

JCDAVTS PRACTICAL NURSING PROGRAM
Body Structure and Function (Level I)
Course Overview

Course Description:

This course for the beginning practical nursing student is a study of the basic structure (Anatomy) and function (Physiology) of the human body. Pertinent, fundamental principles of chemistry, microbiology, and physics are also included in the study.

The course traces the organization of the body from the single cell to the coordinated, functioning body, and emphasizes the importance of the inter-action of all body systems in the maintenance of health and life.

This course is designed to provide a theoretical knowledge base upon which the student can assimilate information presented in subsequent courses of the program, and on the clinical departments in order to identify and meet the basic needs of the clients.

The Nursing Process is introduced to provide direction for developing assessment skills, recognizing deviations from normal, and delivering nursing care for specific conditions of illness and disease. The pathophysiology of common disease states is introduced.

Course Objectives:

1. Describe the organization of the body from cells to the whole organism.
2. Define the functions of each of the ten body systems.
3. Demonstrate comprehension of the inter-relationships of the various body systems to the integrated unit.
4. Discuss the relationship of the steps of the Nursing Process to the study of body structure and function.
5. Define microbiology.
6. Discuss the role of the practical nurse in prevention and control of disease.
7. Describe universal precautions.
8. List and give the characteristics of each of the four types of microorganisms.
9. List the major physical agents used in destruction of microorganisms.
10. Define nosocomial infection.
11. Define immunology.
12. Differentiate between active, passive, natural, and artificial immunity.
13. Discuss the importance of the practical nurse's knowledge of body structure and function as it relates to assisting the client in the maintenance of health.
14. Apply acquired body structure and function knowledge to implementation of nursing care in the clinical setting.

JCDAVTS PRACTICAL NURSING PROGRAM
Basic Nursing Skills (Level I)
Course Overview

Course Description:

This course is designed to provide the beginning-nursing student with a fundamental knowledge base for the principles of nursing and the development of skills necessary for delivering client centered nursing care to the adult with simple nursing needs.

The Nursing Process is introduced to provide the student with a structural base for development of client-centered nursing actions that will ultimately assist in the promotion and maintenance of health. The physical, emotional, socio-cultural, spiritual, and economic needs of the client are considered during assessment in order to plan and implement specific nursing actions for each client. Beginning experience in evaluation of therapeutic responses is provided for the student.

Basic nursing skills needed to prepare the student for direct client care are taught. These skills are simplistic in nature at the beginning of the course and gradually increase in complexity to coincide with increased experience of the student. These skills can be utilized in a variety of client care settings.

Related aspects of anatomy, physiology, pharmacology, medical terminology, microbiology, nutrition, communications, community health, emergency care, and legal responsibilities are integrated throughout the course.

This course provides an opportunity for students to apply classroom theory to selected learning experiences in an acute care setting for adult medical-surgical clients.

Course Objectives:

1. Demonstrate use of the nursing process in meeting health care needs of clients.
2. Use the nursing process to deliver nursing care to clients with simple nursing needs.
3. Describe methods of data collection appropriate to assessing health needs of the client.
4. Explain the scientific rationale for procedures performed.
5. Accurately perform basic nursing skill procedures reviewed in this course.
6. Demonstrate first aid skills necessary to assist an acutely ill or injured client.
7. Apply basic mathematic principles to the calculation of problems associated with medication dosages.
8. Describe principles of practical nursing responsibilities about medication administration.
9. Define abbreviations and symbols commonly used in medication administration.
10. Spell medical words correctly.
11. Define medical words correctly.
12. Recall medical words and their meanings.
13. Document pertinent data concerning client care on appropriate chart forms with minimal assistance.

14. Utilize therapeutic communication when interacting with clients, families, and team members.
15. Provide appropriate emotional support for the clients and their families.
16. Correlate knowledge acquired in concurrent courses with nursing skills concepts to assist the client in fulfillment of all aspects of needs.
17. Detect easily identifiable changes in the condition of the client.

