Practical Nurse Program Student Handbook

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Welcome

Allied Health Career Training is approved by the Kansas Board of Regents to operate as a private, post-secondary technical training center.

Kansas Board of Regents: https://www.kansasregents.org/, 785-430-4240
1000 SW Jackson St. Suite 520, Topeka, KS 66612

The PN Program is initially approved by the Kansas Board of Nursing: https://ksbn.kansas.gov
Landon State Office Building, 900 SW Jackson St, Suite 1051, Topeka, KS 66612, 785-296-4929

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Allied Health Career Training Mission Statement
Allied Health Career Training provides quality education at an affordable price for the success of students to build lifelong learning skills that prepare the student to pursue meaningful careers in healthcare.

Nursing Program Mission
Allied Health Career Training's Practical Nurse program mission is to successfully prepare students to pursue nursing careers as a Practical Nurse by providing high quality education using technology and proven methods in learning critical judgment and use of evidence-based practice in all learning modalities including assimilated learning, in person lecture and group learning, unfolding case studies, simulation labs and clinicals. both academic and clinical opportunities.

Our Philosophy
The goal of Allied Health Career Training is that graduates will have the knowledge, skills, attitudes, and abilities needed to practice safely and effectively at an entry level.

Ethical Practices
All activities including recruitment, admission, and advertising are based on truth, fairness, and equity to our students.

PN Program Description

Allied Health Career Training has creatively structured our LPN program with our student's busy lives in mind. Energetic and knowledgeable instructors with a passion for nursing and teaching will guide you through the strenuous process of becoming a Licensed Nurse. This is a comprehensive 10-month-long hybrid program made for focused and disciplined adults with only two to three days a week of in-house learning. Weekly online coursework of approximately 10 to 20 hours a week is done at home. Critical judgment skills are taught through various hands-on training methods including case studies, virtual reality goggles, simulation labs, and other techniques. Clinicals are held in various settings in the region preparing the student for numerous healthcare employment positions. Frequent NCLEX preparatory quizzing ensures the student will be ready and successful to sit for the NCLEX PN exam.

Practical nurses provide care for clients with commonly occurring health problems that have predictable outcomes. The practical nurse delivers care under the supervision of a registered nurse, or a person licensed to practice medicine and surgery or dentistry. Allied believes nursing is indeed an art and a science. We believe nurses provide care for clients/residents/patients in a holistic manner. Critical judgement skills along the nursing process serving as tools applied in the competent the care of the client. An integral part of the interdisciplinary health care team, the practical nurse collaborates with other members of the healthcare team and are accountable for providing this care within the scope of ethical and legal responsibilities as per the Kansas board of nursing Nurse Practice Act.

Education and learning
It is the goal that together with our students to partner in the learning process in building knowledge, skills, attitudes, and abilities in a supportive adult learning environment. Promoting student success and instilling a value of lifelong learning which is integral to the success of the discipline of nursing.

Environment
The faculty believe that the environment is both external and internal. External environment is the set of circumstances, objects or external conditions that positively or negatively affect the well-being of clients. Internal environment includes biological, cultural, spiritual, and psychosocial aspects.

Program Tuition and Fees

The LPN Program price is $16850. There is a $35 nonrefundable application fee to apply for the LPN program. The application fee must be paid each time a new application is submitted.

Payment Plan Fee Schedule

- Accepted students must have half of the program price paid in full by the program start date.
- There is a Payment Plan Fee which is 2.5% of the total program price. The Payment Plan

Fee must be paid in full by the program start date.

- Students will have until 90 days after the program end date to pay the remaining balance in full.
- Failure to pay the remaining balance due may result in withholding of Certificate of Completion, postponement of program completion including NCLEX, restricted access to student resources, and collections process initiation.

