

Career and Technical Education Center
Practical Nursing- Level 1-Syllabus
Instructor: Vanessa Howell, RN, BSN
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Office Hours

7:00 a.m. - 7:25 a.m.
2:45 p.m. - 3:15 p.m.

Class Hours

7:40 a.m. - 10:00 a.m.
12:15 p.m. - 2:35 p.m.

Course Description

The Practical Nursing Program consists of four semesters of theory and clinical experience. The program prepares the graduates to provide nursing care in relatively stable situations. Students are trained to function as essential members of the health care team under the supervision of a physician and/or a registered medical professional. Learning experiences are provided by classroom instruction, skills laboratory practice, computer skills practice, and supervised clinical experience. With successful completion of the first two semesters, the student will be eligible to take the exam for the Certified Nursing Assistant.

Required Textbooks-High School and Adult Students

Rosdahl, Caroline. *Textbook of Basic Nursing*. 9th Ed. Philadelphia: Lippincott

Rosdahl, Caroline. *Textbook of Basic Nursing Study Guide*. 9th Ed. Philadelphia: Lippincott

Collins, Edward. *A Short Course in Medical Terminology*. Ed. Philadelphia:Lippincott

Assessment Technology Inc. (ATI)-Computer/Web based Learning system.

Required High School Course Fees

ATI	Enrollment fee	\$ 158.00
Textbooks (Listed above)		135.00
HOSA (state and National)		16.00
Standardized Nursing Test		20.00
Insurance		13.00
CPR (AHA BLS card)		5.00
Nursing Kit		70.00
Total		\$ 417.00**

Required Classroom supplies

2 inch Ring Binder
Set of 8 Notebook Dividers
1 Pocket Folder
Loose Leaf College Ruled Paper
Black Ink Pen
Index Cards (4 x 6)
Computer Flash drive-(optional)

** This total does not include additional items needed: student uniforms, C.N.A. exam, and parking pass.

**New Horizons
Career and Technical Education Center
Practical Nursing Philosophy**

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

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

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

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

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

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

**New Horizons
Career and Technical Education Center
Practical Nursing Conceptual Framework**

The conceptual framework gives structure to the curriculum and flows from the philosophy and program objectives of the School of Practical Nursing. As presented in the philosophy, the beliefs constitute the basis for the program objectives, level objectives, and the curriculum of the vocational practical nursing program.

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

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

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

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

Practical nursing intervention, utilizing the nursing process is designed to:

- 1) Support a client in maintaining a state of homeostasis for nursing intervention.
- 2) Assist clients in their abilities to adapt or adjust under direct supervision of a legislative qualified health care worker.
- 3) Prevent or minimize threats to clients' basic health needs.

The nursing process is accomplished through implementing the roles of the practical nurse as an learner, teacher, assessor, motivator, planner, intervener, advocator, evaluator, interpreter, and collaborator under the direct supervision of a qualified health team member.

Career and Technical Education Center Practical Nursing Year One Syllabus

Semester One (18 Weeks):

Course One: Personal and Vocational Relationships

Personal and Vocational Relationships is designed to introduce the beginner to the practical nursing program, to nursing as a career, and to basic nursing skills. Information is provided on the evolution of nursing, legal and ethical aspects of the nursing process, cultural aspects of nursing and study skills.

Course Two: Structure & Function of the Human Body

Structure & Function of the Human Body covers anatomy and physiological principles of the health human body. The sequence of the course begins with the organization and general plan of the body and proceeds to the cells, tissues, organs, and systems. The knowledge of the basics of normal structure and function will enable the student to assist with the nursing process, care plan, and patient teaching. It will be a building block of the practical nursing curriculum.

Course Three: Fundamentals of Nursing

This course is designed to help students accomplish the basic knowledge and skills needed for providing nursing care to the adult patient. This course will also provide appropriate numbers of classroom/clinical experience to obtain the Certified Nursing Assistant I, and/or II designation. Learning experiences are provided by classroom instruction, skills laboratory practice, computer skills practice and clinical experience. The Practical Nurse student will be provided clinical experience in local nursing homes. This course supplies the student with the background for recognition of special nursing problems and the appropriate nursing care of the older adult. (This course is the State approved curriculum for Certified Nurse Aide).

Semester Two (18 Weeks):

Course Three: Fundamentals of Nursing (cont.)

Continuation of skills practice and review with progression of skills synthesized with associated learning material.

Course Four: Basic Nutrition and Diet Therapy

Nutrition is designed to assist the student in learning the basic principles of good nutrition. A study of the nutrients, their sources and functions, basic requirements for individuals and a brief introduction to diet therapy are included. This knowledge of the relationship of food to good health will serve as a basis for the application of diet therapy to the nursing needs of the client.

Course Five: Pharmacology I (Administration of Medication)

Medication administration is designed to provide basic information relevant to the preparation and administration of medications prescribed by the Physician. In this course the student will practice giving

medication under the supervision of an instructor in the class laboratory. The nurse's responsibility in the administration of medications is highly reinforced with the nursing process and medication classes.

Course Six: LifeSpan: Developmental, Socio-cultural, and Family Nursing

Developmental, Socio-cultural, and Family Nursing is designed to facilitate the student to concepts of normal physical, emotional, and psychological growth and development of the individual from birth and death. This course is also designed to assist the student in gaining knowledge and understanding of homeostasis, stress, and adaptation; growth and development; death, dying, and the grief process; and human sexuality.

Course Seven: Introduction to Nursing Care of the Family

Introduction to Nursing Care of the Family is a preclinical course which reflects the major concepts of the conceptual framework. Theory is correlated with material presented in Structure and Function, Basic Nursing, Basic Nutrition, Personal Vocational Relationships, and Pharmacology I.

Emphasis is on nursing care of adult clients with common stressors that affect man. The course introduces simple concepts regarding the modalities of treatment utilized to therapeutically adapting to stress and in maintaining a constant state on the wellness-illness continuum. The course focuses on the disease entity, methods of treatment, symptoms, and appropriate nursing interventions.

NEW HORIZONS REGIONAL EDUCATION CENTER
SCHOOL OF PRACTICAL NURSING

CURRICULUM PLAN				
Course - Level I	Theory Hours	Skill Lab	Clinical Hours	Total Hours
Structure & Function of the Human Body	84			84
Personal Vocational Relationships for Nurses	45			45
Basic Nutrition & Diet Therapy for Nurses	30			30
Fundamentals of Nursing	76	20	40	136
Life Span	50			50
Introduction To Nursing: Care of the Family	90			90
Pharmacology I	60			60
TOTAL HOURS LEVEL I	435	20	40	495

Students must attain a final average of 80 or above in all courses in order to continue on through the New Horizons Nursing program. School Report cards are computed differently

Nursing Program Grading Scale:

94-100	= A	Exams (unit Tests) = 60%
87-93	= B	Quizzes, Projects = 40%
80-86	= C	Skills are assigned Pass or Fail
79 or below	= F	Clinical is Pass or Fail

Evaluation of Student Performance/Grading For [High School Transcript](#) *

Employability Skills	30%	
Related Instruction	50%	(Unit Exams, Quizzes, Class assignments)
Skills	20%	

High School Grading Scale:

90-100	= A	Exams, Quizzes, Projects are all equally weighted.
80-89	= B	
70-79	= C	
60-69	= D	
59 or below	= F	

Due to the differences in grading percentages, it is possible to make a passing High School grade, but fail the Nursing Program. In the event that a course average drops below 80, a letter will be sent home with the student for a parent signature.