JCDAVTS PRACTICAL NURSING PROGRAM
Nutrition, Diet Therapy, and the Family (Level I Continuum)
Course Overview

Course Description:

This course provides a fundamental overview of nutrients and their functions in order to provide the student with a knowledge base for the principles of normal nutrition and the relationship of their application to the maintenance of health. This course relates the Nursing Process to client-centered nutritional education for the client as an essential part of that care. The role and responsibility of the Practical Nursing in nutritional education is defined.

Attention is given to the study of the relationship of nutrition and the community environment, including social, cultural, and economic aspects. Topics such as choosing foods that meet nutritional needs in various stages of life and meeting nutritional needs in various cultures and lifestyles are discussed to assist the student in utilizing the Nursing Process for the provision of nutritional care.

Relevant nutritional concerns of the public are included, such as therapeutic diets and their purposes to help the student connect the study of nutrients to dietary goals and thus be prepared to work with clients toward the enhancement of their nutritional status.

COURSE OBJECTIVES:

1. Utilize the Nursing Process while performing Nutritional care.
2. Identify changes in nutritional needs during the various stages of the life cycle.
3. Discuss factors that influence a client's food habits.
4. Identify factors used to assess the nutritional status of clients.
5. Explain the rationale for uses of therapeutic diets.
6. Identify foods appropriate for specific therapeutic diets discussed.
7. Utilize nutritional concepts learned to instruct the client of the role nutrition has in the promotion, maintenance, and restoration of health.

JCDAVTS PRACTICAL NURSING PROGRAM
Advanced Nursing Skills (Level II)
Course Overview

Course Description:

Building on the fundamental theoretical framework established in Basic Nursing Skills, this course is designed for the student to develop competency in the use of nursing principles and advanced skills necessary for delivering client-centered nursing care to the adult with more complex needs.

The nursing process continues to be used to provide the student with a structural base for development of client-centered nursing actions that will ultimately assist in the promotion and maintenance of health. The theoretical principles of medication administration and intravenous therapy are taught to the practical nursing students prior to the performance of these advanced skills in the clinical environment.

This course provides an opportunity for the student to apply classroom theory to selected learning experiences in an acute care setting for adult medical-surgical clients as well as in the long-term care setting for the older adult client.

COURSE OBJECTIVES:

1. State PN Law, Rules, and Regulations related to medication and IV Therapy administration.
2. State purposes for administering medications.
3. Explain standards of care when caring for a patient receiving medication.
4. Describe factors to consider when choosing routes of administration of medications.
5. List the rights of medication administration.
6. Discuss the nurse's role and responsibilities in medication administration.
7. Demonstrate use of the following methods:
 - a. Oral, sublingual, buccal
 - b. Topical
 - c. Otic and ophthalmic
 - d. Rectal and vaginal
 - e. Parenteral routes-SQ, IM, IV, ID
 - f. Nasal
 - g. Feeding tubes
 - h. Transdermal patches, inhalations
8. Calculate the proper dosage of medications.
9. Describe the possible complications that can arise from the use of medications.
10. Apply these skills developed to nursing situations in a variety of settings.
11. Administer medications accurately and safely with guidance.
12. Define intravenous (IV) therapy and indications.
13. Consider age-related implications
14. Consider legal implications for IV therapy

15. Demonstrate knowledge of fluid and electrolyte balance
16. Discuss infection control and safety
17. Demonstrate IV knowledge by:
 - a. Using infusion equipment including controlled-volume devices
 - b. Discussing parenteral solutions and indications
 - c. Administration, maintenance, and monitoring of peripheral and central IV therapy
 - d. Identifying anatomy and physiology relevant to IV therapy
 - e. Discussing peripheral and central line access devices
 - f. Adding drugs to the primary bottle or bag
 - g. Piggyback infusion use
 - h. Utilizing an intermittent IV or heparin lock
 - i. Flow rate calculations
 - j. Discontinuing an IV infusion
 - k. Discussing IV complications and nursing interventions
 - l. Demonstrating appropriate documentation
 - m. Demonstrating patient education regarding IV therapy
18. Perform venipuncture and IV insertion with peripheral short catheters using good aseptic technique.
19. Identify guidelines for safe monitoring of IV therapy and IV medication administration.

