2012 Mississippi Curriculum Framework

Postsecondary Practical Nursing

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

Acknowledgments

Standards in this document are based on information from the following organizations:

Related Industry Standards   Client Needs and Integrated Processes Categories from the Test Plan for the National Council Licensure Examination for Licensed Practical/Vocational Nurses; Portions copyrighted by the National Council of State Boards of Nursing, Inc. All rights reserved. Address inquiries in writing to NCSBN Permissions, 111 E. Wacker Drive, Suite 2900, Chicago, IL 60601-4277.

Related Academic Standards   CTB/McGraw-Hill LLC. (2005). *Tests of adult basic education, forms 9 and 10.* Monterey, CA: Author. Reproduced with permission of CTB/McGraw-Hill LLC. TABE is a registered trademark of The McGraw-Hill Companies, Inc. Copyright 2005 by CTB/McGraw-Hill LLC. Reproduction of this material is permitted for educational purposes only.

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Preface

Practical Nursing Research Synopsis

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

Licensed Practical Nurses (LPNs) must be formally trained and licensed. LPNs are licensed through the state board of nursing (Mississippi Board of Nursing, 2010). Their duties often include general care for sick, injured, convalescent, or disabled people. However, their training requires them to be supervised by a physician or a registered nurse (U.S. Bureau of Labor Statistics, 2009). They may also be required to update documents and files as well as communicate effectively, solve problems, and continue to be educated regarding technology and relevant practices. This occupation often requires exposure to disease or infection as well as frequent close contact with others (O*NET Online, 2010). LPNs generally work in hospitals, nursing or elderly care facilities, or physician offices (U.S. Bureau of Labor Statistics, 2009).

Needs of the Future Workforce

The employment outlook for this profession is on the rise. This is due partly in fact to the growing number of elderly individuals who need care and the increased life-expectancy rate. New technology being introduced into physicians' offices will also lead to greater employment opportunities in these facilities. According to the U.S. Department of Labor and Statistics, the "employment of LPNs is expected to grow by 21 percent between 2008 and 2018, much faster than the average for all occupations" (U.S. Bureau of Labor Statistics, 2009).

Practical Nursing Employment Projections and Earnings

Region	2010 Jobs	2019 Jobs	Change	% Change	Openings	2011 Median Hourly Earnings
Regional Total	895	1,124	229	26%	488	$16.74
State Total	10,536	12,580	2,044	19%	5,082	$16.17
National Total	748,001	868,614	120,613	16%	337,080	$18.96

Legend: Regional Growth Rate · State Growth Rate · National Growth Rate

Y-axis: 2010-2019 % Change
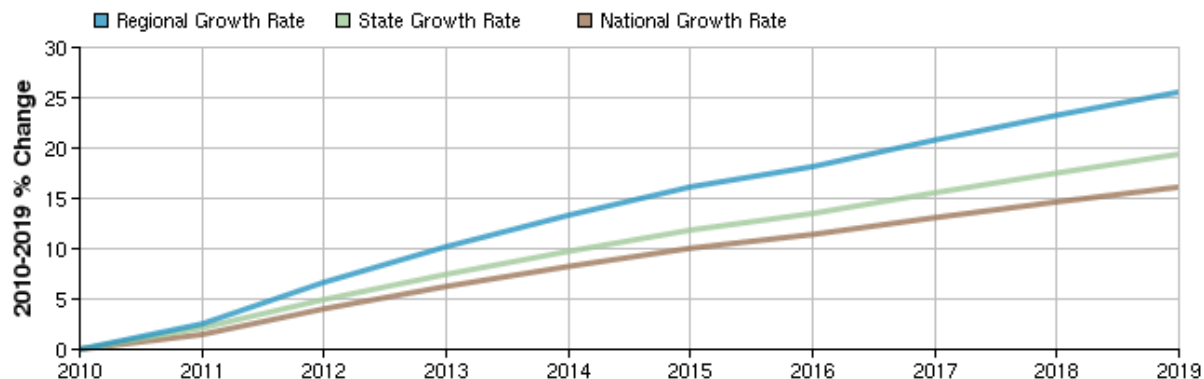
<div align="right">Source: EMSI Complete Employment- 2011.4</div>

Curriculum

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

- CTB/McGraw-Hill LLC *Tests of Adult Basic Education, forms 9 and 10* Academic Standards
- *21st Century Skills*
- *Client Needs and Integrated Processes Categories from the Test Plan for the National Council Licensure Examination for Licensed Practical/Vocational Nurses*

Industry and instructor comments, along with current research, were considered by the curriculum revision team during the revision process, and changes were made as needed and appropriate. Many of the skills and topics noted in the research were already included in the curriculum framework. Specific changes made to the curriculum at the February 7–9, 2012, curriculum revision meeting included the following:

- The Recommended Tools and Equipment list was updated to reflect the tool list for successful competition of Practical Nursing theory and content.
- Competencies and objectives were reviewed to ensure accuracy and appropriateness.
- Additional course sequencing options were added.
- Within new sequencing options, some courses were combined to make a new course, thus resulting in new course names and numbers. Those courses are:
  - Nursing Fundamentals and Clinical (PNV 1443 (13 credit course)
  - Medical/Surgical Nursing Concepts and Clinical (PNV 1666) (6 credit course)
  - Alterations in Adult Health Concepts and Clinical (PNV 1676) (6 credit course)
  - Nursing Fundamentals and Clinical (PNV 1443) (13 credit course)
  - Adult Health Nursing Concepts and Clinical (PNV 1682) (12 credit course)
  - Specialty Areas in Nursing (PNV 1728)
  - Practical Nursing Foundations (PNV 1116) (16 credit course)
  - Intermediate Practical Nursing I (FS) (PNV 1216) (16 credit course)
  - Advanced Practical Nursing (FS) (PNV 1412) (12 credit course)
  - Intermediate Practical Nursing (SS) (PNV 1312) (12 credit course)
  - Advanced Practical Nursing (SS) (PNV 1516) (16 credit course)
- PNV 1426 Fundamentals of Nursing was renamed to Fundamentals of Nursing Theory.
- PNV 1524 IV Therapy Concepts was renamed to IV Therapy and Pharmacology.

- PNV 1436 Fundamentals of Nursing Lab/Clinical increased one credit and is now PNV 1437. The hour breakdown was also modified and now stands at 150 hours (5 sch) of lab and 90 hours (2 sch) of clinical.
- PNV 1614 Medical/Surgical Nursing was renamed to Medical/Surgical Nursing Theory.
- PNV 1634 Alterations in Adult Health was renamed to Alterations in Adult Health Theory.
- PNV 1715 Maternal-Child Nursing decreased one credit and is now PNV 1714. The hour breakdown was also modified and now stands at 70 hours (3.66 sch) lecture and (.33 sch) of clinical.
- PNV 1813 Mental Health Concepts was renamed to Mental Health Nursing and increased one credit hour and is now PNV 1814. The hour breakdown was also modified and now stands at 70 hours (3.66 sch) lecture and (.33 sch) of clinical.
- The sch breakdown for PNV 1914 Nursing Transition was changed from (2 sch lecture, 1 sch lab, 1 sch clinical) to (3 sch lecture and 1 sch clinical.)

Assessment

Students will be assessed using the National Council Licensure Examination for Licensed Practical/Vocational Nurses (NCLEX-PN). https://www.ncsbn.org/nclex.htm

No alternate assessments are available at this time.

Professional Learning

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

- Differentiated instruction – To learn more about differentiated instruction, please go to http://www.paec.org/teacher2teacher/additional_subjects.html and click on Differentiated Instruction. Work through this online course and review the additional resources.
- 21st Century Skills – To learn more about 21st Century Skills, please go to http://www.p21.org/ and click on Overview – 21st Skills Framework.
- Related Academics – To learn more about Related Academics, please go to http://www.ctb.com/ctb.com/control/main?p=home and click on the TABE logo and learn about the most up-to-date standards of the TABE exam.

Program Exceptions

No program exceptions exist at this time.

Articulation

There is no articulation agreement in place at this time.

