------------------|
| Semester I-Fall | | | | | |
| | | Clock Hours | | | |
| Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| Body Structure and Function* | 3 | 45 | 0 | 0 | 45 |
| Fundamentals of Nursing Theory | 6 | 90 | 0 | 0 | 90 |
| Fundamentals of Nursing Lab/Clinical | 7 | 0 | 150 | 90 | 240 |
| TOTAL | 16 | 135 | 150 | 90 | 375 |
| Semester 2-Spring | | | | | |
| | | Clock Hours | | | |
| Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| Medical/Surgical Nursing Theory | 4 | 60 | 0 | 0 | 60 |
| Medical/Surgical Nursing Clinical | 2 | 0 | 0 | 90 | 90 |
| Alterations in Adult Health Theory | 4 | 60 | 0 | 0 | 60 |
| Alterations in Adult Health Clinical | 2 | 0 | 0 | 90 | 90 |
| IV Therapy & Pharmacology | 4 | 45 | 30 | 0 | 75 |
| TOTAL | 16 | 165 | 30 | 180 | 375 |
| Semester 3-Summer | | | | | |
| | | Clock Hours | | | |
| Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| Maternal-Child Nursing | 4 | 55 | 0 | 15 | 70 |
| Mental Health Nursing | 4 | 55 | 0 | 15 | 70 |
| Nursing Transition | 4 | 45 | 0 | 45 | 90 |
| TOTAL | 12 | 155 | 0 | 75 | 230 |
| TOTAL PROGRAM HOURS | 44 | 455 | 180 | 345 | 980 |

Program Total Clock Hours = 980

Semester Hours = 44

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

**BIO 2514 – Anatomy & Physiology I Lecture and Lab and BIO 2524 – Anatomy & Physiology II Lecture and Lab may be substituted for PNV 1213 Body Structure and Function. This course substitution increases overall program hours to 49 and overall contact hours to 1,085.*

OPTION # 1 –Clock Hour Breakdown (January Start)

| Semester I-Spring | | | | | |
|--------------------------------------|-----------------------|--------------------|------------|------------|-------------------|
| | | Clock Hours | | | |
| Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| Body Structure and Function* | 3 | 45 | 0 | 0 | 45 |
| Fundamentals of Nursing Theory | 6 | 90 | 0 | 0 | 90 |
| Fundamentals of Nursing Lab/Clinical | 7 | 0 | 150 | 90 | 240 |
| TOTAL | 16 | 135 | 150 | 90 | 375 |
| Semester 2-Summer | | | | | |
| | | Clock Hours | | | |
| Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| IV Therapy & Pharmacology | 4 | 45 | 30 | 0 | 75 |
| Maternal-Child Nursing | 4 | 55 | 0 | 15 | 70 |
| Mental Health Nursing | 4 | 55 | 0 | 15 | 70 |
| TOTAL | 12 | 155 | 30 | 30 | 215 |
| Semester 3-Fall | | | | | |
| | | Clock Hours | | | |
| Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| Medical/Surgical Nursing Theory | 4 | 60 | 0 | 0 | 60 |
| Medical/Surgical Nursing Clinical | 2 | 0 | 0 | 90 | 90 |
| Alterations in Adult Health Theory | 4 | 60 | 0 | 0 | 60 |
| Alterations in Adult Health Clinical | 2 | 0 | 0 | 90 | 90 |
| Nursing Transition | 4 | 45 | 0 | 45 | 90 |
| TOTAL | 16 | 165 | 0 | 225 | 390 |
| TOTAL PROGRAM HOURS | 44 | 455 | 180 | 345 | 980 |

Program Total Clock Hours = 980

Semester Hours = 44

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

**BIO 2514 – Anatomy & Physiology I Lecture and Lab and BIO 2524 – Anatomy & Physiology II Lecture and Lab may be substituted for PNV 1213 Body Structure and Function. This course substitution increases overall program hours to 49 and overall contact hours to 1,085.*

OPTION #2-Semester Credit Hours (August Start)

| Semester I-Fall | | | | | | | Program Certification |
|-------------------|---|-----------------------------|---------------|---------|----------|---------------------------|--------------------------|
| | | | SCH Breakdown | | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours | |
| PNV 1213 | Body Structure and Function* | 3 | 3(45) | 0 | 0 | 45 | |
| PNV 1443 | Nursing Fundamentals and Clinical | 13 | 6(90) | 10(150) | 6(90) | 330 | |
| | TOTAL | 16 | 135 | 150 | 90 | 375 | |
| Semester 2-Spring | | | | | | | |
| | | | SCH Breakdown | | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours | |
| PNV 1666 | Medical/Surgical Nursing Concepts & Clinical | 6 | 4(60) | 0 | 6(90) | 150 | |
| PNV 1676 | Alterations in Adult Health Concepts & Clinical | 6 | 4(60) | 0 | 6(90) | 150 | |
| PNV 1524 | IV Therapy & Pharmacology | 4 | 3(45) | 2(30) | 0 | 75 | |
| | TOTAL | 16 | 165 | 30 | 180 | 375 | |
| Semester 3-Summer | | | | | | | |
| | | | SCH Breakdown | | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours | |
| PNV 1714 | Maternal-Child Nursing | 4 | 3.67(55) | 0 | 1(15) | 70 | |
| PNV 1814 | Mental Health Nursing | 4 | 3.67(55) | 0 | 1(15) | 70 | |
| PNV 1914 | Nursing Transition | 4 | 3(45) | 0 | 3(45) | 90 | |
| | TOTAL | 12 | 155 | 0 | 75 | 230 | |
| | TOTAL PROGRAM HOURS | 44 | 455 | 180 | 345 | 980 | |

Program Total Clock Hours = 980 Semester
Hours = 44

*BIO 2514 – Anatomy & Physiology I Lecture and Lab and BIO 2524 – Anatomy & Physiology II Lecture and Lab may be substituted for PNV 1213 Body Structure and Function. This course substitution increases overall program hours to 49 and overall contact hours to 1,085.

OPTION #2-Semester Credit Hours (January Start)

| Semester I-Spring | | | | | | | National Council Licensure Examination for Licensed Practical/Vocational Nurses (NCLEX-PN) |
|-------------------|---|-----------------------------|---------------|---------|----------|---------------------------|---|
| | | | SCH Breakdown | | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours | |
| PNV 1213 | Body Structure and Function* | 3 | 3(45) | 0 | 0 | 45 | |
| PNV 1443 | Nursing Fundamentals and Clinical | 13 | 6(90) | 10(150) | 6(90) | 330 | |
| | TOTAL | 16 | 135 | 150 | 90 | 375 | |
| Semester 2-Summer | | | | | | | |
| | | | SCH Breakdown | | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours | |
| PNV 1714 | Maternal-Child Nursing | 4 | 3.67(55) | 0 | 1(15) | 70 | |
| PNV 1814 | Mental Health Nursing | 4 | 3.67(55) | 0 | 1(15) | 70 | |
| PNV 1524 | IV Therapy & Pharmacology | 4 | 3(45) | 2(30) | 0 | 75 | |
| | TOTAL | 12 | 155 | 30 | 30 | 215 | |
| Semester 3-Fall | | | | | | | |
| | | | SCH Breakdown | | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours | |
| PNV 1666 | Medical/Surgical Nursing Concepts & Clinical | 6 | 4(60) | 0 | 6(90) | 150 | |
| PNV 1676 | Alterations in Adult Health Concepts & Clinical | 6 | 4(60) | 0 | 6(90) | 150 | |
| PNV 1914 | Nursing Transition | 4 | 3(45) | 0 | 3(45) | 90 | |
| | TOTAL | 16 | 165 | 0 | 225 | 390 | |
| | TOTAL PROGRAM HOURS | 44 | 455 | 180 | 345 | 980 | |

Program Total Clock Hours = 980

Semester Hours = 44

*BIO 2514 – Anatomy & Physiology I Lecture and Lab and BIO 2524 – Anatomy & Physiology II Lecture and Lab may be substituted for PNV 1213 Body Structure and Function. This course substitution increases overall program hours to 49 and overall contact hours to 1,085.

OPTION # 2 –Clock Hour Breakdown (August Start)

| Semester I-Fall | | | | | |
|---|-----------------------|-------------|------------|------------|-------------------|
| | | Clock Hours | | | |
| Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| Body Structure and Function* | 3 | 45 | 0 | 0 | 45 |
| Nursing Fundamentals and Clinical | 13 | 90 | 150 | 90 | 330 |
| TOTAL | 16 | 135 | 150 | 90 | 375 |
| Semester 2-Spring | | | | | |
| | | Clock Hours | | | |
| Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| IV Therapy & Pharmacology | 4 | 45 | 30 | 0 | 75 |
| Medical/Surgical Nursing Concepts and Clinical | 6 | 60 | 0 | 90 | 150 |
| Alterations in Adult Health Concepts and Clinical | 6 | 60 | 0 | 90 | 150 |
| TOTAL | 16 | 165 | 30 | 180 | 375 |
| Semester 3-Summer | | | | | |
| | | Clock Hours | | | |
| Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| Maternal-Child Nursing | 4 | 55 | 0 | 15 | 70 |
| Mental Health Nursing | 4 | 55 | 0 | 15 | 70 |
| Nursing Transition | 4 | 45 | 0 | 45 | 90 |
| TOTAL | 12 | 155 | 0 | 75 | 230 |
| TOTAL PROGRAM HOURS | 44 | 455 | 180 | 345 | 980 |

Program Total Clock Hours = 980

Semester Hours = 44

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

**BIO 2514 – Anatomy & Physiology I Lecture and Lab and BIO 2524 – Anatomy & Physiology II Lecture and Lab may be substituted for PNV 1213 Body Structure and Function. This course substitution increases overall program hours to 49 and overall contact hours to 1,085.*

OPTION # 2 –Clock Hour Breakdown (January Start)

| Semester I-Spring | | | | | |
|---|-----------------------|-------------|------------|------------|-------------------|
| | | Clock Hours | | | |
| Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| Body Structure and Function* | 3 | 45 | 0 | 0 | 45 |
| Nursing Fundamentals and Clinical | 13 | 90 | 150 | 90 | 330 |
| TOTAL | 16 | 135 | 150 | 90 | 375 |
| Semester 2-Summer | | | | | |
| | | Clock Hours | | | |
| Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| IV Therapy & Pharmacology | 4 | 45 | 30 | 0 | 75 |
| Maternal-Child Nursing | 4 | 55 | 0 | 15 | 70 |
| Mental Health Nursing | 4 | 55 | 0 | 15 | 70 |
| TOTAL | 12 | 155 | 30 | 30 | 215 |
| Semester 3-Fall | | | | | |
| | | Clock Hours | | | |
| Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| Medical/Surgical Nursing Concepts and Clinical | 6 | 60 | 0 | 90 | 150 |
| Alterations in Adult Health Concepts and Clinical | 6 | 60 | 0 | 90 | 150 |
| Nursing Transition | 4 | 45 | 0 | 45 | 90 |
| TOTAL | 16 | 165 | 0 | 225 | 390 |
| TOTAL PROGRAM HOURS | 44 | 455 | 180 | 345 | 980 |

Program Total Clock Hours = 980

Semester Hours = 44

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

**BIO 2514 – Anatomy & Physiology I Lecture and Lab and BIO 2524 – Anatomy & Physiology II Lecture and Lab may be substituted for PNV 1213 Body Structure and Function. This course substitution increases overall program hours to 49 and overall contact hours to 1,085.*

OPTION #3-Semester Credit Hours (August Start)

| Semester I-Fall | | | | | | |
|-------------------|--|-----------------------|---------------|------------|------------|---------------------|
| | | | SCH Breakdown | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours |
| PNV 1213 | Body Structure and Function* | 3 | 3(45) | 0 | 0 | 45 |
| PNV 1443 | Nursing Fundamentals and Clinical | 13 | 6(90) | 10(150) | 6(90) | 330 |
| | TOTAL | 16 | 135 | 150 | 90 | 375 |
| Semester 2-Spring | | | | | | |
| | | | SCH Breakdown | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours |
| PNV 1682 | Adult Health Nursing Concepts & Clinical | 12 | 8(120) | 0 | 12(180) | 300 |
| PNV 1524 | IV Therapy & Pharmacology | 4 | 3(45) | 2(30) | 0 | 75 |
| | TOTAL | 16 | 165 | 30 | 180 | 375 |
| Semester 3-Summer | | | | | | |
| | | | SCH Breakdown | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours |
| PNV 1728 | Specialty Areas in Nursing | 8 | 7.33(110) | 0 | 2(30) | 140 |
| PNV 1914 | Nursing Transition | 4 | 3(45) | 0 | 3(45) | 90 |
| | TOTAL | 12 | 155 | 0 | 75 | 230 |
| | TOTAL PROGRAM HOURS | 44 | 455 | 180 | 345 | 980 |

Program Total Clock Hours = 980

Semester Hours = 44

*BIO 2514 – Anatomy & Physiology I Lecture and Lab and BIO 2524 – Anatomy & Physiology II Lecture and Lab may be substituted for PNV 1213 Body Structure and Function. This course substitution increases overall program hours to 49 and overall contact hours to 1,085.