JCAVTS PRACTICAL NURSING PROGRAM
Maternal and Child Health (Level II)
Course Overview

Course Description:

This course is designed to prepare the student to assist the maternity client and her family to fulfill healthcare needs that occur during pregnancy, labor, birth, in the post-partum period, and in newborn infant care. Building on the framework of knowledge established in previous courses, and utilizing nursing skills acquired, the student continues to use the Nursing Process to provide the direction for identifying and determining the basic needs of Maternal-Newborn clients and their families in all phases of maternity nursing. Principles of normal physiological and psychological changes that occur during pregnancy, labor, birth, and the post-partum period, as well as principles of normal development of the fetus, the normal newborn, and related nursing care are included to provide an assessment base for students.

The study of Maslow's Hierarchy of Needs and issues relevant to contemporary Maternal-Newborn nursing which may influence the effectiveness of Health Teaching and Nursing Care are included to assist the student with the establishment of priorities of care. These issues include adolescent pregnancy, the one-parent family, infertility, family planning, unemployment, and other social, cultural, and economic trends.

This course is designed for the student to apply classroom theory to clinical practice in an acute Maternity Health Care setting for selected learning experiences and through observation at various community agencies. Related aspects of normal anatomy, pathophysiology, nursing skills, infant and maternal nutrition, pharmacology, therapeutic communications, and community nursing are integrated throughout the course.

Course Objectives:

1. Define Maternal-Newborn Nursing.
2. Describe the role of the Practical Nurse in Maternal-Newborn Nursing.
3. Utilize the nursing process to identify and determine the basic health care needs of the maternity client and her family.
4. Utilize the nursing process to identify and determine the basic health care needs for the newborn client.
5. Discuss the relationship of learning Maslow's Hierarchy of Needs to the delivery of nursing care to Maternal-Newborn clients and their families.
6. Describe the psychological changes that occur during pregnancy and post-partum.
7. Discuss the significance of prenatal care.
8. Utilize therapeutic communication techniques when interacting with maternity clients and their families.
9. Discuss community health care agencies available for Maternal-Newborn clients and their families that can assist with meeting identified needs upon discharge.

**JCDAVTS PRACTICAL NURSING PROGRAM
Pediatrics (Level II)
Course Overview**

Course Description:

This course is designed to aid the student in identifying the role of the Practical Nurse in the care of children. Building on the knowledge and skills acquired in previous courses, the nursing process continues to be used to identify and determine the basic needs of children from infancy through adolescence. Principles of growth and development and the study of Maslow's Hierarchy of Needs are included to assist the student in meeting these needs.

Special emphasis is given to the consideration of the pediatric client as a member of a family unit and of the community. The effects of and responses to illness and hospitalization for clients and their families, the importance of the inclusion of family members in the planning and implementation of care, the provision of emotional support, and the necessity of individualizing nursing care for the client are discussed in order to enhance the effectiveness of nursing care delivered.

Attention is also given to community agencies available to assist the nurse in meeting the needs of the pediatric client and their families.

This course is designed for the student to correlate classroom teaching with selected learning experiences in an acute care setting with pediatric clients, observation at assigned pediatric

settings, and pediatric focused simulated learning experiences held at the JCDAVTS Practical Nursing Sim Lab.

Related aspects of pathophysiology, nursing skills, therapeutic nutrition, pharmacology, microbiology, and therapeutic communications are integrated throughout the course.

Course Objectives:

1. Identify the role of the practical nurse in the Pediatric Health Care Delivery System.
2. Utilize the nursing process to identify and determine the basic health care needs of the pediatric client.
3. Identify the special needs of the pediatric client relative to growth and development.
4. Describe the normal physical changes that occur in various stages of growth and development.
5. Describe psychosocial changes that occur in various stages of growth and development.
6. Describe responses to illness and hospitalization that can occur for pediatric clients and their families.
7. Discuss the relationship of Maslow's Hierarchy of Needs to the delivery of nursing care for the pediatric client.
8. Identify special nutritional needs of the pediatric client.
9. Discuss community health care agencies available for pediatric clients and their families that can assist with discharge planning and teaching.
10. Utilize therapeutic communication techniques when interacting with pediatric clients and their families.