PN Program Admission Requirements

Allied Health Career Training will admit up to 20 generic students per cohort. "Generic student" means one who enters at the beginning of a prelicensure nursing program and plans to complete the entire curriculum. Requirements to apply for the PN program are as follows:

- Applicants must be 18 years of age
- Applicants must have an active Kansas Certified Nurse Aide credential
- Applicants must have completed all course prerequisites with a 75% or higher. Because of various grading policies and scoring at different institutions, if a percentage score is not listed or cannot be obtained, a letter grade of "C" or better is considered acceptable. (see Credit Transfer Policy)

  Transcripts are required if the class was taken anywhere other than Allied Health Career Training:
  - Medical Terminology (or equivalent) – minimum 3 credit hour course
  - Human Growth and Development (or equivalent) – minimum 3 credit hour course
  - Anatomy and Physiology (or equivalent) within last five years – at least 4 credit hour course
- Applicants possess a High School diploma or GED equivalent.
- Applicants must pass a Reading Assessment in the LPN Student Application to demonstrate English language proficiency.
- Applicants must complete an essay to demonstrate English language proficiency.
- Applicants must complete an on-site interview with the Admissions Team.
- Applicants must provide government-issued identification.
- Applicants must submit to, and pass, a criminal background check. (see Background Check Policy)
- Applicant may be disqualified from becoming licensed for previous legal disciplinary actions, please consult Kansas Statute 65-1120
- Basic Life Support (BLS) from American Heart Association at the Healthcare Provider level is required prior to the first day of class and the certification is to remain current throughout the program. Applicants to the PN program will receive a 25% discount for the BLS course at Allied Health Career Training.
- Applicants must submit proof of the following immunization/vaccination records by the start date of the program or accepted students may forfeit their enrollment:
  - MMR (Measles Mumps Rubella): Two (2) doses vaccine or proof of immunity by titer
  - Chickenpox (Varicella): Two (2) doses vaccine or proof of immunity by titer
  - Tetanus (TDAP): One (1) dose vaccine taken less than 10 years ago

    - Hepatitis B (Hep B): Three (3) doses vaccine or proof of immunity by titer. If the titer is low, a vaccine is required. Paperwork for a low titer will not be accepted. Hep B vaccination takes 6 months to complete the series.
    - Influenza
    - TB test or chest x-ray within last 6 months
- Applicants must be physically capable of performing all skills required by the program, including standing for long periods, pulling, and lifting.
- Applicants must provide a valid email address to apply for this course. This course has an online component, and your email is used to register you for our online course delivery platform.
- Applicants must have access to reliable transportation for the duration of the program.
- Applicants must complete an application and pay a nonrefundable $35 application fee.

Nursing Essential Skills and Functional Abilities

The Practical Nursing Program is a practice discipline with cognitive, sensory, affective, and psychomotor performance requirements. Based on these requirements, the following list highlights the Nursing Essential Skills and Functional Abilities that have been developed. Each standard has an example of activities which a student will be required to perform. Minimum abilities expected include, but are not limited to the following:

Essential Functions	Definitions	Examples
Observation	Ability to participate actively in all demonstrations, laboratory exercises, and clinical experiences in the Nursing program component and to assess and comprehend the condition of all clients assigned to him/her for examination, diagnosis, and treatment. Such observations and information usually require functional use of visual, auditory, and somatic sensations.	• Visually discriminating incremental readings on syringes and other various medical equipment • Visually discriminating between different colored objects • Discriminating between auditory stimuli • Perform a comprehensive assessment of patients
Communication	Ability to communicate effectively in English using verbal, non- verbal, and written formats with faculty, students, clients, families, and all members of the healthcare team. Ability to read English and interpret without assistance.	• Patient teaching • End of shift reports • Documentation in legal records/charts • Medication records • Transcribe doctor's orders from a chart, interpret, and implement