Foreword

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

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

Referenced throughout the courses of the curriculum are the 21st Century Skills, which were developed by the Partnership for 21st Century Skills, a group of business and education organizations concerned about the gap between the knowledge and skills learned in school and those needed in communities and the workplace. A portion of the 21st Century Skills addresses learning skills needed in the 21st century, including information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills. Another important aspect of learning and working in the 21st century involves technology skills. The International Society for Technology in Education, developer of the National Educational Technology Standards (NETS), was a strategic partner in the Partnership for 21st Century Skills.

Each postsecondary program of instruction consists of a program description and a suggested sequence of courses that focus on the development of occupational competencies. The MS-CPAS2 blueprints are based on the suggested course sequences to allow for Year 1 and Year 2 assessments for all exit options. Please refer to the blueprint online. Each career–technical course in this sequence has been written using a common format, which includes the following components:

- Course Name – A common name that will be used by all community and junior 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–technical core – A required career–technical course for all students
- Area of concentration (AOC) core – A course required in an area of concentration of a cluster of programs
- Career–technical elective – An elective career–technical course
- Related academic course – An academic course that provides academic skills and knowledge directly related to the program area
- Academic core – An academic course that is required as part of the requirements for an associate degree

- Description – A short narrative that includes the major purpose(s) of the course and the recommended number of hours of lecture and laboratory activities to be conducted each week during a regular semester

- Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course

- Corequisites – A listing of courses that may be taken while enrolled in the course

- Competencies and Suggested Objectives – A listing of the competencies (major concepts and performances) and the suggested student objectives that will enable students to demonstrate mastery of these competencies

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

- The content of the courses in this document reflects approximately 75% 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 workplace 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 district. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.

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

  Courses in the academic core should be spaced out over the entire length of the program so that students complete some academic and career–technical courses each semester. Each community or junior college has the discretion to select the actual courses that are required to meet this academic core requirement.

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

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

- Adding new competencies and suggested objectives
- Revising or extending the suggested objectives for individual competencies
- Adjusting the semester credit hours of a course to be up 1 hr or down 1 hr (after informing the Mississippi Community College Board [MCCB] of the change)

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

- Resequencing courses within the suggested course sequence reflecting the new assessment format
- Developing and adding a new course that meets specific needs of industries and other clients in the community or junior college district (with MCCB approval)
- Utilizing the career–technical elective options in many of the curricula to customize programs

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Program Description

The Practical Nursing program prepares the individual to assist in providing general nursing care requiring basic knowledge of the biological, physical, behavioral, psychological, and sociological sciences, and of nursing procedures 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, licensed physician, or dentist.

Students who complete the program requirements, three semesters, as identified by the Mississippi Community College Board, will be eligible to apply for LPN licensure. The graduate of the program functions as a provider of care and a member of a profession. This curriculum references the Client Needs and Integrated Processes Categories from the Test Plan for the National Council Licensure Examination for Licensed Practical/Vocational Nurses.

Suggested Course Sequence

Practical Nursing Curriculum

Option #1

August Start	January Start
Semester I-Fall	**Semester I-Spring**
3 sch Body Structure and Function (PNV 1213) 6 sch Fundamentals of Nursing Theory (PNV 1426) 7 sch Fundamentals of Nursing Lab/Clinical (PNV 1437) _____ 16 sch	3 sch Body Structure and Function (PNV 1213) 6 sch Fundamentals of Nursing Theory(PNV 1426) 7 sch Fundamentals of Nursing Lab/Clinical (PNV 1437) _____ 16 sch
Semester II-Spring	**Semester II- Summer**
4 sch Medical/Surgical Nursing Theory (PNV 1614) 2 sch Medical/Surgical Nursing Clinical (PNV 1622) 4 sch Alterations in Adult Health Theory (PNV 1634) 2 sch Alterations in Adult Health Clinical (PNV 1642) 4 sch IV Therapy & Pharmacology (PNV 1524) _____ 16 sch	4 sch Maternal-Child Nursing (PNV 1714) 4 sch Mental Health Nursing (PNV 1814) 4 sch IV Therapy & Pharmacology (PNV 1524) _____ 12 sch
Semester III-Summer	**Semester III-Fall**
4 sch Maternal-Child Nursing (PNV 1714) 4 sch Mental Health Nursing (PNV 1814) 4 sch Nursing Transition (PNV 1914) _____ 12 sch	4 sch Medical/Surgical Nursing Theory (PNV 1614) 2 sch Medical/Surgical Nursing Clinical (PNV 1622) 4 sch Alterations in Adult Health Theory (PNV 1634) 2 sch Alterations in Adult Health Clinical (PNV 1642) 4 sch Nursing Transition (PNV 1914) 16 sch

OPTION # 1 – Courses & Lecture, Lab, Clinical Clock Hours

August Start

Semester I   **Clock Hours**

	SCH	LEC	LAB	CLIN	
Body Structure and Function	3	45	0	0	
Fundamentals of Nursing Theory	6	90	0	0	
Fundamentals of Nursing Lab/Clinical	7	0	150	90	
Totals	16	135	150	90	(375)

Semester II   **Clock Hours**

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

Semester III   **Clock Hours**

	SCH	LEC	LAB	CLIN	
Maternal-Child Nursing	4	55	0	15	
Mental Health Nursing	4	55	0	15	
Nursing Transition	4	45	0	45	
Totals	12	155	0	75	(230)

Program Total Clock Hours = 980

Semester Hours = 44

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

OPTION # 1 – Courses & Lecture, Lab, Clinical Clock Hours

January Start

Semester I   **Clock Hours**

	SCH	LEC	LAB	CLIN	
Body Structure and Function	3	45	0	0	
Fundamentals of Nursing Theory	6	90	0	0	
Fundamentals of Nursing Lab/Clinical	7	0	150	90	
Totals	16	135	150	90	(375)

Semester II   **Clock Hours**

	SCH	LEC	LAB	CLIN	
IV Therapy & Pharmacology	4	45	30	0	
Maternal-Child Nursing	4	55	0	15	
Mental Health Nursing	4	55	0	15	
Totals	12	155	30	30	(215)

Semester III   **Clock Hours**

	SCH	LEC	LAB	CLIN	
Medical/Surgical Nursing Theory	4	60	0	0	
Medical/Surgical Nursing Clinical	2	0	0	90	
Alterations in Adult Health Theory	4	60	0	0	
Alterations in Adult Health Clinical	2	0	0	90	
Nursing Transition	4	45	0	45	
Totals	16	165	0	225	(390)

Program Total Clock Hours = 980

Semester Hours = 44

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

Practical Nursing Curriculum

Option #2

August Start	January Start
Semester I-Fall	**Semester I-Spring**
3 sch Body Structure and Function (PNV 1213) 13 sch Nursing Fundamentals and Clinical (PNV 1443) _____ 16 sch	3 sch Body Structure and Function (PNV 1213) 13 sch Nursing Fundamentals and Clinical (PNV 1443) _____ 16 sch
Semester II-Spring	**Semester II- Summer**
6 sch Medical/Surgical Nursing Concepts and Clinical (PNV 1666) 6 sch Alterations in Adult Health Concepts and Clinical (PNV 1676) 4 sch IV Therapy & Pharmacology (PNV 1524) _____ 16 sch	4 sch Maternal-Child Nursing (PNV 1714) 4 sch Mental Health Nursing (PNV 1814) 4 sch IV Therapy & Pharmacology (PNV 1524) _____ 12 sch
Semester III-Summer	**Semester III-Fall**
4 sch Maternal-Child Nursing (PNV 1714) 4 sch Mental Health Nursing (PNV 1814) 4 sch Nursing Transition (PNV 1914) _____ 12 sch	6 sch Medical/Surgical Nursing Concepts and Clinical (PNV 1666) 6 sch Alterations in Adult Health Concepts and Clinical (PNV 1676) 4 sch Nursing Transition (PNV 1914) _____ 16 sch

OPTION # 2 – Courses & Lecture, Lab, Clinical Clock Hours

August Start

Semester I   **Clock Hours**

	SCH	LEC	LAB	CLIN	
Body Structure and Function	3	45	0	0	
Nursing Fundamentals and Clinical	13	90	150	90	
Totals	16	135	150	90	(375)