OPTION #3-Semester Credit Hours (January Start)

| Semester I-Spring | | | | | | |
|-------------------|--|-----------------------|---------------|------------|------------|---------------------|
| | | | SCH Breakdown | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours |
| PNV 1213 | Body Structure and Function* | 3 | 3(45) | 0 | 0 | 45 |
| PNV 1443 | Nursing Fundamentals and Clinical | 13 | 6(90) | 10(150) | 6(90) | 330 |
| | TOTAL | 16 | 135 | 150 | 90 | 375 |
| Semester 2-Summer | | | | | | |
| | | | SCH Breakdown | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours |
| PNV 1728 | Specialty Areas in Nursing | 8 | 7.33(110) | 0 | 2(30) | 140 |
| PNV 1524 | IV Therapy & Pharmacology | 4 | 3(45) | 2(30) | 0 | 75 |
| | TOTAL | 12 | 155 | 30 | 30 | 215 |
| Semester 3-Fall | | | | | | |
| | | | SCH Breakdown | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours |
| PNV 1682 | Adult Health Nursing Concepts & Clinical | 12 | 8(120) | 0 | 12(180) | 300 |
| PNV 1914 | Nursing Transition | 4 | 3(45) | 0 | 3(45) | 90 |
| | TOTAL | 16 | 165 | 0 | 225 | 390 |
| | TOTAL PROGRAM HOURS | 44 | 455 | 180 | 345 | 980 |

Program Certification

 National Council
 Licensure
 Examination for
 Licensed
 Practical/Vocational
 Nurses
 (NCLEX-PN)

Program Total Clock Hours = 980

Semester Hours = 44

**BIO 2514 – Anatomy & Physiology I Lecture and Lab and BIO 2524 – Anatomy & Physiology II Lecture and Lab may be substituted for PNV 1213 Body Structure and Function. This course substitution increases overall program hours to 49 and overall contact hours to 1,085.*

OPTION # 3 –Clock Hour Breakdown (August Start)

| Semester I-Fall | | | | | |
|--|-----------------------|-------------|------------|------------|-------------------|
| | | Clock Hours | | | |
| Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| Body Structure and Function* | 3 | 45 | 0 | 0 | 45 |
| Nursing Fundamentals and Clinical | 13 | 90 | 150 | 90 | 330 |
| TOTAL | 16 | 135 | 150 | 90 | 375 |
| Semester 2-Spring | | | | | |
| | | Clock Hours | | | |
| Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| IV Therapy & Pharmacology | 4 | 45 | 30 | 0 | 75 |
| Adult Health Nursing Concepts and Clinical | 12 | 120 | 0 | 180 | 300 |
| TOTAL | 16 | 165 | 30 | 180 | 375 |
| Semester 3-Summer | | | | | |
| | | Clock Hours | | | |
| Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| Specialty Areas in Nursing | 8 | 110 | 0 | 30 | 140 |
| Nursing Transition | 4 | 45 | 0 | 45 | 90 |
| TOTAL | 12 | 155 | 0 | 75 | 230 |
| TOTAL PROGRAM HOURS | 44 | 455 | 180 | 345 | 980 |

Program Total Clock Hours = 980

Semester Hours = 44

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

**BIO 2514 – Anatomy & Physiology I Lecture and Lab and BIO 2524 – Anatomy & Physiology II Lecture and Lab may be substituted for PNV 1213 Body Structure and Function. This course substitution increases overall program hours to 49 and overall contact hours to 1,085.*

OPTION # 3 –Clock Hour Breakdown (January Start)

| Semester 1 -Fall | | | | | |
|--|-----------------------|-------------|------------|------------|-------------------|
| | | Clock Hours | | | |
| Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| Body Structure and Function* | 3 | 45 | 0 | 0 | 45 |
| Nursing Fundamentals and Clinical | 13 | 90 | 150 | 90 | 330 |
| TOTAL | 16 | 135 | 150 | 90 | 375 |
| Semester 2-Summer | | | | | |
| | | Clock Hours | | | |
| Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| IV Therapy & Pharmacology | 4 | 45 | 30 | 0 | 75 |
| Specialty Areas in Nursing | 8 | 110 | 0 | 30 | 140 |
| TOTAL | 12 | 155 | 30 | 30 | 215 |
| Semester 3-Fall | | | | | |
| | | Clock Hours | | | |
| Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| Adult Health Nursing Concepts and Clinical | 12 | 120 | 0 | 180 | 300 |
| Nursing Transition | 4 | 45 | 0 | 45 | 90 |
| TOTAL | 16 | 165 | 0 | 225 | 390 |
| TOTAL PROGRAM HOURS | 44 | 455 | 180 | 345 | 980 |

Program Total Clock Hours = 980

Semester Hours = 44

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

**BIO 2514 – Anatomy & Physiology I Lecture and Lab and BIO 2524 – Anatomy & Physiology II Lecture and Lab may be substituted for PNV 1213 Body Structure and Function. This course substitution increases overall program hours to 49 and overall contact hours to 1,085.*

OPTION #4-Semester Credit Hours (August Start)

| Semester I-Fall | | | | | | | National Council Licensure Examination for Licensed Practical/Vocational Nurses (NCLEX-PN) |
|-------------------|-------------------------------------|-----------------------------|---------------|---------|----------|---------------------------|---|
| | | | SCH Breakdown | | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours | |
| PNV 1116 | Practical Nursing Foundations | 16 | 9(135) | 10(150) | 6(90) | 375 | |
| | TOTAL | 16 | 135 | 150 | 90 | 375 | |
| Semester 2-Spring | | | | | | | |
| | | | SCH Breakdown | | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours | |
| PNV 1216 | Intermediate Practical Nursing (FS) | 16 | 11(165) | 2(30) | 12(180) | 375 | |
| | TOTAL | 16 | 165 | 30 | 180 | 375 | |
| Semester 3-Summer | | | | | | | |
| | | | SCH Breakdown | | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours | |
| PNV 1412 | Advanced Practical Nursing (FS) | 12 | 10.33(155) | 0 | 5(75) | 230 | |
| | TOTAL | 12 | 155 | 0 | 75 | 230 | |
| | TOTAL PROGRAM HOURS | 44 | 455 | 180 | 345 | 980 | |

Program Total Clock Hours = 980

Semester Hours = 44

OPTION #4-Semester Credit Hours (January Start)

| Semester 1-Spring | | | | | | | |
|-------------------|--|--|---------------|--|--|--|--|
| | | | SCH Breakdown | | | | Program Certification < |

Program Total Clock Hours = 980

Semester Hours = 44

OPTION # 4 –Clock Hour Breakdown (August Start)

| | | | | | | |
|---------------|-------------------------------------|-----------------------|-------------|------------|------------|-------------------|
| | Semester 1 -Fall | | | | | |
| | | | Clock Hours | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| PNV 1116 | Practical Nursing Foundations | 16 | 135 | 150 | 90 | 375 |
| | TOTAL | 16 | 135 | 150 | 90 | 375 |
| | Semester 2-Spring | | | | | |
| | | | Clock Hours | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| PNV 1312 | Intermediate Practical Nursing (FS) | 16 | 165 | 30 | 180 | 375 |
| | TOTAL | 16 | 165 | 30 | 180 | 375 |
| | Semester 3-Summer | | | | | |
| | | | Clock Hours | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| PNV 1516 | Advanced Practical Nursing (FS) | 12 | 155 | 0 | 75 | 230 |
| | TOTAL | 12 | 155 | 0 | 75 | 230 |
| | TOTAL PROGRAM HOURS | 44 | 455 | 180 | 345 | 980 |

Program Total Clock Hours = 980

Semester Hours = 44

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

OPTION # 4 –Clock Hour Breakdown (January Start)

| | | | | | | |
|---------------|-------------------------------------|-----------------------|-------------|------------|------------|-------------------|
| | Semester I-Spring | | | | | |
| | | | Clock Hours | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| PNV 1116 | Practical Nursing Foundations | 16 | 135 | 150 | 90 | 375 |
| | TOTAL | 16 | 135 | 150 | 90 | 375 |
| | Semester 2-Summer | | | | | |
| | | | Clock Hours | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| PNV 1312 | Intermediate Practical Nursing (SS) | 12 | 155 | 30 | 30 | 215 |
| | TOTAL | 12 | 155 | 30 | 30 | 215 |
| | Semester 3-Fall | | | | | |
| | | | Clock Hours | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| PNV 1516 | Advanced Practical Nursing (SS) | 16 | 165 | 0 | 225 | 390 |
| | TOTAL | 16 | 165 | 0 | 225 | 390 |
| | TOTAL PROGRAM HOURS | 44 | 455 | 180 | 345 | 980 |

Program Total Clock Hours = 980

Semester Hours = 44

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

OPTION #5-Semester Credit Hours (Part-time and Weekend)

| Semester 1-Summer | | | | | | |
|-------------------|--------------------------------------|-----------------------|---------------|------------|-----------|---------------------|
| | | | SCH Breakdown | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours |
| PNV 1213 | Body Structure and Function* | 3 | 3(45) | 0 | 0 | 45 |
| | TOTAL | 3 | 45 | 0 | 0 | 45 |
| Semester 2-Fall | | | | | | |
| | | | SCH Breakdown | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours |
| PNV 1426 | Fundamentals of Nursing Theory | 6 | 6(90) | 0 | 0 | 90 |
| PNV 1437 | Fundamentals of Nursing Lab/Clinical | 7 | 0 | 10(150) | 6(90) | 240 |
| | TOTAL | 13 | 90 | 150 | 90 | 330 |
| Semester 3-Spring | | | | | | |
| | | | SCH Breakdown | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours |
| PNV 1614 | Medical/Surgical Nursing Theory | 4 | 4(60) | 0 | 0 | 60 |
| PNV 1622 | Medical/Surgical Nursing Clinical | 2 | 0 | 0 | 6(90) | 90 |
| PNV 1524 | IV Therapy & Pharmacology | 4 | 3(45) | 2(30) | 0 | 75 |
| | TOTAL | 10 | 105 | 30 | 90 | 225 |

Program
Certification

National Council
Licensure
Examination for
Licensed
Practical/Vocational
Nurses (NCLEX-PN)

| Semester 4-Summer | | | | | | |
|-------------------|--------------------------------------|-----------------------|---------------|------------|------------|---------------------|
| | | | SCH Breakdown | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours |
| PNV 1634 | Alterations in Adult Health Theory | 4 | 4(60) | 0 | 0 | 60 |
| PNV 1642 | Alterations in Adult Health Clinical | 2 | 0 | 0 | 6(90) | 90 |
| | TOTAL | 6 | 60 | 0 | 90 | 150 |
| Semester 5-Fall | | | | | | |
| | | | SCH Breakdown | | | |
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours |
| PNV 1714 | Maternal-Child Nursing | 4 | 3.67(55) | 0 | 1(15) | 70 |
| PNV 1814 | Mental Health Nursing | 4 | 3.67(55) | 0 | 1(15) | 70 |
| PNV 1914 | Nursing Transition | 4 | 3(45) | 0 | 3(45) | 90 |
| | TOTAL | 12 | 155 | 0 | 75 | 230 |
| | TOTAL PROGRAM HOURS | 44 | 455 | 180 | 345 | 980 |

National Council
Licensure
Examination for
Licensed
Practical/Vocational
Nurses (NCLEX-PN)

Program Total Clock Hours = 980

Semester Hours = 44

**BIO 2514 – Anatomy & Physiology I Lecture and Lab and BIO 2524 – Anatomy & Physiology II Lecture and Lab may be substituted for PNV 1213 Body Structure and Function. This course substitution increases overall program hours to 49 and overall contact hours to 1,085.*