		• Collaborate with members of a healthcare team
Motor	Sufficient motor ability to execute the movement and skills required for safe and effective care and/or emergency treatment.	• Standing for long periods of time (8-12 hrs./day) • Lifting up to 50 lbs. • Performing one person and/or two-person transfers • Turning, log rolling, and ambulating another person • Manipulating equipment • Performing patient care procedures with finger and manual dexterity (i.e., starting IVs, phlebotomy, dressing changes, catheterization)
Intellectual	Ability to collect, interpret, and integrate information and make decisions. Ability to read and interpret the English language without assistance.	• Transcribe orders from a chart, interpret the orders, and intervene. • Display critical thinking abilities in planning patient care- analyze data, formulate a diagnosis, and prioritize care
Behavioral and Social Attributes	Possess the emotional health and stability required for full utilization of the student's intellectual abilities, the exercise of good judgment, the prompt completion of all academic and patient care responsibilities, and the development of mature, sensitive, and effective relationships with clients and other members of the healthcare team. Possess the ability to tolerate taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in clinical/practicum settings with patients. Possess compassion, integrity, concern for others, and motivation. Possess the ability to demonstrate professional behaviors and a strong work ethic and respect professional boundaries.	• Utilize intellectual abilities. • Exercise good judgment and complete tasks within required time limits • Demonstrate the emotional health required for full utilization of intellectual abilities and exercise of good judgment. • Show integrity, concern for others, interpersonal skills, interest, and motivation

Conceptual Framework (Definitions of Curriculum Concepts, KS PN Core Curriculum)

Nursing Process: a scientific approach to clinical decision making which incorporates evidence-based practice and critical thinking. The steps of the process include assessment, planning, implementation, and evaluation.

Professional Behavior: behaviors that demonstrate intellectual and personal integrity which include dedication to the client's welfare, commitment to the discipline of nursing, adherence to college, program, and agency policies. Professional behavior involves participation in lifelong self-development activities to enhance and maintain current knowledge and skills for continuing competency. Collaboration/Communication- the verbal and non-verbal interaction among the practical nurse and members of the health care team with clients, families, and significant others. Events and activities associated with client care are validated in written and/or electronic records that reflect standards of practice and accountability in the provision of care.

Basic Needs: physiological, psychosocial, and spiritual requirements necessary for optimal functioning. Physiological needs are basic needs related to the functioning of body systems essential to life: oxygenation, hydration, nutrition, bowel elimination, urinary elimination, activity/mobility, rest and sleep, hygiene, skin/tissue integrity, comfort, and physiological safety. Psychosocial and spiritual needs include sexuality, emotional security, communication and cognition, love and belonging, self-esteem and self-actualization. As physiological needs are sufficiently satisfied, psychosocial and spiritual needs emerge. When there is an interference with one's ability to meet basic needs, health problems may result.

Safety: a safe and effective care environment includes providing protection of clients and health care personnel from health and environmental hazards.

PN Program Outcomes

Relationship-centered care

- Provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial, and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes.

Teamwork and Collaboration

- Collaborate with the client and members of the interprofessional health care team to promote continuity of client care and shared decision-making.

Evidence based-practice.

- Use current evidence-based practice resources as a basis for nursing practice.

Informatics

- Use information and client care technology in the provision of safe, quality client care.

Quality Improvement

- Participate in quality improvement activities assessing their effect on client outcomes.

Safety

- Provide an environment that is safe and reduces risk of harm for clients, self, and others.

Professionalism

- Demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.

Leadership

- Use leadership skills that support the provision and coordination of client care.

General Information

Personal Standards

Professional behavior in all settings including the classroom, skills lab/simulations and in the clinical setting and any other setting the student is representing AHCT is to be followed. There will be no smoking or vaping when on premises of any clinical setting. Safekeeping of valuables is the responsibility of the student. The college nor clinical sites assume responsibility for lost or stolen articles.

Address and Cell Phone Changes

It is the student's responsibility to notify administrative staff and faculty of changes immediately as this will affect program emails and other notifications and communications.

Pearson Vue Vouchers

The cost of the Pearson Vue Voucher is collected in the program price. Students need not purchase these individually. Within thirty days of graduation, nursing faculty and staff will inform students on the process of Board of Nursing licensure application, fingerprinting and obtaining the Pearson Vue Voucher.

Insurance

Individual health insurance is strongly encouraged for each student to cover any illness or injury that may occur during clinical instruction. If a student does not have personal health insurance, they will be required to sign a waiver stating that they have declined personal health insurance and will not hold Allied Health Career Training liable for any illness or injury that occurs during or after the program.