Semester II   **Clock Hours**

	SCH	LEC	LAB	CLIN	
IV Therapy & Pharmacology	4	45	30	0	
Medical/Surgical Nursing Concepts And Clinical	6	60	0	90	
Alterations in Adult Health Concepts And Clinical	6	60	0	90	
Totals	16	165	30	180	(375)

Semester III   **Clock Hours**

	SCH	LEC	LAB	CLIN	
Maternal-Child Nursing	4	55	0	15	
Mental Health Nursing	4	55	0	15	
Nursing Transition	4	45	0	45	
Totals	12	155	0	75	(230)

Program Total Clock Hours = 980

Semester Hours = 44

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

OPTION # 2 – Courses & Lecture, Lab, Clinical Clock Hours

January Start

Semester I   **Clock Hours**

	SCH	LEC	LAB	CLIN	
Body Structure and Function	3	45	0	0	
Nursing Fundamentals and Clinical	13	90	150	90	
Totals	16	135	150	90	(375)

Semester II   **Clock Hours**

	SCH	LEC	LAB	CLIN	
Maternal-Child Nursing	4	55	0	15	
Mental Health Nursing	4	55	0	15	
IV Therapy & Pharmacology	4	45	30	0	
Totals	12	155	30	30	(215)

Semester III   **Clock Hours**

	SCH	LEC	LAB	CLIN	
Medical/Surgical Nursing Concepts					
And Clinical	6	60	0	90	
Alterations in Adult Health Concepts					
And Clinical	6	60	0	90	
Nursing Transition	4	45	0	45	
Totals	16	165	0	225	(390)

Program Total Clock Hours = 980

Semester Hours = 44

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

Practical Nursing Curriculum

Option #3

August Start	January Start
Semester I-Fall	**Semester I-Spring**
3 sch Body Structure and Function (PNV 1213) 13 sch Nursing Fundamentals and Clinical (PNV 1443) _____ 16 sch	3 sch Body Structure and Function (PNV 1213) 13 sch Nursing Fundamentals and Clinical (PNV 1443) _____ 16 sch
Semester II-Spring	**Semester II- Summer**
12 sch Adult Health Nursing Concepts and Clinical (PNV 1682) 4 sch IV Therapy & Pharmacology (PNV 1524) _____ 16 sch	8 sch Specialty Areas in Nursing (PNV 1728) 4 sch IV Therapy & Pharmacology (PNV 1524) _____ 12 sch
Semester III-Summer	**Semester III-Fall**
8 sch Specialty Areas in Nursing (PNV 1728) 4 sch Nursing Transition (PNV 1914) _____ 12 sch	12 sch Adult Health Nursing Concepts and Clinical (PNV 1682) 4 sch Nursing Transition (PNV 1914) _____ 16 sch

OPTION # 3 – Courses & Lecture, Lab, Clinical Clock Hours

August Start

Semester I   **Clock Hours**

	SCH	LEC	LAB	CLIN	
Body Structure and Function	3	45	0	0	
Nursing Fundamentals and Clinical	13	90	150	90	
Totals	16	135	150	90	(375)

Semester II   **Clock Hours**

	SCH	LEC	LAB	CLIN	
Adult Health Nursing Concepts and Clinical	12	120	0	180	
IV Therapy & Pharmacology	4	45	30	0	
Totals	16	165	30	180	(375)

Semester III   **Clock Hours**

	SCH	LEC	LAB	CLIN	
Specialty Areas in Nursing	8	110	0	30	
Nursing Transition	4	45	0	45	
Totals	12	155	0	75	(230)

Program Total Clock Hours = 980

Semester Hours = 44

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

OPTION # 3 – Courses & Lecture, Lab, Clinical Clock Hours

January Start

Semester I   **Clock Hours**

	SCH	LEC	LAB	CLIN	
Body Structure and Function	3	45	0	0	
Nursing Fundamentals and Clinical	13	90	150	90	
Totals	16	135	150	90	(375)

Semester II   **Clock Hours**

	SCH	LEC	LAB	CLIN	
Specialty Areas in Nursing	8	110	0	30	
IV Therapy & Pharmacology	4	45	30	0	
Totals	12	155	30	30	(215)

Semester III   **Clock Hours**

	SCH	LEC	LAB	CLIN	
Adult Health Nursing Concepts and Clinical	12	120	0	180	
Nursing Transition	4	45	0	45	
Totals	16	165	0	225	(390)

Program Total Clock Hours = 980

Semester Hours = 44

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

Practical Nursing Curriculum

Option #4

August Start	January Start
Semester I-Fall	**Semester I-Spring**
16 sch Practical Nursing Foundations (PNV 1116) ——— 16 sch	16 sch Practical Nursing Foundations (PNV 1116) ——— 16 sch
Semester II-Spring	**Semester II- Summer**
16 sch Intermediate Practical Nursing (FS)--(PNV 1216) ——— 16 sch	12sch Intermediate Practical Nursing (SS)--(PNV 1312) ——— 12 sch
Semester III-Summer	**Semester III-Fall**
12 sch Advanced Practical Nursing (FS)--(PNV 1412) ——— 12 sch	16 sch Advanced Practical Nursing (SS)--(PNV 1516) ——— 16 sch

OPTION # 4 – Courses & Lecture, Lab, Clinical Clock Hours

August Start

Semester I   **Clock Hours**

	SCH	LEC	LAB	CLIN	
Practical Nursing Foundations	16	135	150	90	
Totals	16	135	150	90	(375)

Semester II   **Clock Hours**

	SCH	LEC	LAB	CLIN	
Intermediate Practical Nursing (FS)	16	165	30	180	
Totals	16	165	30	180	(375)

Semester III   **Clock Hours**

	SCH	LEC	LAB	CLIN	
Advanced Practical Nursing (FS)	12	155	0	75	
Totals	12	155	0	75	(230)

Program Total Clock Hours = 980

Semester Hours = 44

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

OPTION # 4 – Courses & Lecture, Lab, Clinical Clock Hours

January Start

Semester I   **Clock Hours**

	SCH	LEC	LAB	CLIN	
Practical Nursing Foundations	16	135	150	90	
Totals	16	135	150	90	(375)

Semester II   **Clock Hours**

	SCH	LEC	LAB	CLIN	
Intermediate Practical Nursing (SS)	12	155	30	30	
Totals	12	155	30	30	(215)

Semester III   **Clock Hours**

	SCH	LEC	LAB	CLIN	
Advanced Practical Nursing (SS)	16	165	0	225	
Totals	16	165	0	225	(390)

Program Total Clock Hours = 980

Semester Hours = 44

Practical Nursing Curriculum

Option #5 (Part-time and Weekend)

Semester I-Summer	Semester IV-Summer
3 sch Body Structure and Function (PNV 1213) ——— 3 sch	4 sch Alterations in Adult Health Theory (PNV 1634) 2 sch Alterations in Adult Health Clinical (PNV 1642) ——— 6 sch
Semester II-Fall	**Semester V- Fall**
6 sch Fundamentals of Nursing Theory (PNV 1426) 7 sch Fundamentals of Nursing Lab/Clinical (PNV 1437) ——— 13 sch	4 sch Maternal-Child Nursing (PNV 1714) 4 sch Mental Health Nursing (PNV 1814) 4 sch Nursing Transition (PNV 1914) ——— 12 sch
Semester III-Spring	
4 sch Medical/Surgical Nursing Theory (PNV 1614) 2 sch Medical/Surgical Nursing Clinical (PNV 1622) 4 sch IV Therapy & Pharmacology (PNV 1524) ——— 10 sch	

OPTION # 5 – Courses & Lecture, Lab, Clinical Clock Hours

Semester I

	Clock Hours			
	SCH	LEC	LAB	CLIN
Body Structure and Function	3	45	0	0
	—	—	—	—
Totals	3	45	0	0	(45)

Semester II

	Clock Hours			
	SCH	LEC	LAB	CLIN
Fundamentals of Nursing	6	90	0	0
Fundamentals of Nursing Lab/Clinical	7	0	150	90
	—	—	—	—
Totals	13	90	150	90	(330)