OPTION # 5 –Clock Hour Breakdown (Part-time & Weekend)

| Semester 1 | | | | | |
|--------------------------------------|-----------------------|-------------|------------|-----------|-------------------|
| | | Clock Hours | | | |
| Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| Body Structure and Function* | 3 | 45 | 0 | 0 | 45 |
| TOTAL | 3 | 45 | 0 | 0 | 45 |
| Semester 2 | | | | | |
| | | Clock Hours | | | |
| Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| Fundamentals of Nursing | 6 | 90 | 0 | 0 | 90 |
| Fundamentals of Nursing Lab/Clinical | 7 | 0 | 150 | 90 | 240 |
| TOTAL | 13 | 90 | 150 | 90 | 330 |
| Semester 3 | | | | | |
| | | Clock Hours | | | |
| Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| IV Therapy & Pharmacology | 4 | 45 | 30 | 0 | 75 |
| Medical/Surgical Nursing | 4 | 60 | 0 | 0 | 60 |
| Medical/Surgical Nursing Clinical | 2 | 0 | 0 | 90 | 90 |
| TOTAL | 10 | 105 | 30 | 90 | 225 |

| Semester 4 | | | | | |
|--------------------------------------|-----------------------|-------------|------------|------------|-------------------|
| | | Clock Hours | | | |
| Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| Alterations in Adult Health | 4 | 60 | 0 | 0 | 60 |
| Alterations in Adult Health Clinical | 2 | 0 | 0 | 90 | 90 |
| TOTAL | 6 | 60 | 0 | 90 | 150 |
| Semester 5 | | | | | |
| | | Clock Hours | | | |
| Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Clock Hours |
| Maternal-Child Nursing | 4 | 55 | 0 | 15 | 70 |
| Mental Health Nursing | 4 | 55 | 0 | 15 | 70 |
| Nursing Transition | 4 | 45 | 0 | 45 | 90 |
| TOTAL | 12 | 155 | 0 | 75 | 230 |
| TOTAL PROGRAM HOURS | 44 | 455 | 180 | 345 | 980 |

Program Total Clock Hours = 980

Semester Hours = 44

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

**BIO 2514 – Anatomy & Physiology I Lecture and Lab and BIO 2524 – Anatomy & Physiology II Lecture and Lab may be substituted for PNV 1213 Body Structure and Function. This course substitution increases overall program hours to 49 and overall contact hours to 1,085.*

Practical Nursing Courses

| | | | SCH Breakdown | | | | Program Certification |
|---------------|---|-----------------------|---------------|-----|----------|---------------------|--|
| Course Number | Course Name | Semester Credit Hours | Lecture | Lab | Clinical | Total Contact Hours | National Council Licensure Examination for Licensed Practical/Vocational Nurses (NCLEX-PN) |
| PNV 1116 | Practical Nursing Foundations | 16 | 9 | 10 | 6 | 375 | |
| PNV 1213 | Body Structure and Function* | 3 | 3 | 0 | 0 | 45 | |
| PNV 1216 | Intermediate Practical Nursing (FS) | 16 | 11 | 2 | 12 | 375 | |
| PNV 1312 | Intermediate Practical Nursing (SS) | 12 | 10.33 | 2 | 2 | 215 | |
| PNV 1412 | Advanced Practical Nursing (FS) | 12 | 10.33 | 0 | 5 | 230 | |
| PNV 1426 | Fundamentals of Nursing Theory | 6 | 6 | 0 | 0 | 90 | |
| PNV 1437 | Fundamentals of Nursing Lab/Clinical | 7 | 0 | 10 | 6 | 240 | |
| PNV 1443 | Nursing Fundamentals and Clinical | 13 | 6 | 10 | 6 | 330 | |
| PNV 1516 | Advanced Practical Nursing (SS) | 16 | 11 | 0 | 15 | 390 | |
| PNV 1524 | IV Therapy & Pharmacology | 4 | 3 | 2 | 0 | 75 | |
| PNV 1614 | Medical/Surgical Nursing Theory | 4 | 4 | 0 | 0 | 60 | |
| PNV 1622 | Medical/Surgical Nursing Clinical | 2 | 0 | 0 | 6 | 90 | |
| PNV 1634 | Alterations in Adult Health Theory | 4 | 4 | 0 | 0 | 60 | |
| PNV 1642 | Alterations in Adult Health Clinical | 2 | 0 | 0 | 6 | 90 | |
| PNV 1666 | Medical/Surgical Nursing Concepts & Clinical | 6 | 4 | 0 | 6 | 150 | |
| PNV 1676 | Alterations in Adult Health Concepts & Clinical | 6 | 4 | 0 | 6 | 150 | |
| PNV 1682 | Adult Health Nursing Concepts & Clinical | 12 | 8 | 0 | 12 | 300 | |
| PNV 1714 | Maternal-Child Nursing | 4 | 3.67 | 0 | 1 | 70 | |
| PNV 1728 | Specialty Areas in Nursing | 8 | 7.33 | 0 | 2 | 140 | |
| PNV 1814 | Mental Health Nursing | 4 | 3.67 | 0 | 1 | 70 | |
| PNV 1914 | Nursing Transition | 4 | 3 | 0 | 3 | 90 | |

Course Descriptions

Course Number and Name: PNV 1116 Practical Nursing Foundations

Description: This course is designed to explain the structure and function of the body systems and its interrelationship to one another in the provision of safe, effective nursing care. In addition, this course will provide the student with the theory and skills of practical nursing through campus lab demonstration, supervised practice, and clinical experiences needed to care for the individual in wellness and illness across the lifespan.

Hour Breakdown:

| Semester Credit Hours | Lecture | Lab | Clinical | Contact Hours |
|-----------------------|---------|-----|----------|---------------|
| 16 | 9 | 10 | 6 | 375 |

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Explain the structure and function of each system and the relationship that exists between the systems.
 - a. Musculoskeletal
 - b. Nervous
 - c. Integumentary
 - d. Endocrine
 - e. Cardiovascular
 - f. Lymphatic and Immune
 - g. Respiratory
 - h. Gastrointestinal
 - i. Urinary
 - j. Reproductive
 - k. Hematopoietic
 - l. Sensory
2. Develop an understanding of practical nursing to include the scope of practice, role, and Board of Nursing administrative code.
 - a. Discuss the scope of practice for the practical nurse.
 - b. Discuss and describe common nursing roles for the practical nurse.
 - c. Discuss the Board of Nursing administrative code for practical nursing.
3. Develop an understanding of a safe and effective care environment for client care and health-care personnel.
 - a. Identify the roles of the members of the health-care delivery team.
 - b. Describe the nurse's role as a client advocate and promote self-advocacy.
 - c. Explain client rights and standards of care to include the current National Patient Safety Goals.
 - d. Discuss the ethical standards of nursing practice and evidence-based practice.
 - e. Discuss advance directives.
 - f. Discuss how priorities are established in client care and assignments.
 - g. Describe the importance of the continuity of care to include providing and receiving report, the referral process, quality improvement, and the importance of client and family teaching.
 - h. Describe the use of the nursing process and clinical judgement model in the delivery of care to clients and their families.
 - i. Explain the procedures for documentation to include legal responsibilities, terminology, and approved abbreviations.
 - j. Discuss surgical and medical asepsis to include the handling of hazardous and infectious materials.
 - k. Discuss safety in client care for the health-care setting to include the use of restraints and safety devices, Occupational Safety and Health Administration (OSHA), and internal and external disaster plans.
 - l. Discuss home safety.
 - m. Identify client allergies and nursing implications.

- n. Discuss the nurse's legal responsibilities regarding client abuse/neglect.
- o. Discuss the nurse's role in receiving and recognizing appropriate health care provider orders.
- 4. Understand the impact of growth and development in the care of clients and the family.
 - a. Identify normal growth and developmental milestones that occur across the life span.
 - b. Discuss "Maslow's Hierarchy of Needs" and how needs change throughout the life span.
- 5. Provide and support the emotional, mental, and social well-being of clients.
 - a. Discuss verbal, nonverbal, therapeutic, and nontherapeutic communication.
 - b. Explain how cultural beliefs and practices influence interpersonal relationships, the health of clients and families, death, dying, the grief process, and nursing considerations.
 - c. Discuss the impact of death, dying, the grief process, and related nursing considerations.
- 6. Discuss basic nutritional requirements and relate them to health promotion and maintenance.
 - a. Identify the essential nutrients and their impact on health.
 - b. Describe nutritional guidelines.
 - c. Describe the types of nutritional support systems and nursing responsibilities.
 - d. Discuss nutritional needs across the life span.
- 7. Identify nursing skills and nursing considerations that promote the physical health and well-being of clients to include but not be limited to:
 - a. Focused assessment by systems
 - b. Vital signs including pain
 - c. Mobility skills including body mechanics, transfer assistance devices, and etc.
 - d. Hygiene (including client and nurse)
 - e. Nutrition and oral hydration
 - f. Elimination
 - g. Nonpharmacological comfort interventions including sleep and rest
 - h. Palliative and post-mortem care
 - i. Pre- and post-operative care
 - j. Respiratory care
 - k. Wound care
 - l. Neurological care
- 8. Recognize safe effective client care related to administration of medications.
 - 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 client and family education in relation to drug administration to include discharge planning.
 - g. Identify general classifications of drugs with expected outcomes, side effects, adverse effects, and nursing interventions.
 - h. Identify client allergies
- 9. Explain diagnostic tests, laboratory tests, procedures and nursing considerations.
- 10. 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 the use of information technology in client care.
 - d. Demonstrate receiving, recognizing, and implementing appropriate health care provider orders.
 - e. Perform the following nursing procedures satisfactorily utilizing standard precautions in either the skills and/or clinical laboratory to include but not be limited to:
 - (1) Basic data collection with focused assessment, vital signs, height, weight, intake and output, and allergies.
 - (2) Personal hygiene skills, incontinent care, bed-making, use of basic equipment, care of patient environment
 - (3) Body mechanics and positioning
 - (4) Isolation procedures
 - (5) Pre-op/post-op care
 - (6) Specimen collection

- (7) Surgical asepsis
- (8) Wound-care skills
- (9) System specific skills
 - (a) Urinary – catheter insertion and removal, straining urine, and bladder irrigation and scanning
 - (b) Musculoskeletal – basic traction maintenance, basic cast care, mobility, and neurovascular checks
 - (c) Gastrointestinal – enemas, checking for and removing fecal impactions, rectal tubes, enteral tubes and feedings, and basic ostomy care
 - (d) Respiratory – oxygen therapy and care, oxygen saturation monitoring, suctioning (oral and nasopharyngeal), maintenance of the oral airway, and tracheostomy care and suctioning
 - (e) Reproductive – breast exam, testicular exam, douching, and sitz bath
 - (f) Neurological – seizure precautions and basic neurological checks
 - (g) Integumentary – application of heat and cold, application and removal of restraints
 - (h) Endocrine – capillary glucose monitoring
 - (i) Cardiovascular – circulatory checks
- 11. Perform basic mathematical procedures and conversions.
- 12. Apply the principles of medication administration.
 - a. Perform calculations needed for medication administration.
 - b. Utilize appropriate terminology and approved abbreviations in the documentation of medication administration.
 - c. Practice receiving and processing health-care-provider orders.
 - d. Demonstrate the role of the practical nurse in the administration of medications.
 - e. Demonstrate the different methods of drug administration in laboratory and/or clinical practice.
 - f. Collect data and communicate therapeutic effectiveness, side effects, or adverse reactions to medications.
 - g. Collect data and communicate need for PRN medications.
 - h. Instruct a client in self-administration of prescribed medications.
 - i. Identify client allergies and intervene as appropriate.

Course Number and Name: PNV 1213 Body Structure and Function

Description: This course is a study of body structure and function including each system of the body.

Hour Breakdown:

| Semester Credit Hours | Lecture | Lab | Clinical | Contact Hours |
|--------------------------|---------|-----|----------|---------------|
| 3 | 3 | 0 | 0 | 45 |

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Explain the structure and function of each system and the relationship that exists between the systems.
 - a. Musculoskeletal
 - b. Nervous
 - c. Integumentary
 - d. Endocrine
 - e. Cardiovascular
 - f. Lymphatic and Immune
 - g. Respiratory
 - h. Gastrointestinal
 - i. Urinary
 - j. Reproductive
 - k. Hematopoietic
 - l. Sensory

Course Number and Name: PNV 1216 Intermediate Practical Nursing (FS)

Description: This course is designed to provide the student with the basic theory, campus lab demonstrations, supervised practice, and clinical experiences needed to provide safe, effective care to the adult client experiencing acute, chronic, or life-threatening physical health conditions in all body systems. This course will include the expanded role of IV therapy as outlined by the Mississippi Board of Nursing Practice Law, Rules, and Regulations.