Individual personal liability insurance is encouraged for each student to cover any liability resulting from malpractice in patient care during clinical instruction. If a student does not choose to purchase liability insurance, they will be required to sign a waiver stating that they have declined personal liability insurance and will not hold Allied Health Career Training liable for any legal fees incurred due to malpractice suits that occur during or after the program.

Computer System Requirements

1. A laptop is provided to each student to use during the PN program. Students are to bring this laptop with them to class. These laptops can be purchased by the student at end of course for $185.
2. If a student wishes to use a different laptop than the one provided, the student needs to ensure that the laptop meets these requirements:
    - Windows 10 or newer
    - 4 hours or more of battery life

Allied employs a full time IT director who can be reached at techsupport@alliedhealthcareertraining.com. If a student is unsure if the laptop they wish to use (other than the supplied laptop) has the required system, that student is responsible for checking with IT staff to ensure it meets the criteria needed.

Online Resources

Students will have access to online resources such as learning platform and Microsoft applications until 45 days after completion of program. Subject to review on a case-by-case basis.

Tutoring, Study Groups, and Remediation

Study Groups

Allied encourages students to form study groups and will have space available for this function Monday through Friday 9:00 a.m. to 4:00 p.m. Other dates and times can be requested for approval.

Open Labs

Instructors will have an open lab with an instructor available at least 4 hours a week and an open lab without an instructor present for at least 4 hours a week (during non-holiday weeks) for students to practice. It is the student's responsibility to sign up via the online lab schedule for any instructor led open lab as times/dates may fill up.

Tutoring

Tutoring opportunities are posted in the program calendar. Students are encouraged to use these opportunities.

Remediation and Make-Up Days

Every course within the program will have scheduled remediation and make-up days. It is the student's responsibility to communicate with the instructor and make themselves available for these opportunities. If the student is too far behind or requires more make-up days than is possible or misses the scheduled make-up days that student may be removed from the program.

Academic Calendar

Allied will be closed: New Year's Eve, New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day & the Friday after, Christmas Eve, Christmas Day. Please refer to your program for your specific schedule.

Course List and Schedule
Total Program Weeks: 40
Total Program Hours: 775
Total Program Hours including Prerequisites (not including CNA): 1,050
Total PN Program Credit Hours: 31
Total Credit Hours including Prerequisites: 39

All credit hours are based on 25 clock hours to 1 credit hour. Classes will meet every three days per week. Calendars are provided to students upon acceptance into the program.

Schedule Key

Type	Description
ASL	Asynchronous Learning
CA	Content Application: Lecture, Skills Demonstration, Case Studies, Group Work
SL	Skills Lab
CL	Clinicals

Subject	# of Weeks	Total Subject Hrs	ASL Hrs	CA Hrs	SL Hrs	CL Hrs	Credit Hrs
Prerequisite: Medical Terminology	9	75	n/a	n/a	n/a	n/a	3
Prerequisite: Human Growth & Development	8	75	n/a	n/a	n/a	n/a	3
Prerequisite: Anatomy and Physiology	12	125	75	n/a	50	n/a	5
Foundations of Nursing	4.5	100	36	32	32	0	4
Pharmacology & Safe Medication Administration	2.5	50	18	16	16	0	2
Care of Aging Adults	2.5	50	18	16	16	0	2
Foundations of Nursing Clinical	3	50	0	0	0	50	2
Nursing Care of Adults I	6	125	45	40	40	0	5
Nursing Care of Adults I Clinical	3	50	0	0	0	50	2
Mental Health Nursing	2.5	50	18	16	16	0	2
Maternal Child Nursing	2.5	50	18	16	16	0	2
Maternal Child Nursing Clinical	2	25	0	0	0	25	1
Nursing Care of Adults II	6.5	125	45	40	40	0	5
Nursing Care of Adults II Clinical	3	50	0	0	0	50	2
Leadership, Roles, and Issues	2	50	18	16	16	0	2

Course Syllabi

See following pages.