Semester III

	Clock Hours			
	SCH	LEC	LAB	CLIN
IV Therapy & Pharmacology	4	45	30	0
Medical/Surgical Nursing	4	60	0	0
Medical/Surgical Nursing Clinical	2	0	0	90
	—	—	—	—
Totals	10	105	30	90	(225)

Semester IV

	Clock Hours			
	SCH	LEC	LAB	CLIN
Alterations in Adult Health	4	60	0	0
Alterations in Adult Health Clinical	2	0	0	90
	—	—	—	—
Totals	6	60	0	90	(150)

Semester V

	Clock Hours			
	SCH	LEC	LAB	CLIN
Maternal-Child Nursing	4	55	0	15
Mental Health Nursing	4	55	0	15
Nursing Transition	4	45	0	45
	—	—	—	—
Totals	12	155	0	75	(230)

Program Total Clock Hours = 980

Semester Hours = 44

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

Practical Nursing Courses

Course Name: Body Structure and Function

Course Abbreviation: PNV 1213

Classification: Career–Technical Core

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

Prerequisite: None

Competencies and Suggested Objectives
1. Explain the structure and function of each system and the relationship that exists between the systems.
a. Describe the basic organization and physiology of the body from the cellular to systemic level.
b. Describe the interrelationships of the systems.

STANDARDS

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

Course Name: Fundamentals of Nursing Theory

Course Abbreviation: PNV 1426

Classification: Career–Technical Core

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

Corequisite: This course requires concurrent registration in PNV 1437. A passing grade in PNV 1426 and PNV 1437 is required in order to progress in the Practical Nursing program. If a passing grade is not maintained, both courses must be repeated concurrently upon readmission.

Competencies and Suggested Objectives
1. Develop an understanding of practical nursing to include the scope of practice, role, and Board of Nursing administrative code. [LPN1]   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. [LPN1]   a. Identify the roles of the members of the health-care delivery team.   b. Describe the nurse's role as a client advocate.   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, and the importance of client and family teaching.   h. Describe the use of the nursing process in the delivery of care to clients.   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. Discuss the nurse's legal responsibilities regarding client abuse/neglect.
3. Understand the impact of growth and development in the care of clients and the family.

LPN1, LPN2

    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. Promote and support the emotional, mental, and social well-being of clients. [LPN3, LPN6]

    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. [LPN4, LPN8]

    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: [LPN1, LPN5, LPN6, LPN7, LPN8]

    a. Focused assessment by systems

    b. Vital signs including pain

    c. Mobility skills including body mechanics

    d. Hygiene (including client and nurse)

    e. Nutrition and oral hydration

    f. Elimination

    g. Nonpharmacological comfort interventions including sleep and rest

    h. Palliative care

    i. Pre- and post-operative care

    j. Respiratory care

    k. Wound care

    l. Neurological care

7. Recognize safe effective client care related to administration of medications. [LPN1, LPN4, LPN5, LPN6, LPN7, LPN8]

    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.
8. Explain diagnostic tests and procedures and nursing considerations. [LPN1, LPN2, LPN4, LPN5, LPN8]

STANDARDS

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

LPN 1 Safe and Effective Care Environment
LPN 2 Health Promotion and Maintenance
LPN 3 Psychosocial Integrity
LPN 4 Physiological Integrity
LPN 5 Clinical Problem Solving Process (Nursing Process)
LPN 6 Caring
LPN 7 Communication and Documentation
LPN 8 Teaching/Learning

Course Name: Fundamentals of Nursing Lab/Clinical

Course Abbreviation: PNV 1437

Classification: Career–Technical Core

Description: This course provides demonstration and supervised practice of the fundamental skills related to practical nursing. (7 sch: 10 hr. lab, 6 hr. clinical)

Corequisites: This course requires concurrent registration in PNV 1426. A passing grade in PNV 1426 and PNV 1437 is required in order to progress in the Practical Nursing program. If a passing grade is not maintained, both courses must be repeated concurrently upon readmission.

Competencies and Suggested Objectives

1. Demonstrate knowledge of the scientific principles and technical skills necessary to perform nursing procedures. LPN1, LPN3, LPN4, LPN5, LPN6, LPN7, LPN8
   a. Demonstrate communication techniques.
   b. Demonstrate skill in observing, reporting, and recording information.
   c. Demonstrate the use of information technology in client care.
   d. 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, and weight
     (2) Personal hygiene skills, incontinent care, bed-making, use of basic equipment, care of patient environment
     (3) Body mechanics and positioning
     (6) Isolation procedures
     (7) Pre-op/post-op care
     (8) Specimen collection
     (9) Surgical asepsis
     (10) Wound-care skills
     (11) System specific skills
       (a) Urinary – catheter insertion and removal, straining urine, and bladder irrigation and scanning
       (b) Musculoskeletal – basic traction maintenance, basic cast care, and neurovascular checks
       (c) Gastrointestinal – enemas, checking for and removing fecal impactions, rectal tubes, insertion and care of 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	
2. Perform basic mathematical procedures and conversions. [LPN1, LPN4, LPN5]	

3. Apply the principles of medication administration. [LPN1, LPN5, LPN7, LPN8]
 	
   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.	

STANDARDS

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

LPN 1 Safe and Effective Care Environment
LPN 3 Psychosocial Integrity
LPN 4 Physiological Integrity
LPN 5 Clinical Problem Solving Process (Nursing Process)
LPN 6 Caring
LPN 7 Communication and Documentation
LPN 8 Teaching/Learning

Course Name: IV Therapy and Pharmacology

Course Abbreviation: PNV 1524

Classification: Career–Technical Core

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. The expanded role of IV therapy included in this course is in accordance with the Mississippi Nursing Practice Law and Administrative Code. (4 sch: 3 hr. lecture, 2 hr. lab)

Prerequisites: All first-semester Practical Nursing courses

Competencies and Suggested Objectives
Note: This course meets the requirements of the Mississippi Board of Nursing for IV certification.
1. Discuss classifications of drugs with expected outcomes, contraindications, drug interactions, and nursing interventions. [LPN1, LPN4]
2. Summarize the major legal implications of medication administration and IV therapy. [LPN1, LPN4]
3. Perform calculations needed for medication/IV administration. [LPN1, LPN4]

4. Administer medications by various routes (enteral, SQ, IM, IV, intradermal, ear, eye, nose, rectum, vagina, and skin). [LPN1, LPN4, LPN7, LPN8]
 	
    a. Maintain medication safety practices.
 	
    b. Follow the rights of medication administration.
 	
    c. Reinforce education to clients regarding medications.
 	
    d. Evaluate client response to medication.
 	
    e. Monitor 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. [LPN1, LPN4]
6. Demonstrate understanding of fluid and electrolyte balance and classifications of IV fluids. [LPN1, LPN4]
7. Initiate, monitor, regulate, and maintain client IV site and flow rate in the clinical or lab setting. [LPN1, LPN4, LPN5, LPN6]   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. Administer approved IVPB medications.

STANDARDS

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

LPN 1 Safe and Effective Care Environment
LPN 4 Physiological Integrity
LPN 5 Clinical Problem Solving Process (Nursing Process)
LPN 6 Caring
LPN 7 Communication and Documentation
LPN 8 Teaching/Learning

Course Name: Medical/Surgical Nursing Theory

Course Abbreviation: PNV 1614

Classification: Career–Technical Core

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 Theory (PNV 1634). (4 sch: 4 hr. lecture)

Prerequisites: All first-semester courses

Corequisite: Concurrent registration in PNV 1622 is required. A passing grade in PNV 1614 and PNV 1622 is required in order to progress in the practical nursing program. If a passing grade is not maintained, both courses must be repeated concurrently upon readmission.

Competencies and Suggested Objectives

1. Promote the prevention and/or early detection of health problems. [LPN1, LPN2, LPN4, LPN8]
   a. Discuss screening tests for common health problems.
   b. Describe high-risk behaviors and/or lifestyle choices that contribute to the development of common health problems.
   c. Assist the client in disease-prevention activities.

