
PRACTICAL NURSING ONE



The Longest Journey

Begins With A Single Step

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Eric Stefanik, RN
September 2016

Course Syllabus
Student Objectives
Clinical Evaluation
Employability Skills



YOUR FUTURE STARTS WITH US

Practical Nursing One Course Syllabus

CTC Mission: To Provide Effective Innovated Technical Education Preparing Students to Enter, Advance and Succeed In The Work Place.

Course Titles: PRACTICAL NURSING ONE
Course Numbers: PRN0091
Course Schedule: Monday through Friday CTC Rm 325 and Clinical Sites as Assigned

Instructor	Contact Information	
Carol Kurtz, RN	carol.kurtz@yourcharlotteschools.net	941-255-7500 ext 247
Eric Stefanik, RN	eric.stefanik@yourcharlotteschools.net	941-255-7500 ext 248
Office Hours:	700-730 am by appt.	

Course Description: Practical Nursing One offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for Practical Nursing Licensure. Course Content in Practical Nursing One encompasses concurrent classes in Nursing Fundamentals, Anatomy & Physiology, Nutrition and Human Growth and Development.
Prerequisite Courses: OCP A Basic Healthcare Worker OCP B Articulated Nurse Aide/Orderly

Attendance: If you receive Financial Aid, your sponsor may have a more stringent attendance requirement. Do not jeopardize your financial aid by being absent. If you aren't sure, ask your sponsor or see Tobe Cookingham.

Absences should be kept to a minimum. If you are sleeping in class, you are mentally absent. Students are required to make up any class work or tests missed the first day upon return. It is the student's responsibility to contact instructors regarding makeup work on the first day they return to school. Lateness will result in point loss: see policy on late assignments.

Attendance Policy Post-Secondary PN

Daily attendance is an integral aspect of a student's success as a student at CTC. We believe attendance is an important part of a student's overall employability skills assessment. Post-secondary (adult) students cannot accumulate more than 5% absences of your program's total clock hours; therefore, more than 2 full days absent per quarter is considered excessive. In addition, 3 tardy or early releases to/from school will be viewed as one full day absent. Students who accumulate excessive absences are at risk of being removed from a program. A student who does not report to school for five consecutive days and does not contact our attendance office to report the absences, will be withdrawn. A student who has been withdrawn for attendance reasons, may apply for reentry and will only be allowed to enroll with

administrative approval when the re-entry is deemed academically appropriate during the next semester or school year. Students who accumulate excessive absences are at risk of losing financial aid and/or support from agencies and organizations that provide grant and sponsorships.

The Post-Secondary Practical Nursing Program, as required by the State of Florida Board of Nursing and Department of Education, is divided into three sections of 450 hours each. Students cannot miss more than 5% Practical Nursing One, Two, OR Three. If you receive Financial Aid, your sponsor may have a more stringent attendance requirement. Do not jeopardize your financial aid by being absent. If you aren't sure, ask your sponsor or see Tobe Cookingham.

Absences should be kept to a minimum. Students are required to make up any class work or tests missed upon return. It is the student's responsibility to see instructors regarding makeup work on the first day they return to school. Lateness will result in point loss: see policy on late assignments.

Excessive time missed due to absences, tardies, and early exits will be addressed in the following way:

After one absence or three tardies/early exits in one semester, a student will be conferenced by instructor on attendance and employability grade.

Continued absences and tardiness will result in additional conferences with instructor and program manager. At this point, a plan will be put in place to provide student with an opportunity to improve attendance and employability grade.

Assignments: The instructor reserves the right to change the listed assignments sequencing of topics.

Cell phones and electronic devices Prior to the start of class, please turn your cell phones and electronic devices off, or to silent mode, to avoid unnecessary classroom disruptions. Put your cell phones and devices away. You may not use cell phones and electronic devices during class unless it is during an announced project and for academic purpose.