PN Program
KSPN Foundations of Nursing Course Syllabus

Course Information:
Course Number and Title: KSPN 001 - KSPN Foundations of Nursing
Course Weeks: 4.5
Total Credit/Contact Hours: 4.00
Theory Credit/Contact Hours: 4.00
Subject hours (not including study time or EAQs completed at home): 100

- ASL hours (Asynchronous Learning – reading and assignments online): 36
- CA hours (Content Application – in house learning): 32
- SL hours (Skills Lab – in house): 32

Course Description:
This course introduces practical nursing, the roles of the practical nurse, and profession- and client-related care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for basic data collection and nursing skills is presented and an introduction to the nursing process provides the student with a framework for decision making.

Required Text and Ancillary Resources:
Williams, P., & DeWit, S. C. (2023). *Fundamental concepts and skills for nursing* (6th ed.). Elsevier.
ISBN 978-0-323-88421-1
EVOLVE- Asynchronous Learning platform
SIMCHART- Asynchronous Learning platform, Content Application, and Skills Lab
SHADOW HEALTH- Asynchronous Learning platform, Content Application, and Skills Lab. QSEN quantifiable application (instructors will receive data in relationship to QSEN learning skills through this application)
Additional resources are made available throughout the course.

PN Program Objectives

1. Relationship-centered care
2. Teamwork and Collaboration
3. Evidence-based practice
4. Informatics
5. Quality Improvement
6. Safety
7. Professionalism
8. Leadership

Course Objectives:
By the end of this course and its requirements, as a PN student, you will:

1. Discuss the history of nursing, the role of the practical nurse, and scope of practice related to established code of ethics, nurse practice acts, and professional registrations/certifications.
2. Review the spectrum of health care settings across which client care is provided.
3. Describe the relationship of profession-related concepts to client care: relationship-centered care, interprofessional collaboration, evidence-based practice, quality improvement, safety, informatics, client education, professionalism, and leadership.
4. Discuss concepts integral to the provision of safe, quality, relationship-centered care: nursing process, advocacy, cultural sensitivity, and communication.
5. Identify the nurse's role in supporting a client's physiologic needs: rest and sleep, spirituality, sensory perception, hygiene, activity and exercise, infection control, elimination, nutrition, oxygenation and comfort.
6. Describe the various elements of the nursing process and its relationship to clinical decision-making.
7. Identify the nurse's role in data collection as an integral part of the nursing process.

8. Describe basic data collection skills as they relate to a client's physiological, psychological, sociological, cultural, and spiritual dimensions using proper techniques and measures that ensure client safety.

Course Objective Assignments

The course is designed for students to complete their ASL prior to CA and S/L. This assists with all 8 course objectives being taught and reviewed each week.

Course Objectives Assessment Matrix

Course Weeks	Course Objectives	Program Objectives	QSEN Application (Y/N)
1	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8	Y
2	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8	Y
3	5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8	Y
4	5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8	Y
5	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8	Y

Course Breakdown

Each week notes allocated hours for ASL, CA, SL, Quizzes and Tests in addition to resource utilized (not an inclusive list) Evolve, SimChart, Shadow Health

Weekly Schedule:

Orientation Units 1-2

Week 1 – ASL: 9 hr CA: 8hr SL: 8hr There will be 1 quiz of 30 questions during CA

Reading and assignments units 1 – 2 (Always pay special attention to highlighted areas.)

Units 3, 4; Unit 5 CHP 23

Spectrum of Healthcare

Unit Objectives:

1. Differentiate between the terms health and illness and the impact that lifestyle and risk factors has on one's health status.
2. Define the terms health promotion and wellness and discuss the nurse's role in supporting client's movement towards optimal health.
3. Differentiate between primary, secondary, and tertiary care and the nurse's role when providing these levels of care.
4. Differentiate between the goals of acute and chronic care and examples of client conditions in each category.
5. Discuss the principles of restorative or rehabilitative care, its goals, and the role of the nurse when working with patients undergoing rehabilitation.
6. Compare palliative and hospice care and the nurse's role in providing end of life care.
7. Describe the various health care settings within which client care is delivered.
8. Discuss the roles of state and federal governments in regulating health care agencies.