2. Promote safe and effective care for the client experiencing acute, chronic, or life-threatening physical health conditions to include but not be limited to: [LPN1, LPN4, LPN5, LPN6, LPN7, LPN8]
 	
   a. Etiology and pathophysiology
   b. Clinical manifestations
   c. Common diagnostic measures
   d. Medical management
   e. Nursing considerations

3. Promote and support the emotional, mental, and social well-being of clients experiencing acute, chronic, or life-threatening physical health conditions. [LPN1, LPN6, LPN7, LPN8]
   a. Discuss cultural practices that can contribute to the client's potential for complications related to common diseases.
   b. Identify barriers to compliance with the treatment plan.
   c. Describe nursing measures that promote a client's compliance with the treatment plan.
   d. Identify community resources for a client experiencing common health problems.

STANDARDS

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

LPN 1 Safe and Effective Care Environment
LPN 2 Health Promotion and Maintenance
LPN 4 Physiological Integrity
LPN 5 Clinical Problem Solving Process (Nursing Process)
LPN 6 Caring
LPN 7 Communication and Documentation
LPN 8 Teaching/Learning

Course Name: Medical/Surgical Nursing Clinical

Course Abbreviation: PNV 1622

Classification: Career–Technical Core

Description: This course includes clinical experiences for application of nursing theory and skills for safe, effective care of the adult client experiencing acute, chronic, or life-threatening physical health conditions in all body systems. (2 sch: 6 hr. clinical)

Prerequisites: All first-semester courses

Corequisite: Concurrent registration in PNV 1622 is required. A passing grade in PNV 1614 and PNV 1622 is required in order to progress in the practical nursing program. If a passing grade is not maintained, both courses must be repeated concurrently upon readmission.

Competencies and Suggested Objectives
1. Utilize the nursing process to provide safe and effective care for adult clients experiencing acute, chronic, or life-threatening physical health conditions. [LPN1,LPN2,LPN3, LPN4, LPN5, LPN6, LPN7, LPN8]
a. Recognize complications of acute or chronic illness and intervene.   b. Reinforce education to client regarding care and condition.
2. Perform the skills taught in PNV 1437 and PNV 1524 in the clinical setting. [LPN1,LPN2,LPN3, LPN4, LPN5, LPN6, LPN7, LPN8]

STANDARDS

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

LPN 1 Safe and Effective Care Environment
LPN 2 Health Promotion and Maintenance
LPN 3 Psychosocial Integrity
LPN 4 Physiological Integrity
LPN 5 Clinical Problem Solving Process (Nursing Process)
LPN 6 Caring
LPN 7 Communication and Documentation
LPN 8 Teaching/Learning

Course Name: Alterations in Adult Health Theory

Course Abbreviation: PNV 1634

Classification: Career–Technical Core

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). (4 sch: 4 hr. lecture)

Prerequisites: All first-semester courses

Corequisite: Concurrent registration in PNV 1642 is required. A passing grade in PNV 1634 and PNV 1642 is required in order to progress in the practical nursing program. If a passing grade is not maintained, both courses must be repeated concurrently upon readmission.

Competencies and Suggested Objectives

1. Promote the prevention and/or early detection of health problems. [LPN1, LPN2, LPN4, LPN8]
   a. Discuss screening tests for common health problems.
   b. Describe high-risk behaviors and/or lifestyle choices that contribute to the development of common health problems.
   c. Assist the client in disease-prevention activities.

2. Promote safe and effective care for the client experiencing acute, chronic, or life-threatening physical health conditions to include but not be limited to: [LPN1, LPN4, LPN5, LPN6, LPN7, LPN8]
 	
   a. Etiology and pathophysiology
   b. Clinical manifestations
   c. Common diagnostic measures
   d. Medical management
   e. Nursing considerations

3. Promote and support the emotional, mental, and social well-being of clients experiencing acute, chronic, or life-threatening physical health conditions. [LPN1, LPN6, LPN7, LPN8]
   a. Discuss cultural practices that can contribute to the client's potential for complications related to common diseases.
   b. Identify barriers to compliance with the treatment plan.
   c. Describe nursing measures that promote a client's compliance with the treatment plan.
   d. Identify community resources for a client experiencing common health problems.

STANDARDS

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

LPN 1 Safe and Effective Care Environment
LPN 2 Health Promotion and Maintenance
LPN 3 Psychosocial Integrity
LPN 4 Physiological Integrity
LPN 5 Clinical Problem Solving Process (Nursing Process)
LPN 6 Caring
LPN 7 Communication and Documentation
LPN 8 Teaching/Learning

Course Name: Alterations in Adult Health Clinical

Course Abbreviation: PNV 1642

Classification: Career–Technical Core

Description: This course includes clinical experiences for application of nursing theory and skills for safe, effective care of the adult client experiencing acute, chronic, or life-threatening physical health conditions in all body systems. (2 sch: 6 hr. clinical)

Prerequisites: All first-semester courses

Corequisite: Concurrent registration in PNV 1634 is required. A passing grade in PNV 1634 and PNV 1642 is required in order to progress in the practical nursing program. If a passing grade is not maintained, both courses must be repeated concurrently upon readmission.

Competencies and Suggested Objectives

1. Utilize the nursing process to provide safe and effective care for adult clients experiencing acute, chronic, or life-threatening physical health conditions. [LPN1,LPN2,LPN3, LPN4, LPN5, LPN6, LPN7, LPN8]
 	
   a. Recognize complications of acute or chronic illness and intervene.
   b. Reinforce education to client regarding care and condition.

2. Perform the skills taught in PNV 1437 and PNV 1524 in the clinical setting. [LPN1,LPN2,LPN3, LPN4, LPN5, LPN6, LPN7, LPN8]

STANDARDS

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

LPN 1 Safe and Effective Care Environment
LPN 2 Health Promotion and Maintenance
LPN 3 Psychosocial Integrity
LPN 4 Physiological Integrity
LPN 5 Clinical Problem Solving Process (Nursing Process)
LPN 6 Caring
LPN 7 Communication and Documentation
LPN 8 Teaching/Learning

Course Name: Maternal-Child Nursing

Course Abbreviation: PNV 1714

Classification: Career–Technical Core

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. (4 sch: 3.7 hr. lecture, 1 hr. clinical)

Prerequisites: All first-semester PNV courses

Competencies and Suggested Objectives

1. Promote safe and effective care for clients and families during antepartum, intrapartum, and postpartum periods. LPN1,LPN2,LPN3,LPN4,LPN5,LPN6,LPN7,LPN8
     a. Discuss lifestyle choices and high-risk behaviors.
     b. Discuss normal physiological and emotional changes.
     c. Identify common diagnostic tests.
     e. Discuss nutritional needs.
     f. Describe nursing care of the mother and newborn.
     g. Describe nursing care of the high-risk mother and newborn.
     h. Discuss expected life transitions.
     i. Describe parental care of the newborn.
     j. Discuss cultural beliefs and practices related to child bearing and child rearing.
     k. Reinforce client teaching.

2. Promote safe and effective care for clients and families from infancy through adolescence. LPN1,LPN2,LPN3,LPN4,LPN5,LPN6,LPN7,LPN8
 	
     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. Provide safe and effective care for clients and families during antepartum, intrapartum, and postpartum periods, as well as infancy through adolescence.   LPN1,LPN2,LPN3,LPN4,LPN5,LPN6,LPN7,LPN8

STANDARDS

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

LPN 1 Safe and Effective Care Environment
LPN 2 Health Promotion and Maintenance
LPN 3 Psychosocial Integrity
LPN 4 Physiological Integrity
LPN 5 Clinical Problem Solving Process (Nursing Process)
LPN 6 Caring
LPN 7 Communication and Documentation
LPN 8 Teaching/Learning

Course Name: Mental Health Nursing

Course Abbreviation: PNV 1814

Classification: Career–Technical Core

Description: This course provides the student with 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. (4 sch: 3.7 hr. lecture, 1 hr. clinical)

Prerequisites: First-semester PNV courses

Competencies and Suggested Objectives

1. Promote the safety and well-being of a client and family with a mental health alteration.
 LPN1,LPN2,LPN3,LPN5,LPN6,LPN7,LPN8
 	
   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.