Course Standards: CTC maintains the highest standard for academic honesty and trusts that each student will perform ethically and professionally when preparing required work for this course. Each assignment must represent the student's original work, even for work designated as group work. Although CTC encourages collaboration between students and faculty in the sharing of ideas and experiences, individual work needs to represent the student's original thought and be distinguishably different from other students' work.

Academic Dishonesty: Academic dishonesty undermines the values of CTC as well as the educational endeavor. Dishonesty and theft of any kind are not to be tolerated, but the act of cheating in academic work is detrimental to the educational process and ultimately cheats both the student involved and the entire community of scholars. All instances of academic dishonesty will be reported to the Director of the School. Please refer to the academic catalog for a more thorough review of the CTC's academic dishonesty policy.

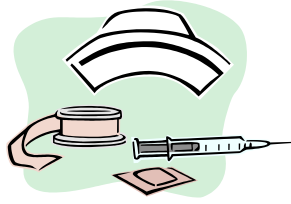
- Written Work: All papers are to be college level papers: typed, spell-checked and grammar-checked, well written with a logical flow of thought.
- Late Assignments: Work submitted late will have a 5% deduction per day. If assignment is due on Friday and handed in on Monday, there will be a 10% deduction.
- Participation: Absence from class may result in the loss of points. Much of the learning that occurs during this course happens in the classroom. If you are absent, for whatever reason, you lose the benefit of the sharing of knowledge by the faculty and other students. Additionally, the class loses the benefit of the sharing your knowledge and experience; thus, the learning experience is diminished and will be reflected in your grade. Being present and ready to learn in school is comparable to being present and ready to work when employed. Point loss for absences, tardiness and early departure are taken from employability skills. (see weighting of assignments)
- Students with Disabilities: CTC is committed to providing a hospitable and supportive environment to qualified students with diagnosed disabilities and to comply fully with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

FLORIDA DOE CURRICULUM FRAMEWORK STUDENT OBJECTIVES FOR PRACTICAL NURSING ONE

1	Demonstrate computer literacy as related to nursing functions
1.01	Demonstrate computational, keyboarding and retrieval skills relevant to job requirements for a LPN
1.02	Identify computer skills utilized for each clinical rotation and apply, as appropriate.
2	Use appropriate verbal and written communications in the performance of nursing functions
2.01	Receive and give oral report of patient's status.
2.02	Report and record objective, pertinent observations.
2.03	Maintain current documentation.
2.04	Document changes in patient behavior and mental awareness.
2.05	Obtain specified data from patient and family.
2.06	Define and explain the steps in the nursing process and the role of the licensed practical nurse in that process.
2.07	Utilize nursing principles to assist with the patient's plan of care.
3	Demonstrate legal and ethical responsibilities specific to the nursing profession
3.01	Identify the components of the Nurse Practice Act.
3.02	Practice within the role and scope of the job description.
3.03	Follow policies and procedures affecting the health, safety, and well-being of patients.
3.04	Follow legal guidelines in charting.
4	Describe human growth and development
4.01	Describe characteristics of growth and development from conception to birth.
4.02	Describe characteristics of growth and development from birth through preschool.
4.03	Describe characteristics of growth and development from school age through adolescence.
4.04	Describe characteristics of growth and development of the adult through the life span.
4.05	Discuss family roles and their significance to health.
5	Apply the principles of infection control, utilizing nursing principles
5.01	Put on and remove personal protective equipment.
5.02	Collect specimen from isolated patient.
5.03	Demonstrate procedures for initiating isolation, including care and disposal of equipment and supplies.

6	Perform aseptic techniques
6.01	Apply principles of medical and surgical asepsis.
6.02	Apply and remove sterile gloves and gown.
6.03	Apply sterile dressing.
6.04	Open sterile equipment and supplies.
6.05	Maintain sterile field.
6.06	Clean and disinfect equipment.
7	Describe the anatomy and physiology of the human body
7.01	Describe the relationships of body systems in providing patient care.
7.02	Describe the structure and function of the respiratory system.
7.03	Describe the structure and function of the cardio-vascular system.
7.04	Describe the structure and function of the muscular-skeletal system.
7.05	Describe the structure and function of the nervous, skin, and sensory systems.
7.06	Describe the structure and function of the reproductive system.
7.07	Describe the structure and function of the urinary system.
7.08	Describe the structure and function of the digestive system.
7.09	Describe the structure and function of the endocrine system.
8	Apply principles of nutrition
8.01	Assist patient with and maintain therapeutic diets.
8.02	List factors which must be considered when purchasing food.
8.03	List factors which must be considered when storing food safely.
8.04	Identify methods of safe food preparation.