Profession Related Concepts/ Relationship-Centered Care

Unit Objectives:

1. Discuss the meaning of relationship-centered care.
2. Describe concepts of holistic health and nursing.
3. Describe the concept of caring as a foundation for nursing practice.
4. Review the professional skills inherent in providing relationship-centered care.
5. Compare and contrast the concepts of spirituality and religion.
6. Review the religious practices of selected religions and their relationship to health promotion and health care.
7. Determine factors that contribute to spiritual distress and resulting manifestations.
8. Review the nurses' role when caring for clients who are experiencing spiritual distress.

Content Topics:

a. Nursing process/ Discuss the purpose of the nursing process and nurse's role in each step.
b. Cultural sensitivity/ Recognize the influence culture has on health, health practices, illness and caring patterns and verbalize cultural sensitivity and cultural competence and its relationship to nursing practice.
c. Advocacy/ Define advocacy in relationship to client's right to information, Client's Bill of Rights and the Self Determination Act and their association with the nurse's role as client advocate.
d. Communication/ Differentiate between nontherapeutic and therapeutic communication and how it is related to nursing care and documentation.

Profession Related Concepts/ Teamwork and Collaboration

Unit Objectives:

1. Define the concept of interprofessional care.
2. Describe the essential aspects of collaborative health care.
3. Discuss the benefits of an interprofessional health care team providing client care.

Profession Related Concepts/ Evidence-Based Practice

Unit Objectives:

1. Define the concept of evidence-based practice.
2. Identify available resources for evidence-based nursing practice.
3. Discuss how evidence-based practice provides optimum care for individuals and their families.

Nursing Role and Scope of Practice

Unit Objectives:

1. Define nursing and relate its current state to historical events and leaders.
2. Differentiate between the various roles of contemporary nurses today.
3. Review the different educational paths to professional nursing and their implications for career mobility and advancement.
4. Discuss the scope of practice of unlicensed personnel, licensed/vocational nurses, professional nurses, and advanced practice nurses.
5. Describe how state nurse practice acts define the legal and scope of nursing practice.
6. Review an established code of ethics and its role in guiding nursing practice and ethical decision making.
7. Recognize competencies related to knowledge, skills, and attitudes that nurses are expected to integrate into their practice.
8. Discuss the implications of client care in relation to HIPAA (Health Insurance Portability and Accountability) regulations in care delivery settings.

Profession Related Concepts/ Quality Improvement

Unit Objectives:

1. Define the concept of quality improvement.
2. Discuss the role of the nurse in identifying patient concerns related to quality care.

Profession Related Concepts/ Safety

Unit Objectives:

1. Define the concept of client safety.
2. Discuss personal and environmental factors that impair a client's ability to protect themselves from injury.
3. Review interventions that can help reduce client injury risk (properly identifying client, performing a fall risk assessment, communicating client information to appropriate team members).
4. Discuss how proper and effective use of technology and standardized policies and procedures support safe, quality care.
5. Recognize the nurse's role in monitoring own care and others in promoting a safe environment for the client.

6. Review the National Client Safety Goals developed by the Joint Commission and their relationship to the development of national safety standards and accreditation of health care institutions.
7. Relate the importance of knowing the location and purpose of the MSDS Manual.
8. Describe the RACE acronym and its use as a guide for action during a fire.

Client Related Concepts/ Nursing Process

Unit Objectives:

1. Identify the steps of the nursing process.
2. Differentiate between subjective and objective data and various data collection methods.
3. Review the use of the nursing process as a tool for planning client care.
4. Review potential and actual client problems related to a plan of care.
5. Apply principles of the nursing process to the client record.

Week 2 – ASL: 9 hr CA: 8 hr SL: 8hr There will be 1 quiz of 30 questions during CA

ASL – Reading and assignment units 3 (CH 7, 9, 10) and 4 and unit 5 (CH 13, 19, 23 attention to highlighted areas), unit 8

Profession Related Concepts/ Informatics

Unit Objectives:

1. Define the concept of informatics.
2. Describe the use of computers in nursing education and practice.
3. Discuss the computer skills and computer applications necessary for monitoring and documenting client information.
4. Discuss how to access online library resources.
5. Review criteria that must be met for online resources and websites to be considered credible resources.
6. Demonstrate how to cite resources using recommended form and style.