2. Promote the nursing care and treatment modalities for various alterations in mental health.
 LPN1,LPN2,LPN3,LPN4,LPN5,LPN6,LPN7,LPN8
 	
   a. Describe anxiety disorder.
   b. Discuss mood disorders.
   c. Explain personality disorders.
   d. Discuss schizophrenia.
   e. Describe somatoform disorders.
   f. Discuss substance abuse.
   g. Explain eating disorders.
   h. Describe organic mental disorders.
   i. Explain dissociative disorders.
   j. Discuss nonsubstance-related dependencies.

3. Assist with the safe and effective care of clients and families with a mental health alteration. LPN1,LPN2,LPN3,LPN4,LPN5,LPN6,LPN7,LPN8

STANDARDS

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

LPN 1 Safe and Effective Care Environment
LPN 2 Health Promotion and Maintenance
LPN 3 Psychosocial Integrity
LPN 4 Physiological Integrity
LPN 5 Clinical Problem Solving Process (Nursing Process)
LPN 6 Caring
LPN 7 Communication and Documentation
LPN 8 Teaching/Learning

Course Name: Nursing Transition

Course Abbreviation: PNV 1914

Classification: Career–Technical Core

Description: This course prepares the student for role transition and the National Council Licensure Examination (NCLEX-PN). (4 sch: 3 hr. lecture, 3 hr. clinical)

Prerequisites: All first- and second-semester PNV courses

Competencies and Suggested Objectives

1. Understand the process of transitioning from a student to the role of an entry-level Licensed Practical Nurse (LPN). [LPN1,LPN6, LPN7]
   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 collaboration, management, supervision, delegation, prioritization, client assignments, and conflict resolution.
   c. Prepare for employment as an entry-level LPN.

2. Understand ethical and legal aspects of nursing practice and licensure. [LPN1, LPN6, LPN7]
   a. Review the Nurse Practice Act and how it relates to the practical nurse.
   b. Emphasize the responsibilities of the Board of Nursing.
   c. Complete an application for NCLEX-PN and licensure.

3. Understand professional-development concepts. [LPN1]
   a. Discuss responsibilities and characteristics related to career success.
   b. Discuss professional organizations for the practical nurse.
   c. Describe the role of continuing education for maintaining standards of care.
   d. Complete a self-evaluation to identify strengths and weaknesses.

4. Prepare for the National Council Licensure Examination (NCLEX-PN). [LPN1,LPN2,LPN3,LPN4,LPN5,LPN6,LPN7,LPN8]

5. Demonstrate the role of an entry-level LPN in a clinical setting. [LPN1,LPN2,LPN3,LPN4,LPN5,LPN6,LPN7,LPN8]
 	
   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 interdisciplinary team for the purpose of improving client outcomes.
   c. Utilize data from various sources in making clinical decisions.
   d. Organize and prioritize care for clients.
   e. Perform the skills taught in PNV 1437 and PNV 1524 in the clinical setting.

STANDARDS

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

LPN 1 Safe and Effective Care Environment
LPN 2 Health Promotion and Maintenance
LPN 3 Psychosocial Integrity
LPN 4 Physiological Integrity
LPN 5 Clinical Problem Solving Process (Nursing Process)
LPN 6 Caring
LPN 7 Communication and Documentation
LPN 8 Teaching/Learning

Note: The following courses are combinations of core courses and are designed to accommodate the varying course sequences.

Course Name: Practical Nursing Foundations

Course Abbreviation: PNV 1116

Classification: Career–Technical Core

Description: This course is designed to explain the structure and function of the body systems and their 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. (16 sch: 9 hr. lecture, 10 hr. lab, 6 hr. clinical) (Total instructional hours for the combined course: 135 hr. lecture, 150 hr. lab, 90 hr. clinical)

Competencies and Suggested Objectives
The competencies and objectives from Body Structure and Function (PNV 1213), Fundamentals of Nursing Theory (PNV 1426), and Fundamentals of Nursing Lab/Clinical (PNV 1437) are combined for this course.

Course Name: Intermediate Practical Nursing (FS)

Course Abbreviation: PNV 1216

Classification: Career–Technical Core

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. The course will include the expanded role of IV therapy as outlined by the Mississippi Board of Nursing Practice Law, Rules, and Regulations, nutritional considerations, and the advanced theory of pharmacology. (16 sch: 11 hr. lecture, 2 hr. lab, 12 hr. clinical) (Total instructional hours for the combined course: 165 hr. lecture, 30 hr. lab, 180 hr. clinical)

Competencies and Suggested Objectives
The competencies and objectives from Medical/Surgical Nursing Theory (PNV 1614), Medical/Surgical Nursing Clinical (PNV 1622), Alterations in Adult Health Theory (PNV 1634), Alterations in Adult Health Clinical (PNV 1642), and IV Therapy and Pharmacology (PNV 1524) are combined for this course.

Course Name: Intermediate Practical Nursing (SS)

Course Abbreviation: PNV 1312

Classification: Career–Technical Core

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 adolescent periods.
- Basic knowledge and skills to provide safe, effective care for clients and families experiencing mental health alterations.
- Expanded role of IV therapy as outlined by the Mississippi Board of Nursing Practice Law, Rules, and Regulations and the advanced theory of pharmacology.
  (12 sch: 10.33 hr. lecture, 2 hr. lab, 2 hr. clinical) (Total Instructional hours for the combined course: 155 hr. lecture, 30 hr. lab, 30 hr. clinical)

Competencies and Suggested Objectives
The competencies and objectives from Maternal-Child Nursing (PNV 1714), Mental Health Nursing (PNV 1814), and IV Therapy and Pharmacology (PNV 1524) are combined for this course.

Course Name: Advanced Practical Nursing (FS)

Course Abbreviation: PNV 1412

Classification: Career–Technical Core

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 adolescent periods.
- Basic knowledge and skills to provide safe, effective care for clients and families experiencing mental health alterations.
- Knowledge to prepare for the role transition from student to practical nurse.
  (12 sch: 10.33 hr. lecture, 5 hr. clinical) (Total instructional hours for the combined course: 155 hr. lecture, 75 clinical)

Competencies and Suggested Objectives
The competencies and objectives from Maternal-Child Nursing (PNV 1714), Mental Health Nursing (PNV 1814), and Nursing Transition (PNV 1914) are combined for this course.

Course Name: Nursing Fundamentals and Clinical

Course Abbreviation: PNV 1443

Classification: Career–Technical Core

Description: This course provides the student with the basic knowledge and skills necessary to care for the individual in wellness and illness and is applicable across the life span, as well as demonstration and supervised practice of the fundamental skills related to practical nursing. (13 sch: 6 hr. lecture, 10 hr. lab, 6 hr. clinical) (Total instructional hours for the course: 90 hr. lecture, 150 hr. lab, 90 hr. clinical).

Competencies and Suggested Objectives
The competencies and objectives from Fundamentals of Nursing Theory (PNV 1426) and Fundamentals of Nursing Lab/Clinical (PNV 1437) are combined for this course.

Course Name: Advanced Practical Nursing (SS)

Course Abbreviation: PNV 1516

Classification: Career–Technical Core

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. (16 sch**:** 11 hr. lecture, 15 hr. clinical) (Total instructional hours for the course: 165 hr. lecture, 225 clinical)

Competencies and Suggested Objectives
The competencies and objectives from Medical/Surgical Nursing Theory (PNV 1614), Medical/Surgical Nursing Clinical (PNV 1622), Alterations in Adult Health Theory (PNV 1634), Alterations in Adult Health Clinical (PNV 1642), and Nursing Transition (PNV 1914) are combined for this course.

Course Name: Medical/Surgical Nursing Concepts and Clinical

Course Abbreviation: PNV 1666

Classification: Career–Technical Core

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, effective care of the adult client experiencing acute, chronic, or life-threatening physical health conditions in all body

systems. (6 sch**:** 4 hr. lecture, 6 hr. clinical) (Total instructional hours for the course: 60 hr. lecture, 90 hr. clinical)

Competencies and Suggested Objectives
The competencies and objectives from Medical/Surgical Nursing Theory (PNV 1614) and Medical/Surgical Nursing Clinical (PNV 1622) are combined for this course.