Hour Breakdown:

| Semester Credit Hours | Lecture | Lab | Clinical | Contact Hours |
|-----------------------|---------|-----|----------|---------------|
| 16 | 11 | 2 | 12 | 375 |

Prerequisite: Instructor Approved

Student Learning Outcomes:

- Promote the prevention and/or early detection of health problems.
 - Discuss screening tests for common health problems.
 - Describe high-risk behaviors and/or lifestyle choices that contribute to the development of common health problems.
 - Assist the client in disease-prevention activities.
- Promote and provide safe and effective care for the client experiencing acute, chronic, or life-threatening physical health conditions to include but not be limited to:
 - Etiology and pathophysiology
 - Clinical manifestations
 - Common diagnostic measures
 - Medical management
 - Nursing considerations
- Promote and support the emotional, mental, and social well-being of clients experiencing acute, chronic, or life-threatening physical health conditions.
 - Discuss cultural practices that can contribute to the client's potential for complications related to common diseases.
 - Identify barriers to compliance with the treatment plan.
 - Describe nursing measures that promote a client's compliance with the treatment plan.
 - Identify community resources for a client experiencing common health problems.
- Utilize the nursing process and clinical judgement model to provide safe and effective care for adult clients experiencing acute, chronic, or life-threatening physical health conditions.
 - Recognize complications of acute or chronic illness and intervene.
 - Reinforce education to client and family regarding care and condition.
- Perform the skills taught in PNV 1116 in the clinical setting.
- Discuss classifications of drugs with expected outcomes, contraindications, drug interactions, and nursing interventions.
- Summarize the major legal implications of medication administration and IV therapy.
- Perform calculations needed for medication/IV administration.
- Administer medications by various routes (enteral, SQ, IM, IV, intradermal, ear, eye, nose, rectum, vagina, and skin).
 - Maintain medication safety practices.
 - Follow the rights of medication administration.
 - Reinforce education to clients regarding medications.
 - Monitor, evaluate, and document client response to pharmacological interventions.
- Discuss and demonstrate nursing responsibilities in preparation for and during venipuncture for blood collection and IV access to include identifying and locating peripheral veins.
- Demonstrate understanding of fluid and electrolyte balance and classifications of IV fluids.

12. Initiate, monitor, regulate, and maintain and discontinue client IV site and flow rate in the clinical or lab setting.
 - a. Discuss and demonstrate nursing care of the client with an IV infusion to include maintaining patency of peripheral IV using a flush solution and assisting the RN with a central venous infusion.
 - b. Identify the hazards and complications of IV infusions and nursing interventions.
 - c. Report, respond, and record complications of or contraindications to IV therapy.
 - d. Monitor transfusion of blood products.
 - e. Monitor pain control devices (e.g., epidural, patient control analgesia, peripheral nerve catheter).
 - f. Administer approved IV fluids and IVPB medications as outlined by the administrative code.

Course Number and Name: PNV 1312 Intermediate Practical Nursing (SS)

Description: This course will provide the student with the basic knowledge and skills to provide safe, effective care for clients and families during the antepartum, intrapartum, postpartum, and infancy through adolescence. Also, provide students basic knowledge and skills to provide safe, effective care for clients and families experiencing mental health alterations. In addition, the students will gain an understanding of the expanded role of IV therapy as outlined by the Mississippi Board of Nursing Practice Law, Rules, and Regulations and the advanced theory of pharmacology.

Hour Breakdown:

| Semester Credit Hours | Lecture | Lab | Clinical | Contact Hours |
|-----------------------|---------|-----|----------|---------------|
| 12 | 10.33 | 2 | 2 | 215 |

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Discuss classifications of drugs with expected outcomes, contraindications, drug interactions, and nursing interventions.
2. Summarize the major legal implications of medication administration and IV therapy.
3. Perform calculations needed for medication/IV administration.
4. Administer medications by various routes (enteral, SQ, IM, IV, intradermal, ear, eye, nose, rectum, vagina, and skin).
 - a. Maintain medication safety practices.
 - b. Follow the rights of medication administration.
 - c. Reinforce education to clients regarding medications.
 - d. Monitor, evaluate, and document client response to pharmacological interventions.
5. Discuss and demonstrate nursing responsibilities in preparation for and during venipuncture for blood collection and IV access to include identifying and locating peripheral veins.
6. Demonstrate understanding of fluid and electrolyte balance and classifications of IV fluids.
7. Initiate, monitor, regulate, and maintain and discontinue client IV site and flow rate in the clinical or lab setting.
 - a. Discuss and demonstrate nursing care of the client with an IV infusion to include maintaining patency of peripheral IV using a flush solution and assisting the RN with a central venous infusion.
 - b. Identify the hazards and complications of IV infusions and nursing interventions.
 - c. Report, respond, and record complications of or contraindications to IV therapy.
 - d. Monitor transfusion of blood products.
 - e. Monitor pain control devices (e.g., epidural, patient control analgesia, peripheral nerve catheter).
 - f. Administer approved IVPB medications.
8. Using the nursing process and the clinical judgement model to promote and provide safe and effective care for clients and families during antepartum, intrapartum, and postpartum periods.
 - a. Discuss lifestyle choices and high-risk behaviors.
 - b. Discuss normal physiological and emotional changes.
 - c. Identify common diagnostic tests, laboratory tests, and procedures.
 - d. Discuss nutritional needs.
 - e. Describe nursing care of the mother and newborn.
 - f. Describe nursing care of the high-risk mother and newborn.
 - g. Discuss expected life transitions.
 - h. Describe parental care of the newborn.
 - i. Discuss cultural beliefs and practices related to child bearing and child rearing.
 - j. Reinforce client teaching.
9. Using the nursing process and the clinical judgement model to promote and provide safe and effective care for clients and their families from infancy through adolescence.
 - a. Discuss age-related considerations.
 - b. Discuss nutritional needs.
 - c. Describe appropriate activities.

- d. Describe safety and accident prevention.
- e. Discuss immunizations.
- f. Perform calculations for pediatric medication administration.
- g. Describe nursing care of common physical, psychological, and developmental disorders and/or conditions.
- 10. Using the nursing process and the clinical judgement model to promote and provide the safety and well-being of a client and family with a mental health alteration.
 - a. Discuss legal and ethical issues.
 - b. Describe therapeutic communication techniques.
 - c. Identify coping mechanisms.
 - d. Describe the therapeutic environment.
 - e. Discuss the use of restraints and seclusion.
 - f. Describe client support systems.
 - g. Identify barriers to client compliance.
 - h. Discuss stress management, crisis intervention, and risk of self-injury.
 - i. Discuss abuse and neglect.
 - j. Consider spiritual and cultural beliefs.
- 11. Assist with the safe and effective care of clients and families with mental health/behavioral alterations.
 - a. Utilize appropriate behavioral interventions.
 - b. Evaluate client response to pharmacological interventions.

Course Number and Name: PNV 1412 Advanced Practical Nursing

Description: This course will provide the student with the basic knowledge and skills to provide safe, effective care for clients and families during the antepartum, intrapartum, postpartum, and infancy through adolescence. Also, the course provides students with a basic knowledge and skills to provide safe, effective care for clients and families experiencing mental health alterations. In addition, it will allow students to gain the knowledge to prepare for the role transition from student to practical nurse.

Hour Breakdown:

| Semester Credit Hours | Lecture | Lab | Clinical | Contact Hours |
|-----------------------|---------|-----|----------|---------------|
| 12 | 10.3 | 0 | 5 | 230 |

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Using the nursing process and the clinical judgement model to promote and provide safe and effective care for clients and families during antepartum, intrapartum, and postpartum periods.
 - a. Discuss lifestyle choices and high-risk behaviors.
 - b. Discuss normal physiological and emotional changes.
 - c. Identify common diagnostic tests, laboratory tests, and procedures.
 - d. Discuss nutritional needs.
 - e. Describe nursing care of the mother and newborn.
 - f. Describe nursing care of the high-risk mother and newborn.
 - g. Discuss expected life transitions.
 - h. Describe parental care of the newborn.
 - i. Discuss cultural beliefs and practices related to child bearing and child rearing.
 - j. Reinforce client teaching.
2. Using the nursing process and the clinical judgement model to promote and provide safe and effective care for clients and families from infancy through adolescence.
 - a. Discuss age-related considerations.
 - b. Discuss nutritional needs.
 - c. Describe appropriate activities.
 - d. Describe safety and accident prevention.
 - e. Discuss immunizations.
 - f. Perform calculations for pediatric medication administration.
 - g. Describe nursing care of common physical, psychological, and developmental disorders and/or conditions.
3. Using the nursing process and the clinical judgement model to promote and provide the safety and well-being of a client and family with a mental health alteration.
 - a. Discuss legal and ethical issues
 - b. Describe therapeutic communication techniques.
 - c. Identify coping mechanisms.
 - d. Describe the therapeutic environment.
 - e. Discuss the use of restraints and seclusion.
 - f. Describe client support systems.
 - g. Identify barriers to client compliance.
 - h. Discuss stress management, crisis intervention, and risk of self-injury.
 - i. Discuss abuse and neglect.
 - j. Consider spiritual and cultural beliefs.
4. Assist with the safe and effective care of clients and families with mental health/behavioral alterations.
 - a. Utilize appropriate behavioral interventions.
 - b. Evaluate client response to pharmacological interventions.

5. Understand the process of transitioning from a student to the role of an entry-level Licensed Practical Nurse (LPN).
 - a. List areas of employment and common job responsibilities of an entry-level LPN in various health-care settings.
 - b. Review the role of the LPN and the interdisciplinary team in relation to:
 - i. collaboration
 - ii. management
 - iii. supervision
 - iv. delegation
 - v. prioritization
 - vi. client assignments
 - vii. quality improvement
 - viii. conflict resolution
 - ix. resource management
 - c. Prepare for employment as an entry-level LPN.
6. Understand ethical and legal aspects of nursing practice and licensure.
 - a. Review the Nurse Practice Act/Administrative Code and how it relates to the scope of practice for the practical nurse.
 - b. Emphasize the responsibilities of the Board of Nursing.
 - c. Practice in a manner consistent with the Code of Ethics for Nurses.
7. Understand professional-development concepts.
 - a. Discuss responsibilities and characteristics related to career success including evidence based practice.
 - b. Discuss professional organizations for the practical nurse.
 - c. Describe the role of continuing education for maintaining standards of care and for license renewal.
 - d. Complete a self-evaluation to identify strengths and weaknesses.
8. Prepare for the National Council Licensure Examination (NCLEX-PN).
 - a. Complete an application for NCLEX-PN and licensure.
9. Demonstrate the role of an entry-level LPN in a clinical setting.
 - a. 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.
 - b. Collaborate with the client and the interdisciplinary team for the purpose of improving outcomes.
 - c. Utilize data from various sources in making clinical decisions.
 - d. Organize and prioritize care for clients.
 - e. Advocate for client rights and needs
 - f. Recognize task/assignment requiring additional assistance and/or professional knowledge.
 - g. Respond to the unsafe practice of a health care provider (e.g., intervene or report).
 - h. Successfully perform the skills taught in previous courses.

Course Number and Name: PNV 1426 Fundamentals of Nursing Theory

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.

Hour Breakdown:

| Semester Credit Hours | Lecture | Lab | Clinical | Contact Hours |
|-----------------------|---------|-----|----------|---------------|
| 6 | 6 | 0 | 0 | 90 |

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Develop an understanding of practical nursing to include the scope of practice, role, and Board of Nursing administrative code.
 - a. Discuss the scope of practice for the practical nurse.
 - b. Discuss and describe common nursing roles for the practical nurse.
 - c. Discuss the Board of Nursing administrative code for practical nursing.
2. Develop an understanding of a safe and effective care environment for client care and health-care personnel.
 - a. Identify the roles of the members of the health-care delivery team.
 - b. Describe the nurse's role as a client advocate and promote self-advocacy.
 - c. Explain client rights and standards of care to include the current National Patient Safety Goals.
 - d. Discuss the ethical standards of nursing practice and evidence-based practice.
 - e. Discuss advance directives.
 - f. Discuss how priorities are established in client care and assignments.
 - g. Describe the importance of the continuity of care to include providing and receiving report, the referral process, quality improvement, and the importance of client and family teaching.
 - h. Describe the use of the nursing process and clinical judgement model in the delivery of care to clients and their families.
 - i. Explain the procedures for documentation to include legal responsibilities, terminology, and approved abbreviations.
 - j. Discuss surgical and medical asepsis to include the handling of hazardous and infectious materials.
 - k. Discuss safety in client care for the health-care setting to include the use of restraints and safety devices, Occupational Safety and Health Administration (OSHA), and internal and external disaster plans.
 - l. Discuss home safety and reinforce education about safety precautions.
 - m. Identify client allergies and nursing implications.
 - n. Discuss the nurse's legal responsibilities regarding client abuse/neglect.
 - o. Discuss the nurse's role in receiving and recognizing appropriate health care provider orders.
3. Understand the impact of growth and development in the care of clients and the family.
 - a. Identify normal growth and developmental milestones that occur across the life span.
 - b. Discuss "Maslow's Hierarchy of Needs" and how needs change throughout the life span.
4. Provide and support the emotional, mental, and social well-being of clients.
 - a. Discuss verbal, nonverbal, therapeutic, and nontherapeutic communication.
 - b. Explain how cultural beliefs and practices influence interpersonal relationships, the health of clients and families, death, dying, the grief process, and nursing considerations.
 - c. Discuss the impact of death, dying, the grief process, and related nursing considerations.
5. Discuss basic nutritional requirements and cultural considerations related to health promotion and maintenance.
 - a. Identify the essential nutrients and their impact on health.
 - b. Describe the current nutritional guidelines based on research.
 - c. Describe the types of nutritional support systems and nursing responsibilities.
 - d. Discuss nutritional needs across the life span.