Fundamentals of Nursing Practice



Text: Fundamental Concepts and Skills for Nursing, 4th ed. deWitt & O'Neil. Elsevier (2014), ISBN 978-1-4377-2746-3

Nursing Fundamentals Topics				
	Date	Reading: deWitt Text	Related Clinical Assignment	Quiz
Introduction to Practical Nursing	9/15, 16	Ch 1,2	Healthcare Environment HIPAA, Advanced Directives	9/21
Nursing Process	9/19, 20	Chapter 4,5,6	Nursing Process Worksheet	10/7
Bowel Elimination, Care of Ostomys Specimen Collection	9/21	Chapter 30	Bowel Programs, Ostomy, Specimen Collection	10/27
Assisting with Respiration and Oxygen Delivery	9/22	Chapter 28	Focused Assessment	10/28
FINAL EXAMINATION	11/4			11/4

Weighting of Nursing Fundamentals Assignments:

	Assignments	Introduction: Ch 1,2,	100
		Nursing Process Ch 4,5,6	100
		Bowel Elimination, Care of Ostomy, and Specimen Collection	100
		Oxygen	100
		Clinical and Employability	200
		Final Examination	200
		Total points	800

Clinical Evaluation for Practical Nursing One

Category	4 Expert/Mastery	3 Above Average	2 Average	1 Below Average
Provide Personal Care. Perform Physical Comfort and Safety Functions	Student delivers the highest quality of care. This includes AM Care, Bathing, ROM, making occupied or unoccupied bed. Accurately monitors and records vital signs, identifies abnormal findings and reports appropriately. Takes initiative to reassess as needed.	Student delivers a high quality of care. This includes AM Care, Bathing, ROM, making occupied or unoccupied bed. Accurately monitors and records vital signs, identifies abnormal findings and reports appropriately.	Student Delivers competent care and a desire to progress. This includes AM Care, Bathing, ROM, making occupied or unoccupied Bed. Accurately monitors and records vital signs. May need prompts to report or reassess.	Student Delivers Care that needs to be checked/assisted by others. This includes AM Care, Bathing, ROM, Making Occupied/Unoccupied Bed. May need help to accurately monitor and record vital signs
Monitor Nutrition and Hydration. Demonstrate Knowledge of Therapeutic Diets. Safely Assist with Nutritional Needs.	Student demonstrates the highest level of knowledge related to nutrients, food groups, specialty diets. Accurately monitors I&O, closely assesses IV infusions. Accurate in understanding s/s of fluid overload vs dehydration, electrolyte imbalances and abnormal blood values.	Student demonstrates a high level of knowledge related to nutrients, food groups, specialty diets. Accurately monitors I&O, closely assesses IV infusions. Recalls s/s of fluid overload vs dehydration. Records abnormal blood values and makes connection to etiology.	Student demonstrates competent level of knowledge related to nutrients, food groups, specialty diets. Accurately monitors I&O, closely assesses IV infusions. Recalls s/s of fluid overload vs dehydration, electrolytes imbalances.	Student demonstrates lack of knowledge related to nutrients, food groups, specialty diets. Requires prompts to accurately monitor I&O, may not closely assesses IV infusions. Incomplete or inaccurate knowledge of s/s of fluid overload vs dehydration, electrolytes imbalances.