Pediatric Clinical Objectives: Using information provided in class discussion/lectures, demonstrations, simulation opportunities, and information given on the clinical department by the Practical Nursing Instructor, the student will be able to:

1. Utilize the nursing process to identify and determine the basic health care needs of the pediatric client.
2. List normal emotional and physical development in the various age groups.
3. Identify any abnormal development in a child.
4. List the special needs of the child relative to their growth and development, including family needs.
5. Discuss the relationship of Maslow's Hierarchy of Needs to the delivery of nursing care to the pediatric client.
6. Identify entertainment/play suitable for the various age groups of children.
7. Employ the strict safety regulations that are required in the pediatric environment when delivering nursing care.
8. Obtain assigned client's vital signs accurately.
9. Demonstrate how to obtain an infant's weight correctly.
10. State nursing measures to hydrate a child.
11. State nursing care of a child with a respiratory condition.
12. Demonstrate correct use of child protective restraints.
13. Discuss immunizations given during childhood and the merits of this type of protection.

14. Summarize nursing measures performed during the pre-op/post-op period for a child scheduled for a tonsillectomy.
15. Identify importance of child car restraint device safety.
16. Discuss available community health care agencies that can assist the pediatric client and their families in teaching needs and discharge planning.

JCDAVTS PRACTICAL NURSING PROGRAM
Pharmacology (Level III)
Course Overview

Course Description:

This course is designed to define for the student the role and responsibility of the Practical Nurse in the administration of medication.

The nursing process is utilized to provide experience in direct application of basic concepts acquired, and to provide direction for the student in the identification of principles of importance that need to be considered while assisting clients in meeting their basic needs and promoting health. Assessment of the client with regard to medications prescribed and their actions, the disease being treated, and the client's prior compliance to medication regimens provides guidance for the student in formulation of a plan of action containing important elements to be considered as part of the individual client's care. The implementation phase assists the student in analyzing nursing actions related to medication therapy. The evaluation phase assists the student in identifying therapeutic responses and planning client education.

Included in the course is the study of the actions, side effects, and nursing considerations for selected medications and correlation of the indications for use to specific physiological conditions.

Related aspects of anatomy and physiology, nursing skills, therapeutic nutrition, psychosocial theories, microbiology, community nursing, and therapeutic communications are integrated throughout the course.

Course Objectives:

1. Describe the relationship of the steps of the nursing process to the administration of medications.
2. Define practical nursing responsibilities associated with the administration of medications.
3. Utilize the nursing process to assess the needs of the client receiving medications.
4. Utilize the nursing process to evaluate the therapeutic responses of medication taken by clients.
5. Utilize the nursing process while performing medication therapy education for the client.
6. Identify factors to consider for the safe administration of medications.
7. Explain the actions of specific medications discussed.
8. Correlate the purpose of medications prescribed to specific disease processes.

9. Apply basic mathematical principles to the calculation of problems associated with medication dosages.
10. Perform dosage calculation problems accurately.
11. Utilized correct abbreviations and symbols commonly associated with medication administration.

JCDAVTS PRACTICAL NURSING PROGRAM
Medical Surgical Nursing/Adult Conditions of Illness (Level III)
Course Overview

Course Description:

This course is a study of the physiological/psychological effects of disease and disorders upon the human body during various stages of the adult life cycle and the specific nursing care relative to each.

Building on the framework of knowledge previously established, the nursing process continues to be utilized as the conceptual basis for identifying and determining the basic needs of individuals with known or suspected physiological and/or psychological problems. Emphasis is applied to the Practical Nurse's role in assisting the client in the promotion, maintenance, or restoration of health. Related aspects of pathophysiology, pharmacology, therapeutic nutrition, psychosocial theories, microbiology, and community nursing are integrated throughout the courses.

This course is designed for the student to correlate classroom teaching with selected learning experiences in simulated client scenarios and acute medical/surgical settings for the critically ill client or the chronically ill older adult client whose conditions warrant acute nursing care.