6. Identify nursing skills and nursing considerations that promote the physical health and well-being of clients to include but not be limited to the following:
 - a. Focused assessment by systems
 - b. Vital signs including pain
 - c. Mobility skills including body mechanics, transfer assistance devices, and etc.
 - d. Hygiene (including client and nurse)
 - e. Nutrition and oral hydration
 - f. Elimination
 - g. Nonpharmacological comfort interventions including sleep and rest
 - h. Palliative and post-mortem care
 - i. Pre- and post-operative care
 - j. Respiratory care
 - k. Wound care
 - l. Neurological care
7. Recognize safe and effective client care related to administration of medications.
 - 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 client and family education in relation to drug administration to include discharge planning.
 - g. Identify general classifications of drugs with expected outcomes, side effects, adverse effects, and nursing interventions.
 - h. Identify client allergies.
8. Explain diagnostic tests, laboratory tests, procedures, and nursing considerations.

Course Number and Name: PNV 1437 Fundamentals of Nursing Lab/Clinical

Description: This course provides demonstration and supervised practice of the fundamental skills related to practical nursing.

Hour Breakdown:

| Semester Credit Hours | Lecture | Lab | Clinical | Contact Hours |
|-----------------------|---------|-----|----------|---------------|
| 7 | 0 | 10 | 6 | 240 |

Prerequisite: Instructor Approved

Student Learning Outcomes:

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 the use of information technology in client care.
 - d. Demonstrate receiving, recognizing, and implementing appropriate health care provider orders.
 - e. Perform the following nursing procedures satisfactorily utilizing standard precautions in either the skills and/or clinical laboratory to include but not be limited to:
 - (1) Basic data collection with focused assessment, vital signs, height, weight, intake and output, and allergies.
 - (2) Personal hygiene skills, incontinent care, bed-making, use of basic equipment, care of patient environment
 - (3) Body mechanics and positioning
 - (4) Isolation procedures
 - (5) Pre-op/post-op care
 - (6) Specimen collection
 - (7) Surgical asepsis
 - (8) Wound-care skills
 - (9) System specific skills
 - (a) Urinary – catheter insertion and removal, straining urine, and bladder irrigation and scanning
 - (b) Musculoskeletal – basic traction maintenance, basic cast care, mobility and neurovascular checks
 - (c) Gastrointestinal – enemas, checking for and removing fecal impactions, rectal tubes, enteral tubes and feedings, and basic ostomy care
 - (d) Respiratory – oxygen therapy and care, oxygen saturation monitoring, suctioning (oral and nasopharyngeal), maintenance of the oral airway, and tracheostomy care and suctioning
 - (e) Reproductive – breast exam, testicular exam, douching, and sitz bath
 - (f) Neurological – seizure precautions and basic neurological checks
 - (g) Integumentary – application of heat and cold, application and removal of restraints
 - (h) Endocrine – capillary glucose monitoring
 - (i) Cardiovascular – circulatory checks
2. Perform basic mathematical procedures and conversions.
3. Apply the principles of medication administration.
 - a. Perform calculations needed for medication administration.
 - b. Utilize appropriate terminology and approved abbreviations in the documentation of medication administration.
 - c. Practice receiving and processing health-care-provider orders.
 - d. Demonstrate the role of the practical nurse in the administration of medications.
 - e. Demonstrate the different methods of drug administration in laboratory and/or clinical practice.
 - f. Collect data and communicate therapeutic effectiveness, side effects, or adverse reactions to medications.
 - g. Collect data and communicate need for PRN medications.
 - h. Instruct a client in self-administration of prescribed medications.
 - i. Identify client allergies and intervene as appropriate.

Course Number and Name: PNV 1443 Nursing Fundamentals and Clinical

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, as well as demonstration and supervised practice of the fundamental skills related to practical nursing.

Hour Breakdown:

| Semester Credit Hours | Lecture | Lab | Clinical | Contact Hours |
|-----------------------|---------|-----|----------|---------------|
| 13 | 6 | 10 | 6 | 330 |

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Develop an understanding of practical nursing to include the scope of practice, role, and Board of Nursing administrative code.
 - a. Discuss the scope of practice for the practical nurse.
 - b. Discuss and describe common nursing roles for the practical nurse.
 - c. Discuss the Board of Nursing administrative code for practical nursing.
2. Develop an understanding of a safe and effective care environment for client care and health-care personnel.
 - a. Identify the roles of the members of the health-care delivery team.
 - b. Describe the nurse's role as a client advocate and promote self-advocacy.
 - c. Explain client rights and standards of care to include the current National Patient Safety Goals.
 - d. Discuss the ethical standards of nursing practice and evidence-based practice.
 - e. Discuss advance directives.
 - f. Discuss how priorities are established in client care and assignments.
 - g. Describe the importance of the continuity of care to include providing and receiving report, the referral process, quality improvement and the importance of client and family teaching.
 - h. Describe the use of the nursing process and clinical judgement model in the delivery of care to clients and their families.
 - i. Explain the procedures for documentation to include legal responsibilities, terminology, and approved abbreviations.
 - j. Discuss surgical and medical asepsis to include the handling of hazardous and infectious materials.
 - k. Discuss safety in client care for the health-care setting to include the use of restraints and safety devices, Occupational Safety and Health Administration (OSHA), and internal and external disaster plans.
 - l. Discuss home safety.
 - m. Identify client allergies and nursing implications.
 - n. Discuss the nurse's legal responsibilities regarding client abuse/neglect.
 - o. Discuss the nurse's role in receiving and recognizing appropriate health care provider orders.
3. Understand the impact of growth and development in the care of clients and the family.
 - a. Identify normal growth and developmental milestones that occur across the life span.
 - b. Discuss "Maslow's Hierarchy of Needs" and how needs change throughout the life span.
4. Provide and support the emotional, mental, and social well-being of clients.
 - a. Discuss verbal, nonverbal, therapeutic, and nontherapeutic communication.
 - b. Explain how cultural beliefs and practices influence interpersonal relationships, the health of clients and families, death, dying, the grief process, and nursing considerations.
 - c. Discuss the impact of death, dying, the grief process, and related nursing considerations.
5. Discuss basic nutritional requirements and relate them to health promotion and maintenance.
 - a. Identify the essential nutrients and their impact on health.
 - b. Describe nutritional guidelines.
 - c. Describe the types of nutritional support systems and nursing responsibilities.
 - d. Discuss nutritional needs across the life span.
6. Identify nursing skills, and nursing considerations that promote the physical health and well-being of clients to include but not be limited to the following:
 - a. Focused assessment by systems

- b. Vital signs including pain
 - c. Mobility skills including body mechanics, transfer assistance devices, and etc.
 - d. Hygiene (including client and nurse)
 - e. Nutrition and oral hydration
 - f. Elimination
 - g. Nonpharmacological comfort interventions including sleep and rest
 - h. Palliative and post-mortem care
 - i. Pre- and post-operative care
 - j. Respiratory care
 - k. Wound care
 - l. Neurological care
7. Recognize safe and effective client care related to administration of medications.
 - 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 client and family education in relation to drug administration to include discharge planning.
 - g. Identify general classifications of drugs with expected outcomes, side effects, adverse effects, and nursing interventions.
 - h. Identify client allergies.
 8. Explain diagnostic tests, laboratory tests, procedures, and nursing considerations.
 9. 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 the use of information technology in client care.
 - d. Demonstrate receiving, recognizing, and implementing appropriate health care provider orders.
 - e. Perform the following nursing procedures satisfactorily utilizing standard precautions in either the skills and/or clinical laboratory to include but not be limited to:
 - (1) Basic data collection with focused assessment, vital signs, height, weight, intake and output, and allergies.
 - (2) Personal hygiene skills, incontinent care, bed-making, use of basic equipment, care of patient environment
 - (3) Body mechanics and positioning
 - (4) Isolation procedures
 - (5) Pre-op/post-op care
 - (6) Specimen collection
 - (7) Surgical asepsis
 - (8) Wound-care skills
 - (9) System specific skills
 - (a) Urinary – catheter insertion and removal, straining urine, and bladder irrigation and scanning
 - (b) Musculoskeletal – basic traction maintenance, basic cast care, mobility, and neurovascular checks
 - (c) Gastrointestinal – enemas, checking for and removing fecal impactions, rectal tubes, enteral tubes and feedings, and basic ostomy care
 - (d) Respiratory skills – oxygen therapy and care, oxygen saturation monitoring, suctioning (oral and nasopharyngeal), maintenance of the oral airway, and tracheostomy care and suctioning
 - (e) Reproductive skills – breast exam, testicular exam, douching, and sitz bath
 - (f) Neurological skills – seizure precautions and basic neurological checks
 - (g) Integumentary – application of heat and cold, application and removal of restraints
 - (h) Endocrine – capillary glucose monitoring
 - (i) Cardiovascular – circulatory checks

10. Perform basic mathematical procedures and conversions.
11. Apply the principles of medication administration.
 - a. Perform calculations needed for medication administration.
 - b. Utilize appropriate terminology and approved abbreviations in the documentation of medication administration.
 - c. Practice receiving and processing health-care-provider orders.
 - d. Demonstrate the role of the practical nurse in the administration of medications.
 - e. Demonstrate the different methods of drug administration in laboratory and/or clinical practice.
 - f. Collect data and communicate therapeutic effectiveness, side effects, or adverse reactions to medications.
 - g. Collect data and communicate need for PRN medications.
 - h. Instruct a client in self-administration of prescribed medications.
 - i. Identify client allergies and intervene as appropriate.

Course Number and Name: PNV 1516 Advanced Practical Nursing (SS)

Description: This course is designed to provide the student with the basic theory and clinical experiences needed to provide safe, effective care to the adult client experiencing acute, chronic, or life-threatening physical health conditions in all body systems and the knowledge to prepare for the role transition from student to practical nurse.

Hour Breakdown:

| Semester Credit Hours | Lecture | Lab | Clinical | Contact Hours |
|-----------------------|---------|-----|----------|---------------|
| 16 | 11 | 0 | 15 | 390 |

Prerequisite: Instructor Approved

Student Learning Outcomes:

- Promote the prevention and/or early detection of health problems.
 - Discuss screening tests for common health problems.
 - Describe high-risk behaviors and/or lifestyle choices that contribute to the development of common health problems.
 - Assist the client in disease-prevention activities.
- Promote and provide safe and effective care for the client experiencing acute, chronic, or life-threatening physical health conditions to include but not be limited to:
 - Etiology and pathophysiology
 - Clinical manifestations
 - Common diagnostic measures
 - Medical management
 - Nursing considerations
- Promote and support the emotional, mental, and social well-being of clients experiencing acute, chronic, or life-threatening physical health conditions.
 - Discuss cultural practices that can contribute to the client's potential for complications related to common diseases.
 - Identify barriers to compliance with the treatment plan.
 - Describe nursing measures that promote a client's compliance with the treatment plan.
 - Identify community resources for a client experiencing common health problems.
- Utilize the nursing process and clinical judgement model to provide safe and effective care for adult clients experiencing acute, chronic, or life-threatening physical health conditions.
 - Recognize complications of acute or chronic illness and intervene.
 - Reinforce education to client and family regarding care and condition.
- Understand the process of transitioning from a student to the role of an entry-level Licensed Practical Nurse (LPN).
 - List areas of employment and common job responsibilities of an entry-level LPN in various health-care settings.
 - Review the role of the LPN and the interdisciplinary team in relation to:
 - Collaboration
 - Management
 - Supervision
 - Delegation
 - Prioritization
 - client assignments
 - quality improvement
 - conflict resolution
 - resource management
 - Prepare for employment as an entry-level LPN.