Course Name: Alterations in Adult Health Concepts and Clinical

Course Abbreviation: PNV 1676

Classification: Career–Technical Core

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, effective care of the adult client experiencing acute, chronic, or life-threatening physical health conditions in all body systems. (6 sch**:** 4 hr. lecture, 6 hr. clinical) (Total instructional hours for the course: 60 hr. lecture, 90 hr. clinical)

Competencies and Suggested Objectives
The competencies and objectives from Alterations in Adult Health Theory (PNV 1634) and Alterations in Adult Health Clinical (PNV 1642)) are combined for this course.

Course Name: Adult Health Nursing Concepts and Clinical

Course Abbreviation: PNV 1682

Classification: Career–Technical Core

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. (12 sch**:** 8 hr. lecture, 4 hr. clinical) (Total instructional hours for the course: 120 hr. lecture, 180 hr. clinical)

Competencies and Suggested Objectives

> The competencies and objectives from Medical/Surgical Nursing Theory (PNV 1614), Medical/Surgical Nursing Clinical (PNV 1622), Alterations in Adult Health Theory (PNV 1634), and Alterations in Adult Health Clinical (PNV 1642) are combined for this course.

Course Name: Specialty Areas in Nursing

Course Abbreviation: PNV 1728

Classification: Career–Technical Core

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. (8 sch: 7.33 hr. lecture, 2 hr. clinical)(Total instructional hours for the course: 110 hr. lecture, 30 clinical)

Competencies and Suggested Objectives
The competencies and objectives from Maternal-Child Nursing (PNV 1714) and Mental Health Nursing (PNV 1814) are combined for this course.

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		

#	Item													
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	Virtual IV simulator				X									
29	Washer and dryer		X	X	X	X	X	X	X	X	X	X		

NONCAPITALIZED 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. Gait belt (1 per program)
22. Sheets, twin (2 sets per bed)
23. Disposable suture removal sets (1 per program)
24. Disposable staple removal sets (1 per program)
25. Stand, IV (3 per program)
26. Towels and wash cloths, bath (2 per bed)
27. Tray, shampoo (1 per program)
28. Thermometer and covers, nonmercury glass (2 dozen per program)
29. Urinal (2 per program)
30. Walker (1 per program)
31. Water pitcher (1 per bed)
32. Water tumbler (1 per bed)
33. Oral airways (1 set per program)
34. Disposable specimen pan (2 per program)
35. Disposable non-sterile boxed gloves (1 box per student)
36. Charts, anatomical (1 set per program)
37. Stethoscope, teaching (1 per instructor)
38. Breast models (1 per program)
39. Testicular models (1 per program)
40. Glucometer
41. Glucometer strips

RECOMMENDED INSTRUCTIONAL AIDS

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

1. DVDs and 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. Health issues/micro
   n. Communication concepts
   o. Medical terminology
   p. Pediatric nursing series
   q. IV therapy

      r.   Board prep review series
2.   Computer (1 per instructor)
3.   Computer (minimum of 1 per 5 students)
4.   Printer, laser (1 per program)
5.   TV, Color, 30 in. with input devices (1 per program)
6.   DVD player (1 per program)
7.   Projector presentation system (1 per program)
8.   Scanner (1 per program)
9.   Cabinet, filing with lock (1 per instructor)

Appendix A: Course References

PNV 1213

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Scanlon, V.C., & Sanders, T. (2010). *Essentials of anatomy and physiology* (6th ed.). Philadelphia: F.A. Davis Co.

Swisher, L. (2011). *Study guide for structure & function of the body* (14th ed.). St. Louis: Mosby.

Thibodeau, G.A., & Patton, K.T. (2011). *Structure & function of the body* (14th ed.). St. Louis: Mosby.

PNV 1426

Batastini, P.H., & Davidson, J.K. (1999). *Pharmacological calculations for nurses: A worktext* (3rd ed.). Clifton Park, NY: Delmar.

Booth, K.A., Whaley, J.E., Sienkiewicz, S., & Palmunen, J.F. (2011). *Math and dosage calculations for health care professionals* (4th ed.). New York: McGraw-Hill.

Buchholz, S. (2011). *Henke's med-math: Dosage calculation, preparation & administration* (7th ed.). Philadelphia: Lippincott Williams & Wilkins

Deglin, J.H., & Vallerand, A.H. (2010). *Davis' drug guide for nurses* (12th ed.). Philadelphia: F.A. Davis Co.

deWit, S.C. (2008). *Fundamental concepts and skills for nursing* (3rd ed.). Philadelphia: Saunders.

Doenges, M., Moorhouse, M., & Murr, A. (2010). *Nurse's pocket guide: Diagnoses, prioritized interventions, and rationales* (12th ed.). Philadelphia: F.A. Davis Co.

Gylys, B.A., & Wedding, M.E. (2009). *Medical terminology systems: A body systems approach* (6th ed.). Philadelphia: F.A. Davis Co.

Hill, S.S., & Howlett, H.S. (2008). *Success in practical/vocational nursing: From student to leader* (6th ed.). St. Louis: Saunders.

Leonard, P.C. (2010). *Quick & easy medical terminology* (6th ed.). St. Louis: Saunders.

Mosby. (2008). *Mosby's dictionary of medicine, nursing, & health professions* (8th ed.). St. Louis: Author.

Morris, D.G. (2009). *Calculate with confidence* (5th ed.). St. Louis: Mosby.

Rosdahl, C.B., & Kowalski, M.T. (2011). *Textbook of basic nursing* (10th ed.). Philadelphia: Lippincott Williams & Wilkins.

Rosdahl, C.B., & Kowalski, M.T. (2007). *Study guide to accompany textbook of basic nursing* (9th ed.). Philadelphia: Lippincott Williams & Wilkins.

Silvestri, L.A. (2012). *Saunders comprehensive review for the NCLEX-PN examination* (5th ed.). St. Louis: Saunders.

Venes, D. (2009). *Taber's cyclopedic medical dictionary* (21st ed.). Philadelphia: F.A. Davis Co.

Williams, L.S., & Hopper, P.D. (2010). *Understanding medical-surgical nursing* (4th ed.). Philadelphia: F.A. Davis Co.

PNV 1437 – same as PNV 1426

Ford, S.M., & Roach, S.S. (2010). *Roach's introductory clinical pharmacology* (9th ed.). Philadelphia: Lippincott Williams & Wilkins.

Perry, A.G., Potter, P.A., & Elkin, M.K. (2011). *Nursing interventions & clinical skills* (5th ed.). St. Louis: Elsevier/Mosby.

PNV 1524

Booth, K. (2007). *Intravenous therapy for health care personnel*. New York: McGraw-Hill.

Ford, S.M., & Roach, S.S. (2010). *Roach's introductory clinical pharmacology* (9th ed.). Philadelphia: Lippincott Williams & Wilkins.

Morris, D.G. (2009). *Calculate with confidence* (5th ed.). St. Louis: Mosby.

PNV 1614

Doenges, M., Moorhouse, M., & Murr, A. (2010). *Nurse's pocket guide: Diagnoses, prioritized interventions, and rationales* (12th ed.). Philadelphia: F.A. Davis, Co.

Eyles, M.O. (2010). *Mosby's comprehensive review of practical nursing for the NCLEX-PN exam* (16th ed.). St. Louis: Elsevier/Mosby.

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Hopkins, T.B. (2009). *Labnotes: Guide to lab and diagnostic tests* (2nd ed.). Philadelphia: F.A. Davis Co.

Hopper, P.D., & Williams, L.S. (2010). *Student workbook for understanding medical-surgical nursing* (4th ed.). Philadelphia: F.A. Davis Co.

Linton, A.D. (2011). *Introduction to medical-surgical nursing* (5th ed.). St. Louis: Saunders.

Nugent, P.M., & Vitale, B.A. (2011). *Test success: Test-taking techniques for beginning nursing students* (6th ed.). Philadelphia: F.A. Davis Co.