COURSE OBJECTIVES:

1. Describe the relationship of the steps of the nursing process to providing nursing care to individuals with known or predicted physiological problems in an acute care medical-surgical setting.
2. Analyze the role of the practical nurse in the health care delivery system.
3. Utilize the nursing process effectively in clients with specific body systems disorders.
4. Describe the impact the concept of the wellness-illness continuum has on the health care delivery system.
5. Explain the relationship between the physiological and psychological manifestations of illness.
6. Identify the specific needs of the critically ill adult client in an acute care setting.
7. Provide for the specific needs of the older adult client in an acute care setting.
8. Identify the specific needs of the chronically ill adult client in an acute care setting.
9. Describe the specific body system related disorders with respect to pathophysiology.
10. Identify appropriate medical treatment for specific body system related disorders.
11. Demonstrate appropriate documentation skills when delivering nursing care to

- adults.
12. Describe the role of the practical nurse in community nursing.
 13. Utilize the nursing process when performing nursing functions in the community.
 14. Identify nursing interventions used to promote health in the community.
 15. Utilize therapeutic communication when interacting with clients, families, and team members.
 16. Provide appropriate emotional support for clients and their families.
 17. Document information accurately relating to the client's emotional condition.
 18. Demonstrate skills that are necessary to care for seriously ill clients in an acute care setting.

EVALUATION CRITERIA FOR COURSES

Testing (Unit Exams):

Tests are given at the conclusion of each topic completed. If completing a test at the school, students will remain in the on-site testing area until completed then may leave the area quietly to avoid disruption to other students. If testing remotely online, students are to follow established electronic testing policies as instructed. The tentative test schedule is included on each course schedule and class calendar. Tests are graded on a point system to constitute 90% of the final grade. Tests are based on assigned readings, homework, class lecture, class demonstrations, and audiovisual resources. If a student is absent from class, it is the student's responsibility to obtain class notes from classmates. Tests primarily consist of NCLEX style questions and may include multiple choice, matching, fill in the blank, and select all that apply options. Occasionally, completion and true/false questions are present. At the discretion of the instructor, resources may be permitted during some selected exams. If a student is absent on a given test day, the student must make up the exam by the next scheduled class day in attendance or a 5% reduction in the test grade will occur per class day missed. Some exams will have time restrictions identified at the beginning of the exam.

Students must receive an average of 75.0% or more in each course to progress in the program

Each course will have a comprehensive final exam factored into the 90% test component of the final grade.

Comprehensive Standardized testing will be utilized (when available) and course points assigned per policy. Students must have a passing course grade to receive this additional credit. (See Standardized Testing policy on page 29).

Homework/Quiz:

Homework and quizzes are averaged together to account for 10% of the final grade. Homework is due by the start of class on the assigned day. No homework points will be awarded for missed homework unless otherwise arranged with the instructor. Quizzes are offered at the discretion of the instructor will be included as a homework grade.

Return demonstrations on selected skills may be required in some courses. Return demonstrations are observed by instructors and are based on a pass/fail system using a performance checklist. Students will have access to the performance checklist, text instruction, and class notes prior to the return demonstration to become familiar with skill expectation. Professional appearance and behavior are expected for return demonstrations. The students must be in the Jeff-Tech school uniform for specified clinical activities.

Performance checklists are graded pass/fail on the following criteria:

Satisfactory (S): Indicates the student is prepared, organized, proceeds without hesitation, follows suggested steps in appropriate sequence, independently demonstrates safe practices, and shows manual dexterity when handling equipment.

Unsatisfactory (U): Indicates the student is unprepared, disorganized, lacks self-confidence, needs assistance or suggestions in order to proceed, omits necessary steps, would jeopardize the safety of a client without continued guidance or supervision, or is unsure about the use of necessary equipment.

If a student must be, absent on a scheduled skill day (return demonstrations), prior arrangements MUST be made with coordinator to complete this course requirement. Failure to do this may jeopardize ability to attend clinical activities and may result in course failure.