6. Understand ethical and legal aspects of nursing practice and licensure.
 - a. Review the Nurse Practice Act/Administrative Code and how it relates to the scope of practice for the practical nurse.
 - b. Emphasize the responsibilities of the Board of Nursing.
 - c. Practice in a manner consistent with the Code of Ethics for Nurses.
7. Understand professional-development concepts.
 - a. Discuss responsibilities and characteristics related to career success including evidence based practice.
 - b. Discuss professional organizations for the practical nurse.
 - c. Describe the role of continuing education for maintaining standards of care and for license renewal.
 - d. Complete a self-evaluation to identify strengths and weaknesses.
8. Prepare for the National Council Licensure Examination (NCLEX-PN).
 - a. Complete an application for NCLEX-PN and licensure.
9. Demonstrate the role of an entry-level LPN in a clinical setting.
 - a. 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.
 - b. Collaborate with the client and the interdisciplinary team for the purpose of improving outcomes.
 - c. Utilize data from various sources in making clinical decisions.
 - d. Organize and prioritize care for clients.
 - e. Advocate for client rights and needs.
 - f. Recognize task/assignment requiring additional assistance and/or professional knowledge.
 - g. Respond to the unsafe practice of a health care provider (e.g., intervene or report).
 - h. Successfully perform the skills taught in previous courses.

Course Number and Name: **PNV 1524 IV Therapy & Pharmacology**

Description: This course provides the student with principles of IV therapy and pharmacology. Principles covered in the course include the administration of medication, administration of IV fluids, and administration of IV medications included in the scope of practice for the practical nurse. This course will include the expanded role of IV therapy as outlined by the Mississippi Board of Nursing Practice Law, Rules, and Regulations.

Hour Breakdown:

| Semester Credit Hours | Lecture | Lab | Clinical | Contact Hours |
|--------------------------|---------|-----|----------|---------------|
| 4 | 3 | 2 | 0 | 75 |

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Discuss classifications of drugs with expected outcomes, contraindications, drug interactions, and nursing interventions.
2. Summarize the major legal implications of medication administration and IV therapy.
3. Perform calculations needed for medication/IV administration.
4. Administer medications by various routes (enteral, SQ, IM, IV, intradermal, ear, eye, nose, rectum, vagina, inhalation and skin).
 - a. Maintain medication safety practices.
 - b. Follow the rights of medication administration.
 - c. Reinforce education to clients regarding medications.
 - d. Monitor, evaluate, and document client response to pharmacological interventions.
5. Discuss and demonstrate nursing responsibilities in preparation for and during venipuncture for blood collection and IV access to include identifying and locating peripheral veins.
6. Demonstrate understanding of fluid and electrolyte balance and classifications of IV fluids.
7. Initiate, monitor, regulate, maintain, and discontinue client IV site and flow rate in the clinical or lab setting.
 - a. Discuss and demonstrate nursing care of the client with an IV infusion to include maintaining patency of peripheral IV using a flush solution and assisting the RN with a central venous infusion.
 - b. Identify the hazards and complications of IV infusions and nursing interventions.
 - c. Report, respond, and record complications of or contraindications to IV therapy.
 - d. Monitor transfusion of blood products.
 - e. Monitor pain control devices (e.g., epidural, patient control analgesia, peripheral nerve catheter).
 - f. Administer approved IV fluids and IVPB medications as outlined by the administrative code.

Course Number and Name: PNV 1614 Medical/Surgical Nursing Theory

Description: This course provides the student with the basic nursing theory and skills to provide safe and effective care for the adult clients experiencing acute, chronic, or life-threatening physical health conditions in selected body systems. Pharmacological and nutritional therapy considerations for various disorders are included. The systems not covered in this course are taught in Alterations in Adult Health Theory (PNV 1634).

Hour Breakdown:

| Semester Credit Hours | Lecture | Lab | Clinical | Contact Hours |
|-----------------------|---------|-----|----------|---------------|
| 4 | 4 | 0 | 0 | 60 |

Prerequisite: Instructor Approved

Student Learning Outcomes:

- Promote and provide the prevention and/or early detection of health problems.
 - Discuss screening tests for common health problems.
 - Describe high-risk behaviors and/or lifestyle choices that contribute to the development of common health problems.
 - Assist the client in disease-prevention activities.
- Promote safe and effective care for the client experiencing acute, chronic, or life-threatening physical health conditions to include but not be limited to:
 - Etiology and pathophysiology
 - Clinical manifestations
 - Common diagnostic measures
 - Medical management
 - Nursing considerations
- Promote and support the emotional, mental, and social well-being of clients experiencing acute, chronic, or life-threatening physical health conditions.
 - Discuss cultural practices that can contribute to the client's potential for complications related to common diseases.
 - Identify barriers to compliance with the treatment plan.
 - Describe nursing measures that promote a client's compliance with the treatment plan.
 - Identify community resources for a client experiencing common health problems.

Course Number and Name: PNV 1622 Medical/Surgical Nursing Clinical

Description: This course includes clinical experiences for application of nursing theory and skills for safe and effective care of the adult client experiencing acute, chronic, or life-threatening physical health conditions in all body systems.

Hour Breakdown:

| Semester Credit Hours | Lecture | Lab | Clinical | Contact Hours |
|--------------------------|---------|-----|----------|---------------|
| 2 | 0 | 0 | 6 | 90 |

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Utilize the nursing process and clinical judgement model to provide safe and effective care for adult clients experiencing acute, chronic, or life-threatening physical health conditions.
 - a. Recognize complications of acute or chronic illness and intervene.
 - b. Reinforce education to client and family regarding care and condition.

Course Number and Name: PNV 1634 Alterations in Adult Health Theory

Description: This course provides the student with the basic nursing theory and skills to provide safe and effective care for the adult client experiencing acute, chronic, or life-threatening physical health conditions in selected body systems. Pharmacological and nutritional therapy considerations for various disorders are included. The systems not covered in this course are taught in Medical/Surgical Nursing Theory (PNV 1614).

Hour Breakdown:

| Semester Credit Hours | Lecture | Lab | Clinical | Contact Hours |
|-----------------------|---------|-----|----------|---------------|
| 4 | 4 | 0 | 0 | 60 |

Prerequisite: Instructor Approved

Student Learning Outcomes:

- Promote the prevention and/or early detection of health problems.
 - Discuss screening tests for common health problems.
 - Describe high-risk behaviors and/or lifestyle choices that contribute to the development of common health problems.
 - Assist the client in disease-prevention activities.
- Promote and provide safe and effective care for the client experiencing acute, chronic, or life-threatening physical health conditions to include but not be limited to:
 - Etiology and pathophysiology
 - Clinical manifestations
 - Common diagnostic measures
 - Medical management
 - Nursing considerations
- Promote and support the emotional, mental, and social well-being of clients experiencing acute, chronic, or life-threatening physical health conditions.
 - Discuss cultural practices that can contribute to the client's potential for complications related to common diseases.
 - Identify barriers to compliance with the treatment plan.
 - Describe nursing measures that promote a client's compliance with the treatment plan.
 - Identify community resources for a client experiencing common health problems.

Course Number and Name: **PNV 1642 Alterations in Adult Health Clinical**

Description: This course includes clinical experiences for application of nursing theory and skills for safe and effective care of the adult client experiencing acute, chronic, or life-threatening physical health conditions in all body systems.

Hour Breakdown:

| Semester Credit Hours | Lecture | Lab | Clinical | Contact Hours |
|--------------------------|---------|-----|----------|---------------|
| 2 | 0 | 0 | 6 | 90 |

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Utilize the nursing process and clinical judgement model to provide safe and effective care for adult clients experiencing acute, chronic, or life-threatening physical health conditions.
 - a. Recognize complications of acute or chronic illness and intervene.
 - b. Reinforce education to client and family regarding care and condition.

Course Number and Name:**PNV 1666 Medical/Surgical Nursing Concepts & Clinical****Description:**

This course provides the student with the basic nursing theory and skills to provide safe and effective care for the adult client experiencing acute, chronic, or life-threatening physical health conditions in selected body systems. Pharmacological and nutritional therapy considerations for various disorders are included. The systems not covered in this course are taught in Alterations in Adult Health Concepts and Clinical (PNV 1676). This course also includes clinical experiences for application of nursing theory and skills for safe and effective care of the adult client experiencing acute, chronic, or life-threatening physical health conditions in all body systems.

Hour Breakdown:

| Semester Credit Hours | Lecture | Lab | Clinical | Contact Hours |
|-----------------------|---------|-----|----------|---------------|
| 6 | 4 | 0 | 6 | 150 |

Prerequisite:

Instructor Approved

Student Learning Outcomes:

- Promote the prevention and/or early detection of health problems.
 - Discuss screening tests for common health problems.
 - Describe high-risk behaviors and/or lifestyle choices that contribute to the development of common health problems.
 - Assist the client in disease-prevention activities.
- Promote and provide safe and effective care for the client experiencing acute, chronic, or life-threatening physical health conditions to include but not be limited to:
 - Etiology and pathophysiology
 - Clinical manifestations
 - Common diagnostic measures
 - Medical management
 - Nursing considerations
- Promote and support the emotional, mental, and social well-being of clients experiencing acute, chronic, or life-threatening physical health conditions.
 - Discuss cultural practices that can contribute to the client's potential for complications related to common diseases.
 - Identify barriers to compliance with the treatment plan.
 - Describe nursing measures that promote a client's compliance with the treatment plan.
 - Identify community resources for a client experiencing common health problems.
- Utilize the nursing process and clinical judgement model to provide safe and effective care for adult clients experiencing acute, chronic, or life-threatening physical health conditions.
 - Recognize complications of acute or chronic illness and intervene.
 - Reinforce education to client and family regarding care and condition.

Course Number and Name:**PNV 1676 Alterations in Adult Health Concepts & Clinical****Description:**

This course provides the student with the basic nursing theory and skills to provide safe and effective care for the adult client experiencing acute, chronic, or life-threatening physical health conditions in selected body systems. Pharmacological and nutritional therapy considerations for various disorders are included. The systems not covered in this course are taught in Medical/Surgical Nursing Concepts and Clinical (PNV 1666). This course also includes clinical experiences for application of nursing theory and skills for safe and effective care of the adult client experiencing acute, chronic, or life-threatening physical health conditions in all body systems.

Hour Breakdown:

| Semester Credit Hours | Lecture | Lab | Clinical | Contact Hours |
|-----------------------|---------|-----|----------|---------------|
| 6 | 4 | 0 | 6 | 150 |

Prerequisite:

Instructor Approved

Student Learning Outcomes:

- Promote the prevention and/or early detection of health problems.
 - Discuss screening tests for common health problems.
 - Describe high-risk behaviors and/or lifestyle choices that contribute to the development of common health problems.
 - Assist the client in disease-prevention activities.
- Promote and provide safe and effective care for the client experiencing acute, chronic, or life-threatening physical health conditions to include but not be limited to:
 - Etiology and pathophysiology
 - Clinical manifestations
 - Common diagnostic measures
 - Medical management
 - Nursing considerations
- Promote and support the emotional, mental, and social well-being of clients experiencing acute, chronic, or life-threatening physical health conditions.
 - Discuss cultural practices that can contribute to the client's potential for complications related to common diseases.
 - Identify barriers to compliance with the treatment plan.
 - Describe nursing measures that promote a client's compliance with the treatment plan.
 - Identify community resources for a client experiencing common health problems.
- Utilize the nursing process and clinical judgement model to provide safe and effective care for adult clients experiencing acute, chronic, or life-threatening physical health conditions.
 - Recognize complications of acute or chronic illness and intervene.
 - Reinforce education to client and family regarding care and condition.

Course Number and Name: PNV 1682 Adult Health Nursing Concepts & Clinical

Description: This course is designed to provide the student with the basic theory and clinical experiences needed to provide safe and effective care to the adult client experiencing acute, chronic, or life-threatening physical health conditions in all body systems and the knowledge to prepare for the role transition from student to practical nurse.

Hour Breakdown:

| Semester Credit Hours | Lecture | Lab | Clinical | Contact Hours |
|-----------------------|---------|-----|----------|---------------|
| 12 | 8 | 0 | 12 | 300 |

Prerequisite: Instructor Approved

Student Learning Outcomes:

- Promote the prevention and/or early detection of health problems.
 - Discuss screening tests for common health problems.
 - Describe high-risk behaviors and/or lifestyle choices that contribute to the development of common health problems.
 - Assist the client in disease-prevention activities.
- Promote and provide safe and effective care for the client experiencing acute, chronic, or life-threatening physical health conditions to include but not be limited to:
 - Etiology and pathophysiology
 - Clinical manifestations
 - Common diagnostic measures
 - Medical management
 - Nursing considerations
- Promote and support the emotional, mental, and social well-being of clients experiencing acute, chronic, or life-threatening physical health conditions.
 - Discuss cultural practices that can contribute to the client's potential for complications related to common diseases.
 - Identify barriers to compliance with the treatment plan.
 - Describe nursing measures that promote a client's compliance with the treatment plan.
 - Identify community resources for a client experiencing common health problems.
- Utilize the nursing process and clinical judgement model to provide safe and effective care for adult clients experiencing acute, chronic, or life-threatening physical health conditions.
 - Recognize complications of acute or chronic illness and intervene.
 - Reinforce education to client and family regarding care and condition.