Use Appropriate Verbal and Written Communication. Demonstrate Computer Literacy.	Student demonstrates the highest level of nursing communication. Consistent excellent in use of SBAR and Nursing Process Sheet. Accurately researches diagnoses, referencing highest quality resources. Notes are insightful, objective, pertinent, complete, on time, and without grammar or spelling errors.	Student demonstrates a high level of nursing communication. Consistent in use of SBAR and Nursing Process Sheet. Accurately researches diagnoses, referencing high quality resources. Notes are objective, pertinent, complete, on time, and without grammar or spelling errors.	Student demonstrates a competent level of nursing communication. Progressing in use of SBAR and Nursing Process Sheet. Accurately researches diagnoses, referencing quality resources. Notes are usually objective, pertinent complete, on time, with occasional grammar or spelling errors.	Student demonstrates an incompetent level of nursing communication, SBAR and Nursing Process Sheet. Incomplete or inaccurate research of diagnoses. Notes may be subjective, incomplete, late, or include errors in grammar or spelling.
Apply Principles of Infection Control. Perform Aseptic Techniques.	Student displays highest level of application in infection control. Able to discuss existing and emergent microbial resistance. Consistently selects proper PPEs. Highest knowledge of isolation precautions Cleans/disinfects equipment between uses. Highest level of ability in application of medical and surgical asepsis.	Student displays high level of application in infection control. Understands basics of existing and emergent microbial resistance. Consistently selects proper PPEs. High knowledge of isolation precautions. Always Cleans/disinfects equipment between uses. High level of ability in application of medical and surgical asepsis.	Student displays competent level of application in infection control. Follows instruction regarding selection of proper PPEs. Has some knowledge of existing and emergent microbial resistance. Competent in isolation precautions. Competent in application of medical asepsis.	Student displays an incompetent level of application in infection control. May fail to follow instruction regarding use of proper PPEs. Has gaps in knowledge of existing and emergent microbial resistance. Incompetent or inconsistent in isolation precautions. Incompetent/inconsistent in application of medical asepsis.
Demonstrate Legal and Ethical Responsibilities Specific to Nursing	Student demonstrates highest level of competence: to include practice within scope, following chain of command. Recognizes potential for and prevents medical errors using joint commission standards. Follows policies and conduct codes. Excellent advocate for patient rights. Able to identify components of Nurse Practice Act regarding PN	Student demonstrates high level of competence: to include practice within scope, following chain of command. Recognizes potential for and prevents medical errors using joint commission standards. Follows policies and conduct codes. Advocates for patient rights. Progressing toward ability to identify components of NPA regarding PN role.	Student demonstrates competence: to include practice within scope, following chain of command. Complies with joint commission standards. Follows policies and conduct codes. Advocates for patient rights.	Student demonstrates incompetence: may fail to practice within scope, or follow chain of command. Does not follow joint commission standards. May breach policies or conduct codes. Does not advocate for patient rights.

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CTC Employability Skills Student Assessment