Timby, B.K., & Smith, N.E. (2010). *Introduction to medical-surgical nursing*. (10th ed.). Philadelphia: Lippincott Williams & Wilkins.

Williams, L.S., & Hopper, P.D. (2010). *Understanding medical-surgical nursing* (4th ed.). Philadelphia: F.A. Davis Co.

PNV 1622 – same as PNV 1614

PNV 1634

Doenges, M., Moorhouse, M., & Murr, A. (2010). *Nurse's pocket guide: Diagnoses, prioritized interventions, and rationales* (12th ed.). Philadelphia: F.A. Davis, Co.

Eyles, M.O. (2010). *Mosby's comprehensive review of practical nursing for the NCLEX-PN exam* (16th ed.). St. Louis: Elsevier/Mosby.

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Linton, A.D. (2011). *Introduction to medical-surgical nursing* (5th ed.). St. Louis: Saunders.

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Timby, B.K., & Smith, N.E. (2010). *Introduction to medical-surgical nursing*. (10th ed.). Philadelphia: Lippincott Williams & Wilkins.

Williams, L.S., & Hopper, P.D. (2010). *Understanding medical-surgical nursing* (4th ed.). Philadelphia: F.A. Davis Co.

PNV 1642 – same as PNV 1634

PNV 1714

Leifer, G. (2010). *Introduction to maternity and pediatric nursing*. (6th ed.). St. Louis: Saunders.

Leifer, G. (2010). *Study guide for introduction to maternity and pediatric nursing* (6th ed.). St. Louis: Saunders.

PNV 1814

Neeb, K. (2006). *Fundamentals of mental health nursing*. (3rd ed.). Philadelphia: F.A. Davis Co.

PNV 1914 – all resources from previous courses may be used for review purposes.

Note: Resources are listed with the courses in which they are commonly used; however, many of the resources are used throughout the entire program or as specifically determined by the instructor.

Appendix B: Standards for *Client Needs and Integrated Processes Categories from the Test Plan for the National Council Licensure Examination for Licensed Practical/Vocational Nurses* [1]

LPN 1 Safe and Effective Care Environment
LPN 2 Health Promotion and Maintenance
LPN 3 Psychosocial Integrity
LPN 4 Physiological Integrity
LPN 5 Clinical Problem Solving Process (Nursing Process)
LPN 6 Caring
LPN 7 Communication and Documentation
LPN 8 Teaching/Learning

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Appendix C: Related Academic Standards[2]

Related Academic Standards								
	Course	PNV 1213	PNV 1426	PNV 1437	PNV 1524	PNV 1614	PNV 1622	PNV 1634
21st Century Standards								
R1			x	x		x	x	x
R2		x	x	x	x	x	x	x
R3		x	x	x	x	x	x	x
R4			x	x		x	x	x
R5			x	x		x	x	x
M1			x	x	x	x	x	x
M2			x	x	x	x	x	x
M3			x	x	x	x	x	x
M4			x	x	x	x	x	x
M5			x	x	x	x	x	x
M6			x	x	x	x	x	x
M7			x	x	x	x	x	x
M8			x	x	x	x	x	x
M9			x	x	x	x	x	x
A1								
A2			x	x	x	x	x	x
A3						x	x	x
A4			x	x	x	x	x	x
A5			x	x	x	x	x	x
A6								
A7			x	x	x	x	x	x
A8			x	x	x	x	x	x
L1		x	x	x	x	x	x	x
L2		x	x	x	x	x	x	x
L3		x	x	x	x	x	x	x
L4		x	x	x	x	x	x	x
L5		x	x	x	x	x	x	x
L6		x	x	x	x	x	x	x
S1		x	x	x	x	x	x	x
S2			x	x	x	x	x	x

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[2] **CTB**/McGraw-Hill LLC. (2005). *Tests of adult basic education, forms 9 and10.* Monterey, CA: Author. Reproduced with permission of CTB/McGraw-Hill LLC. TABE is a registered trademark of The McGraw-Hill Companies, Inc. Copyright 2005 by CTB/McGraw-Hill LLC. Reproduction of this material is permitted for educational purposes only.

	Course	PNV 1642	PNV 1714	PNV 1814	PNV 1914			
S3		x	x	x	x	x	x	x

Related Academic Standards

	Course	PNV 1642	PNV 1714	PNV 1814	PNV 1914			
21st Century Standards								
R1		x	x	x	x			
R2		x	x	x	x			
R3		x	x	x	x			
R4		x	x	x	x			
R5		x	x	x	x			
M1		x	x	x	x			
M2		x	x	x	x			
M3		x	x	x	x			
M4		x	x	x	x			
M5		x	x	x	x			
M6		x	x	x	x			
M7		x	x	x	x			
M8		x	x	x	x			
M9		x	x	x	x			
A1								
A2		x	x	x	x			
A3		x	x	x	x			
A4		x	x	x	x			
A5		x	x	x	x			
A6								
A7		x	x	x	x			
A8		x	x	x	x			
L1		x	x	x	x			
L2		x	x	x	x			
L3		x	x	x	x			
L4		x	x	x	x			

L5		x	x	x	x			
L6		x	x	x	x			
S1		x	x	x	x			
S2		x	x	x	x			
S3		x	x	x	x			

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

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

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

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

Spelling
S1   Vowel (short, long)
S2   Consonant (variant spelling, silent letter)

S3   Structural Unit (root, suffix)

Appendix D: 21st Century Skills[3]

21st Century Crosswalk for Practical Nursing											
	Courses	PNV 1213	PNV 1426	PNV 1437	PNV 1524	PNV 1614	PNV 1622	PNV 1634	PNV 1642	PNV 1714	PNV 1814	PNV 1914
21st Century Standards												
CS1			X	X	X	X	X	X	X	X	X	X
CS2												
CS3												
CS4			X	X	X	X	X	X	X	X	X	X
CS5												
CS6		X										
CS7			X	X	X	X	X	X	X	X	X	X
CS8			X	X	X	X	X	X	X	X	X	X
CS9			X	X	X	X	X	X	X	X	X	X
CS10			X	X	X	X	X	X	X	X	X	X
CS11			X	X	X	X	X	X	X	X	X	X
CS12				X	X	X	X	X	X	X	X	X
CS13			X	X	X	X	X	X	X	X	X	X
CS14			X	X	X	X	X	X	X	X	X	X
CS15												
CS16				X			X		X			X

CS1   Global Awareness
1. Using 21st century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
3. Understanding other nations and cultures, including the use of non-English languages

CS2   Financial, Economic, Business and Entrepreneurial Literacy
1. Knowing how to make appropriate personal economic choices
2. Understanding the role of the economy in society
3. Using entrepreneurial skills to enhance workplace productivity and career options

CS3   Civic Literacy

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

1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
2. Exercising the rights and obligations of citizenship at local, state, national and global levels
3. Understanding the local and global implications of civic decisions

CS4   Health Literacy
1. Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
3. Using available information to make appropriate health-related decisions
4. Establishing and monitoring personal and family health goals
5. Understanding national and international public health and safety issues

CS5   Environmental Literacy
1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
2. Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions
4. Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)

CS6   Creativity and Innovation
1. Think Creatively
2. Work Creatively with Others
3. Implement Innovations

CS7   Critical Thinking and Problem Solving
1. Reason Effectively
2. Use Systems Thinking
3. Make Judgments and Decisions
4. Solve Problems

CS8   Communication and Collaboration
1. Communicate Clearly
2. Collaborate with Others

CS9   Information Literacy
1. Access and Evaluate Information
2. Use and Manage Information

CS10   Media Literacy
1. Analyze Media
2. Create Media Products

CS11   ICT Literacy
1. Apply Technology Effectively

CS12   Flexibility and Adaptability
1. Adapt to change
2. Be Flexible

CS13   Initiative and Self-Direction
1. Manage Goals and Time
2. Work Independently
3. Be Self-directed Learners

CS14   Social and Cross-Cultural Skills
1. Interact Effectively with others
2. Work Effectively in Diverse Teams

CS15   Productivity and Accountability
1. Manage Projects

2. Produce Results

CS16 Leadership and Responsibility
1. Guide and Lead Others
2. Be Responsible to Others