Course Number and Name: **PNV 1714 Maternal-Child Nursing**

Description: This course provides the student with basic knowledge and skills to promote and/or provide safe and effective care for clients and families during antepartum, intrapartum, and postpartum periods as well as infancy through adolescence.

Hour Breakdown:

| Semester Credit Hours | Lecture | Lab | Clinical | Contact Hours |
|-----------------------|---------|-----|----------|---------------|
| 4 | 3.67 | 0 | 1 | 70 |

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Using the nursing process and the clinical judgement model to promote and provide safe and effective care for clients and families during antepartum, intrapartum, and postpartum periods.
 - a. Discuss lifestyle choices and high-risk behaviors.
 - b. Discuss normal physiological and emotional changes.
 - c. Identify common diagnostic laboratory tests and procedures.
 - d. Discuss nutritional needs.
 - e. Describe nursing care of the mother and newborn.
 - f. Describe nursing care of the high-risk mother and newborn.
 - g. Discuss expected life transitions.
 - h. Describe parental care of the newborn.
 - i. Discuss cultural beliefs and practices related to child bearing and child rearing.
 - j. Reinforce client teaching.
2. Using the nursing process and the clinical judgement model to promote and provide safe and effective care for clients and their families from infancy through adolescence.
 - a. Discuss age-related considerations.
 - b. Discuss nutritional needs.
 - c. Describe appropriate activities.
 - d. Describe safety and accident prevention.
 - e. Discuss immunizations.
 - f. Perform calculations for pediatric medication administration.
 - g. Describe nursing care of common physical, psychological, and developmental disorders and/or conditions.

Course Number and Name: PNV 1728 Specialty Areas in Nursing

Description: This course provides the student with basic knowledge and skills to promote and/or provide safe and effective care for clients and families during antepartum, intrapartum, and postpartum periods as well as infancy through adolescence. It also provides the basic knowledge and skills to assist in the promotion of the emotional, mental, and social well-being of the client and family experiencing a mental health alteration.

Hour Breakdown:

| Semester Credit Hours | Lecture | Lab | Clinical | Contact Hours |
|-----------------------|---------|-----|----------|---------------|
| 8 | 7.33 | 0 | 2 | 140 |

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Using the nursing process and the clinical judgement model to promote and provide safe and effective care for clients and families during antepartum, intrapartum, and postpartum periods.
 - a. Discuss lifestyle choices and high-risk behaviors.
 - b. Discuss normal physiological and emotional changes.
 - c. Identify common diagnostic laboratory tests and procedures.
 - d. Discuss nutritional needs.
 - e. Describe nursing care of the mother and newborn.
 - f. Describe nursing care of the high-risk mother and newborn.
 - g. Discuss expected life transitions.
 - h. Describe parental care of the newborn.
 - i. Discuss cultural beliefs and practices related to child bearing and child rearing.
 - j. Reinforce client and family teaching.
2. Using the nursing process and the clinical judgement model to promote and provide safe and effective care for clients and their families from infancy through adolescence.
 - a. Discuss age-related considerations.
 - b. Discuss nutritional needs.
 - c. Describe appropriate activities.
 - d. Describe safety and accident prevention.
 - e. Discuss immunizations.
 - f. Perform calculations for pediatric medication administration.
 - g. Describe nursing care of common physical, psychological, and developmental disorders and/or conditions.
3. Using the nursing process and the clinical judgement model to promote and provide the safety and well-being of a client and family with a mental health alteration.
 - a. Discuss legal and ethical issues.
 - b. Describe therapeutic communication techniques.
 - c. Identify coping mechanisms.
 - d. Describe the therapeutic environment.
 - e. Discuss the use of restraints and seclusion.
 - f. Describe client support systems.
 - g. Identify barriers to client compliance.
 - h. Discuss stress management, crisis intervention, and risk of self-injury.
 - i. Discuss abuse and neglect.
 - j. Consider spiritual and cultural beliefs.
4. Assist with the safe and effective care of clients and families with a mental health alteration.
 - a. Utilize appropriate behavioral interventions.
 - b. Evaluate client response to pharmacological interventions.

Course Number and Name: PNV 1814 Mental Health Nursing

Description: This course provides the student with basic knowledge and skills to assist in the promotion of the emotional, mental, behavioral, and social well-being of the client and family experiencing a mental health alteration.

Hour Breakdown:

| Semester Credit Hours | Lecture | Lab | Clinical | Contact Hours |
|-----------------------|---------|-----|----------|---------------|
| 4 | 3.67 | 0 | 1 | 70 |

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Using the nursing process and the clinical judgement model to promote and provide the safety and well-being of a client and family with a mental health alteration.
 - a. Discuss legal and ethical issues.
 - b. Describe therapeutic communication techniques.
 - c. Identify coping mechanisms.
 - d. Describe the therapeutic environment.
 - e. Discuss the use of restraints and seclusion.
 - f. Describe client support systems.
 - g. Identify barriers to client compliance.
 - h. Discuss stress management, crisis intervention, and risk of injury to self and others.
 - i. Discuss abuse and neglect.
 - j. Consider spiritual and cultural beliefs.
2. Assist with the safe and effective care of clients and families with common mental health/behavioral alterations.
 - a. Utilize appropriate behavioral interventions.
 - b. Evaluate client response to pharmacological interventions.

Course Number and Name: PNV 1914 Nursing Transition

Description: This course facilitates the transition of the student to the role of an entry level Licensed Practical Nurse and the preparation for the National Council Licensure Examination® (NCLEX-PN).

Hour Breakdown:

| Semester Credit Hours | Lecture | Lab | Clinical | Contact Hours |
|--------------------------|---------|-----|----------|---------------|
| 4 | 3 | 0 | 3 | 90 |

Prerequisite: Instructor Approved

Student Learning Outcomes:

1. Understand the process of transitioning from a student to the role of an entry-level Licensed Practical Nurse (LPN).
 - a. List areas of employment and common job responsibilities of an entry-level LPN in various health-care settings.
 - b. Review the role of the LPN and the interdisciplinary team in relation to:
 - i. Collaboration
 - ii. Management
 - iii. supervision
 - iv. delegation
 - v. prioritization
 - vi. client assignments
 - vii. quality improvement
 - viii. conflict resolution
 - ix. resource management
 - c. Prepare for employment as an entry level LPN
2. Understand ethical and legal aspects of nursing practice and licensure.
 - a. Review the Nurse Practice Act/Administrative Code and how it relates to the scope of practice for the practical nurse.
 - b. Emphasize the responsibilities of the Board of Nursing.
 - c. Practice in a manner consistent with the Code of Ethics for Nurses.
3. Understand professional-development concepts.
 - a. Discuss responsibilities and characteristics related to career success including evidence based practice.
 - b. Discuss professional organizations for the practical nurse.
 - c. Describe the role of continuing education for maintaining standards of care and for license renewal.
 - d. Complete a self-evaluation to identify strengths and weaknesses.
4. Prepare for the National Council Licensure Examination (NCLEX-PN)
 - a. Complete an application for NCLEX-PN and licensure.
5. Demonstrate the role of an entry-level LPN in a clinical setting.
 - a. 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.
 - b. Collaborate with the client and the interdisciplinary team for the purpose of improving outcomes.
 - c. Utilize data from various sources in making clinical decisions.
 - d. Organize and prioritize care for clients.
 - e. Advocate for client rights and needs
 - f. Recognize task/assignment requiring additional assistance and/or professional knowledge.
 - g. Respond to the unsafe practice of a health care provider (e.g., intervene or report).
 - h. Successfully perform the skills taught in previous courses.

Appendix A: Recommended Tools and Equipment

| Line Item | Equipment Description (Quantity needed) | PNV 1213 | PNV 1426 | PNV 1437 | PNV 1524 | PNV 1614 | PNV 1622 | PNV 1634 | PNV 1642 | PNV 1714 | PNV 1814 | PNV 1914 |
|-----------|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | CAPITALIZED ITEMS | | | | | | | | | | | |
| 1 | Bed, electric with side rails (1 per 5 students) | | x | x | x | | | | | | | |
| 2 | Cart, medication (1 per program) | | x | x | x | | | | | | | |
| 3 | Curtain, privacy ceiling or wall mounted (1 per bed) | | x | x | x | | | | | | | |
| 4 | Lift, patient with sling (1 per program) | | x | x | | | | | | | | |
| 5 | Mannequin (1 per 5 students) | | x | x | x | | | | | | | |
| 6 | Medication-dispensing system (1 per program) | | x | x | x | x | x | x | x | x | x | x |
| 7 | Pump, IV (3 per program) | | | | x | | | | | | | |
| 8 | Scales (1 per program) | | x | x | | | | | | | | |
| 9 | Simulator, bandaging (1 per program) | | x | x | | | | | | | | |
| 10 | Simulator, female catheterization (1 per 5 students) | | x | x | | | | | | | | |
| 11 | Simulator, male catheterization (1 per 5 students) | | x | x | | | | | | | | |
| 12 | Simulator, injection hip (1 per 5 students) | | x | x | | | | | | | | |
| 13 | Sink for lab (2 per program) | | x | x | x | | x | | x | x | | x |
| 14 | Sphygmomanometer (1 per 5 students) | | x | x | x | | | | | | | |
| 15 | Table, bedside (1 per bed) | | x | x | x | | x | | x | x | | x |
| 16 | Table, over bed (1 per bed) | | x | x | x | | x | | x | x | | x |
| 17 | Thermometer, digital (1 per program) | | x | x | | | | | | | | |
| 18 | Thermometer, tympanic (1 per program) | | x | x | | | | | | | | |
| 19 | Wheelchair (1 per program) | | x | x | | | | | | | | |
| 20 | IV arms (1 per 5 students) | | | | x | | | | | | | |
| 21 | Chart rack/nursing desk (1 per program) | | x | x | x | | x | | x | x | | x |
| 22 | Charts, patient (1 dozen per program) | | x | x | x | | x | | x | x | | x |
| 23 | Mannequin, obstetrical | | | | | | | | | x | | |
| 24 | Skeleton, life size | x | x | x | x | | | | | | | |
| 25 | Torso, anatomical teaching model (1 per program) | x | x | x | | x | x | x | x | x | x | x |
| 26 | O2 Saturation monitor | | x | x | | x | | | | | | |
| 27 | Electronic blood pressure device | | x | x | x | x | x | x | x | x | x | x |
| 28 | Washer and dryer | | x | x | x | x | x | x | x | x | x | x |

*Other equipment items can be added when deemed appropriate by the community college industry craft committee or by industry/business training requirements.