Student's Name: _____

Program: _____

Instructor's Name: _____

Marking Period/Course: 1 2 3 4

CATEGORY	4 Excellent	3 Above Average	2 Average	1 Below Average
Attendance & Punctuality	Student has been absent 0 full school days this marking period and has 0 tardies and 0 early releases.	Student has been absent 0-1 full school days this marking period. (3 Tardies or Early Releases equal one full day absence.)	Student has been absent 2 full school days this marking period. (3 Tardies or Early Releases equal one full day absence.) Improvement is recommended.	Student has been absent over 3 full school days this marking period. (3 Tardies or Early Releases equal one full day absence.) Improvement is needed.
Appearance	Student attended each day this marking period well groomed and dressed in a clean uniform.	Student was dressed out of uniform or wore a wrinkled or dirty uniform or was prompted to improve his/her hygiene and appearance 1-2 times this marking period.	Student was dressed out of uniform or wore a wrinkled or dirty uniform or was prompted to improve his/her hygiene and appearance 3-4 times this marking period. Improvement is recommended.	Student was dressed out of uniform or wore a wrinkled or dirty uniform or was prompted to improve his/her hygiene and appearance 5 or more times this marking period. Improvement is needed.
Respect For Others	Student displays the highest level of respect for others by always being cooperative, courteous, and polite to fellow students and staff.	Student displays a high level of respect for others by usually being cooperative, courteous, and polite to fellow students and staff.	Student occasionally displays respect for others by being cooperative, courteous, and polite to fellow students and staff. Improvement is recommended.	Student has displayed disrespectful, uncooperative, and unpolite behavior towards fellow students and staff. Improvement is needed.
Quality of Work	Student provides work of the highest quality that meets expectations and safety standards and always brings necessary supplies and tools.	Student provides high quality work that usually meets expectations and safety standards and usually brings necessary tools and supplies.	Provides work that occasionally needs to be redone to ensure quality, expectations, and safety standards. Occasionally forgets necessary tools and supplies. Improvement is recommended.	Provides work that usually needs to be redone to ensure quality, expectations, and safety standards. Often forgets necessary tools and supplies. Improvement is needed.
Communication Skills	Student communicates in the highest level in regards to writing and speaking using correct grammar, verbal, and non-verbal communication skills.	Student communicates in a high level in regards to writing and speaking using correct grammar, verbal, and non-verbal communication skills.	Student communicates occasionally in regards to writing and speaking using incorrect grammar, poor verbal, and poor non-verbal communication skills. Improvement is recommended.	Student often communicates in regards to writing and speaking using incorrect grammar, poor verbal, and poor non-verbal communication skills. Improvement is needed.
Initiative	Student demonstrates the highest level of initiative by always taking interest in learning and using his/her time wisely.	Student demonstrates a high level of initiative by usually taking interest in learning and using his/her time wisely.	Student occasionally demonstrates a lack of initiative by not taking interest in learning or not using his/her time wisely. Improvement is recommended.	Student often displays a lack of initiative by not taking interest in learning or not using his/her time wisely. Improvement is needed.

Kurtz 2016

*The Employability Skills Student Assessment will be used a minimum of 2 times per 9 weeks.

Introduction to Anatomy and Physiology



Text: Memmler's Structure and Function of the Human Body, 10 ed. Lippincott, Williams & Wilkins (2013).
 ISBN 13: 978-1-60913-900-1 ISBN 10: 1-60913-900-3

Unit	Date	Chapters	Clinical Application	Ch TEST
Body as a Whole	9/15, 16, 19	1-5	Directional Terms Braden Scale, Skin Assessmt	9/21
Energy Supply and Use Digestive & Pulmonary	9/20, 21	17-18	GI Assessment	9/23
	9/22, 23	16	Pulmonary Assessment	9/30
Circulation and Body Defense	10/6, 7	13, 14	Cardiovascular Assessment	10/12
	10/13, 14	12, 15		10/19
Coordination and Control	10/20	11		11/2
	10/27, 28	8, 9, 10	Mini Mental Exam, Neuro	11/4
Movement and Support	11/3, 4	6,7	M/S Assessment	11/9
Energy Supply/ Use Renal Renal	11/10, 11	19	Hydration Assessment	11/14
ANATOMY PORTFOLIO				11/14
Final Examination				11/15

Weighting of Anatomy & Physiology Assignments:		
Assignments:		
	Body As A Whole	100
	Energy Supply and Use (2 @ 50 ea)	100
	Circulation and Defense (2 @ 50 ea)	100
	Coordination and Control (2 @ 50 ea)	100
	Supply and Use	100
	Movement and Support	100
	Portfolio/Employability	200
	Final Examination	200
	Total Points	1000

Journey Across



The Lifespan

Text:: Journey Across the Life Span, 5th ed. Polan & Taylor (2015) FA DAVIS

Unit	Date	Chapters	Assignment	Quiz Date
Healthy Lifestyles	9/29	1		
Culture	9/30	2		
The Family	10/6	3		10/13
Communication	10/7	4		
Growth & Development	10/14	5		10/20
Prenatal to 1 year	10/20	6		
Toddlerhood	10/27	7		11/3
Preschool	10/28	8		
School age/Adolescence	11/3, 4	9-10		11/10
Early Adulthood	11/10	11		
Middle/Late Adulthood	11/10, 11	12-13		11/15
Final Exam				11/15

Weighting of Nutrition Assignments			
	Assignments:	Chapter 1-3	50
		Chapter 4-5	50
		Chapter 6-7	50
		Chapter 8-10	50
		Chapter 11-13	50
		Final Exam	150
		Employability	100
		Total	500
	Points		

Principles of



Nutrition

Text: Nutrition and Diet Therapy, Ruth A
ISBN:

Roth. Cengage Learning .