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. Gowns, hospital (2 per manikin)
13. Hamper, bags (1 per program)
14. Hamper, stand (1 per program)
15. Mattress, hospital bed (1 per bed)
16. Pillow, standard size (1 per bed)
17. Pillowcases (2 per bed)
18. Restraint, wrist (1 pair per program)
19. Restraint, waist (1 per program)
20. Restraint, vest (1 per program)
21. Sheets, twin (2 sets per bed)
22. Disposable suture removal sets (1 per program)
23. Disposable staple removal sets (1 per program)
24. Stand, IV (3 per program)
25. Towels and wash cloths, bath (2 per bed)
26. Tray, shampoo (1 per program)
27. Thermometer and covers, non-mercury glass (2 dozen per program)
28. Urinal (2 per program)
29. Walker (1 per program)
30. Water pitcher (1 per bed)
31. Water tumbler (1 per bed)
32. Oral airways (1 set per program)
33. Disposable specimen pan (2 per program)
34. Disposable non-sterile boxed gloves (1 box per student)
35. Charts, anatomical (1 set per program)
36. Stethoscope, teaching (1 per instructor)
37. Breast models (1 per program)
38. Testicular models (1 per program)
39. Glucometer
40. Glucometer strips
41. Doppler (1 per program)

Recommended Instructional Aids

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

1. Software (1 of each per program)
 - a. Basic nursing skills series
 - 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. Communication concepts
 - n. Medical terminology
 - o. Pediatric nursing series
 - p. IV therapy
 - q. Board prep review series
 - r. electronic health records
2. Computer (1 per instructor)
3. Computer (minimum of 1 per 5 students)
4. Printer, laser (1 per program)
5. Projector presentation system (1 per program)
6. Scanner (1 per program)
7. Cabinet, filing with lock (1 per instructor)
8. Smart Board
9. Classroom response system (clickers)

Appendix B: Curriculum Definitions and Terms

- Course Name – A common name that will be used by all community colleges in reporting students
- Course Abbreviation – A common abbreviation that will be used by all community and junior colleges in reporting students
- Classification – Courses may be classified as the following:
 - Career Certificate Required Courses –when a student completes 30 hours.
 - Technical Certificate Required Course – when a student completes 45 hours.
 - Technical Electives – optional courses ranging from 3 to 9 hours.
- Description – A short narrative that includes the major purpose(s) of the course
- 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
- Student Learning Outcomes – A listing of the student outcomes (major concepts and performances) 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% of the time allocated to each course. The remaining 25% of each course should be developed at the local district level and may reflect the following:
 - 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 that 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 or revised
 - Activities that include integration of academic and career–technical skills and course work, school-to-work transition activities, and articulation of secondary and postsecondary career–technical programs
 - Individualized learning activities, including work-site learning activities, to better prepare individuals in the courses for their chosen occupational areas
- Sequencing of the course within a program is left to the discretion of the local college. 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 all of the required Career Certificate courses, Technical Certificate courses **AND** a minimum of 15 semester hours of General Education Core Courses. The courses in the General Education Core may be spaced out over the entire length of the program so that students complete some academic and Career Technical courses each semester. Each community college specifies the actual courses that are required to meet the General Education Core Requirements for the Associate of Applied Science Degree at their college.
- In order to provide flexibility within the districts, individual courses within a framework may be customized by doing the following:
 - Adding new student learning outcomes to complement the existing competencies and suggested objectives in the program framework
 - Revising or extending the student learning outcomes
 - Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the Mississippi Community College Board [MCCB] of the change)

Appendix C: Course Crosswalk

| Course Crosswalk Practical Nursing (CIP: 51.3901) | | | | | |
|--|---|-------|------------------------------|---|-------|
| <i>Note: Courses that have been added or changed in the 2018 curriculum are highlighted.</i> | | | | | |
| Previous | | | Existing | | |
| 2012 MS Curriculum Framework | | | 2018 MS Curriculum Framework | | |
| Course Number | Course Title | Hours | Course Number | Course Title | Hours |
| PNV 1116 | Practical Nursing Foundations | 16 | PNV 1116 | Practical Nursing Foundations | 16 |
| PNV 1213 | Body Structure and Function | 3 | PNV 1213 | Body Structure and Function | 3 |
| PNV 1216 | Intermediate Practical Nursing (FS) | 16 | PNV 1216 | Intermediate Practical Nursing (FS) | 16 |
| PNV 1312 | Intermediate Practical Nursing (SS) | 12 | PNV 1312 | Intermediate Practical Nursing (SS) | 12 |
| PNV 1412 | Advanced Practical Nursing (FS) | 12 | PNV 1412 | Advanced Practical Nursing (FS) | 12 |
| PNV 1426 | Fundamentals of Nursing Theory | 6 | PNV 1426 | Fundamentals of Nursing Theory | 6 |
| PNV 1437 | Fundamentals of Nursing Lab/Clinical | 7 | PNV 1437 | Fundamentals of Nursing Lab/Clinical | 7 |
| PNV 1443 | Nursing Fundamentals and Clinical | 13 | PNV 1443 | Nursing Fundamentals and Clinical | 13 |
| PNV 1516 | Advanced Practical Nursing (SS) | 12 | PNV 1516 | Advanced Practical Nursing (SS) | 12 |
| PNV 1524 | IV Therapy & Pharmacology | 4 | PNV 1524 | IV Therapy & Pharmacology | 4 |
| PNV 1614 | Medical/Surgical Nursing Theory | 4 | PNV 1614 | Medical/Surgical Nursing Theory | 4 |
| PNV 1622 | Medical/Surgical Nursing Clinical | 2 | PNV 1622 | Medical/Surgical Nursing Clinical | 2 |
| PNV 1634 | Alterations in Adult Health Theory | 4 | PNV 1634 | Alterations in Adult Health Theory | 4 |
| PNV 1642 | Alterations in Adult Health Clinical | 2 | PNV 1642 | Alterations in Adult Health Clinical | 2 |
| PNV 1666 | Medical/Surgical Nursing Concepts & Clinical | 6 | PNV 1666 | Medical/Surgical Nursing Concepts & Clinical | 6 |
| PNV 1676 | Alterations in Adult Health Concepts & Clinical | 6 | PNV 1676 | Alterations in Adult Health Concepts & Clinical | 6 |
| PNV 1682 | Adult Health Nursing Concepts & Clinical | 12 | PNV 1682 | Adult Health Nursing Concepts & Clinical | 12 |
| PNV 1714 | Maternal-Child Nursing | 4 | PNV 1714 | Maternal-Child Nursing | 4 |
| PNV 1728 | Specialty Areas in Nursing | 8 | PNV 1728 | Specialty Areas in Nursing | 8 |
| PNV 1814 | Mental Health Nursing | 4 | PNV 1814 | Mental Health Nursing | 4 |
| PNV 1914 | Nursing Transition | 4 | PNV 1914 | Nursing Transition | 4 |

Course Crosswalk

Practical Nursing (CIP: 51.3901)

Note: Courses that have been added or changed in the 2024 curriculum are highlighted.

| Revised | | | | | |
|------------------------------|---|-------|--|--|--|
| 2024 MS Curriculum Framework | | | | | |
| Course Number | Course Title | Hours | | | |
| PNV 1116 | Practical Nursing Foundations | 16 | | | |
| PNV 1213 | Body Structure and Function | 3 | | | |
| PNV 1216 | Intermediate Practical Nursing (FS) | 16 | | | |
| PNV 1312 | Intermediate Practical Nursing (SS) | 12 | | | |
| PNV 1412 | Advanced Practical Nursing (FS) | 12 | | | |
| PNV 1426 | Fundamentals of Nursing Theory | 6 | | | |
| PNV 1437 | Fundamentals of Nursing Lab/Clinical | 7 | | | |
| PNV 1443 | Nursing Fundamentals and Clinical | 13 | | | |
| PNV 1516 | Advanced Practical Nursing (SS) | 16 | | | |
| PNV 1524 | IV Therapy & Pharmacology | 4 | | | |
| PNV 1614 | Medical/Surgical Nursing Theory | 4 | | | |
| PNV 1622 | Medical/Surgical Nursing Clinical | 2 | | | |
| PNV 1634 | Alterations in Adult Health Theory | 4 | | | |
| PNV 1642 | Alterations in Adult Health Clinical | 2 | | | |
| PNV 1666 | Medical/Surgical Nursing Concepts & Clinical | 6 | | | |
| PNV 1676 | Alterations in Adult Health Concepts & Clinical | 6 | | | |
| PNV 1682 | Adult Health Nursing Concepts & Clinical | 12 | | | |
| PNV 1714 | Maternal-Child Nursing | 4 | | | |
| PNV 1728 | Specialty Areas in Nursing | 8 | | | |
| PNV 1814 | Mental Health Nursing | 4 | | | |
| PNV 1914 | Nursing Transition | 4 | | | |

Appendix D: Recommended Textbook List

| Recommended Practical Nursing Text Book List CIP: 51.3901- Practical Nursing Technology | | |
|---|---|-------------------|
| Book Title | Author (s) | ISBN |
| Foundations and Adult Health Nursing. 9 th Ed. and Study Guide to accompany | Cooper, K. & Gosnell, K. | 978-0-323-81205-4 |
| Fundamental Concepts and Skills for Nursing. 6 th Ed. | Williams | 978-0-323-88421-1 |
| Fundamentals of Nursing Care Concepts, Connections & Skills 4 th Ed. | Burton & Smith | 978-1-7196-4455-6 |
| Calculating Dosages Safely, 1 st Ed. | Horntvedt, T. | 978-0-803-64459-5 |
| Davis's Drug Guide for Nurses 18 th Ed. | Vallerand & Sanoski | 978-1-719-64640-6 |
| Pharmacology: Clear and Simple. A Guide to Drug Classifications and Dosage Calculations 4 th Ed. | Watkins, C. | 978-1-719-64474-7 |
| Understanding Anatomy & Physiology A Visual, Auditory, Interactive Approach 3 rd Ed. | Thompson | 978-0-8036-7645-9 |
| Workbook to Accompany Understanding Anatomy & Physiology: A Visual, Auditory, Interactive Approach 3 rd Ed. | Thompson | 978-0-8036-7645-9 |
| Understanding Medical Surgical Nursing, 7 th Ed. | Williams & Hopper | 978-1-7196-4458-7 |
| Timby's Introductory Medical-Surgical Nursing 13 th Ed. | Donnelly-Moreno & Moseley | 978-1-975-17223-7 |
| Medical-Surgical Nursing, 8 th Ed. | Linton & Matteson | 978-0-323-82671-6 |
| Bundle of Memmler's the HumanBody in Health and Disease + Study Guide, 14 th Ed. | Cohen, Barbara Janson | 978-1-284-59165-1 |
| Anatomy & Physiology for Health Professions: An Interactive Journey (Anatomy and Physiology for Health Professions) 4 th Ed. | Colbert, B., Ankney, J. & Lee, K. | 978-0-134-87681-8 |
| Medical Terminology Express 3 rd Ed. | Gyls/Masters | 978-1-719-64227-9 |
| ATI Bundle | Assessment Technologies Institute | |
| Safe Maternity and Pediatric Nursing Care, 2 nd Ed. | Coats, Gloria Haile; Linnard-Palmer, Luanne | 978-0-8036-9734-8 |
| Dosage Calc 360, 1 st Ed. | Martinez De Castillo | 978-0-8036-7713-5 |
| Fundamentals of Mental Health Nursing 5 th Ed. | Gorman, Linda M. & Anwar, Robynn | 978-0-8036-6913-0 |
| Calculate with Confidence, 8 th Ed. | Deborah C. Morris | 978-0-323-69695-1 |
| Essentials of Anatomy and Physiology 8 th Ed. | Scanlon and Sanders | 978-0-803-66937-6 |
| Introduction to Maternity and Pediatric Nursing 9 th Ed. | Leifer | 978-0-323-82680-8 |
| Introductory Maternity and Pediatric Nursing 5 th Ed. | Hatfield and Kincheloe | 978-1-975-16378-5 |
| Foundations of Mental Health Care 8 th Ed. | Michelle Morrison-Valfre | 978-0-323-81029-6 |

| | | |
|--|--|-------------------|
| Timby's Fundamental Nursing Skills and Concepts 12 th Ed. | Donnelly-Moreno | 978-1-975-14176-9 |
| Calculating Drug Dosages, 2 nd Ed. | Martinez De Castillo & Werner-McCullough | 978-1-719-64122-7 |
| Medical Terminology Systems: A Body Systems Approach - With Access Updated 8 th Ed. | Gyls & Wedding | 978-1-719-64889-9 |
| Saunders 2022-2023 Clinical Judgment and Test-Taking Strategies 7 th Ed. | Silvestri, L. & Silvestri, A. | 978-0-323-76388-2 |
| Saunders Comprehensive Review for the NCLEX-PN Examination, 8 th Ed. | Silvestri, L. | 978-0-323-73305-2 |
| Davis's Drug Guide for Nurses, 18 th Ed. | Vallerand & Sanoski | 978-1-719-64640-6 |
| LPN Notes: Nurse's Clinical Pocket Guide 5 th Ed. | Myers | 978-0-803-69974-8 |
| Success in Practical/Vocational Nursing: From Student to Leader 10 th Ed. | Carroll & Collier | 978-0-323-81017-3 |
| Mosby's Drug Guide for Nursing Students Update, 15 th Ed. | Skidmor-Roth | 978-0-443-12388-7 |
| The Human Body in Health and Illness 7 th Ed. | Herlihy | 978-0-323-71126-5 |
| Study Guide: The Human Body in Health and Illness 7 th Ed. | Herlihy | 978-0-323-71125-8 |
| Clinical Calculations: with Applications to General and Specialty Areas, 10 th Ed. | Kee, Marshall, Woods, & Forrester | 978-0-323-80983-2 |
| Textbook of Basic Nursing, 12 th Ed. | Rosdahl | 978-1-975-17133-9 |
| Nursing Care Plans Transitional Patient & Family Centered Care, 7 th Ed. | Carpenito | 978-1-496-34926-2 |
| Taber's Medical Dictionary, 24 th Ed. | Venes | 978-1-719-64285-9 |

***Or most recent edition**