Unit	Date	Chapters	Assignment	Quiz Date
Food and Health / Planning Diet	9/29	1-2		
Digestion	9/30	3		10/6
Carbohydrates	10/6	4		
Fats	10/6	5		
Protein	10/6	6		
Vitamins	10/7	7		
Minerals & Water	10/7	8,9		10/14
Diet and Life Span	10/13, 14	11-15		10/20
Weight Control	10/27	16		
Diabetes	10/27	17		
Cardiovascular Disease	10/28	18		
Renal Disease	10/28	19		11/3
Gi Disorders	11/3	20		
Cancer	11/4	21		
Special Needs/Care of Clients	10/10, 11	22-23		11/14
Final Exam	11/14			11/14

Weighting of Nutrition Assignments			
	Assignments:	Chapters 1-3	50
		Chapters 4-9	50
		Chapters 11-15	50
		Chapters 16-19	50
		Chapters 20-23	50
		Final Exam	150
		Employability	100
	Points	Total	500

<u>Grade:</u>	<u>Criteria and Guidelines:</u>
90-100 A	A grade of A involves a level of performance that is conspicuously excellent in the factors indicated in the definition of B.
80-89 B	A grade of B indicates a higher level of performance than the satisfactory standard defined for a grade of C. It involves excellence in some aspect of the work, such as completeness, accuracy, detail of knowledge or effective independent work.
70-75 C	A grade of C represents a satisfactory level of performance. Such satisfactory performance should include familiarity with the concept of the course as shown by an acceptable mastery of the information, concepts or skills involved and regular participation in the work of the class.
Below 75	The Practical Nursing Program requires a grade of 75% or above to progress in the program. The student may benefit from repeating the course work in order to strengthen their knowledge and skills.

Retake Policy: Students may retake one test per course. This does not include the Final Examination. Grade on retake is grade of record. Must score 75% or above on the final examination to demonstrate retention of knowledge and ability to progress into Practical Nursing Two.

In clinical, students visit area skilled care facilities to apply theory and hands on skills. Practical nursing students are held responsible and liable for their clinical performance. It is expected, as outlined by state statute, that a student nurse would achieve the same outcome as licensed nurse **in areas that have been taught and tested.** For this reason, students who are not maintaining a 75% academic average should not be caring for patients in clinical areas. Students can not perform skills that have not been covered and tested in the curriculum. **Practicing beyond these boundaries is a serious offense and will result in withdrawal from clinical rotation.**

Campus Dress Code

While on campus the student should be clean, free of body odors, and dressed in good taste. To assure this, please remember:

- A. Health Science students are required to wear the green nursing shirts, purple dental shirts or designated uniform.
- B. Skirts no shorter than 3" from the top of the knee are acceptable.
- C. Shorts are not acceptable campus dress.
- D. Midriff shirts exposing bellies, tank tops and halter-tops are not acceptable.
- E. Hair should be neat and clean. Dental Assistants must have their hair pulled back.
- F. Shoes should assure safety from falls, twists, or injury. No flip-flops or open toed style shoes should be worn.
- G. A name badge (provided by the school), is required at all times while on campus and in the clinical site.

I have read and understand the Practical Nursing One Syllabus: including Student Objectives, Clinical Evaluation, and Employability Skills. I understand the clinical and campus dress codes and will abide by those guidelines. I have reviewed my student handbook policies.

Print Student Name _____

Student Signature _____

Date _____