Profession Related Concepts/ Client Education

Unit Objectives:

1. Define the concept of client education.
2. Identify the role of the nurse in relation to client education.
3. Describe the three domains of learning.
4. Review basic principles of learning.
5. Discuss how to identify the educational needs of clients.

Profession Related Concepts/ Professionalism

Unit Objectives:

1. Define the concept of professionalism and its relationship to nursing practice.
2. List professional behaviors that are consistent with those of a nurse.
3. Discuss the relationship of ethical and legal practice to the role of nurses.
4. Compare and contrast accountability and responsibility.

Profession Related Concepts/ Leadership

Unit Objectives:

1. Define the concept of leadership.
2. Explore the leadership skills of organization, time management, and priority setting.

Client Related Concepts/ Documentation

Unit Objectives:

1. Describe the significance of nursing documentation as a written form of communication.
2. Discuss the use of technology in the communication process.
3. Identify the purpose and various elements of the client record.
4. Review the legal parameters that guide documentation and the maintenance of client records.
5. Review proper guidelines for effective documentation.
6. Apply principles of effective documentation to an actual or simulated client record.

7. Describe proper documentation techniques that support accurate, thorough, and timely charting.

Client Related Concepts/ Hygiene

Unit Objectives:

1. Review the role played by the skin, mucous membranes, teeth, and nails in maintaining the body's first line of defense against pathogens.
2. Describe conditions and activities that place clients at risk for altered skin integrity.
3. Discuss hygienic practices that support healthy skin integrity.
4. Discuss the effect that cultural practices and developmental stage has on hygiene practices.
5. Determine a client's need for assistance with hygiene-related care.
6. Describe the procedures for providing hygiene-related care in a safe, comfortable environment.
7. Describe proper techniques that support client hygiene.
8. List common areas for pressure ulcers.
9. Describe how to assess for early signs of pressure ulcers when providing hygiene-related care.
10. Differentiate between the 4 stages of pressure ulcers.

Client Related Concepts/ Activity and Exercise

Unit Objectives:

1. Review the role played by the musculoskeletal and neurological systems in providing and regulating movement.
2. Relate the effect exercise has on proper functioning of body systems and activity tolerance.
3. Identify the elements of an exercise program that maintains proper functioning and prevents lifestyle diseases.
4. Discuss the effect lack of movement has on bones, muscles, and joints.
5. Discuss the effect developmental stage has on bones, muscles, and joints.
6. Describe proper techniques that support client mobility and prevent complications of immobility.

Client Related Concepts/ Infection Control

Unit Objectives:

1. Compare and contrast the various elements of the chain of infection.
2. Review the anatomical and physiological barriers that protect an individual against infections.
3. Describe the signs and symptoms of an inflammatory response, local and systemic infections, and related diagnostic tests.
4. Discuss the etiology of nosocomial infections.
5. Differentiate between medical and surgical asepsis.
6. Relate principles of asepsis and their application to client care.
7. Differentiate between standard precautions and additional types of isolation precautions.
8. Review nursing interventions that can protect a client against infections.
9. Describe proper techniques that support infection control.

Week 3 – ASL: 9hr CA: 8 hr SL: 8hr There will be 1 quiz of 30 questions during CA
Reading and assignment units 5 and 6 with special attention to the highlighted areas.

Client Related Concepts/ Rest and Sleep

Unit Objectives:

1. Review the role played by rest and sleep in maintaining good physical and mental health.
2. Discuss the effect that lack of sleep has on a client's physical and mental health.
3. Discuss developmental variations in sleep patterns.
4. Describe the functions, physiology, and stages of sleep.
5. Identify conditions that interfere with a client's rest and sleep pattern.
6. Recognize the characteristics of common sleep disorders.
7. Review nursing interventions that can help improve a client's quality of rest and sleep.

Client Related Concepts/ Elimination

Unit Objectives:

1. Review the role played by elimination in maintaining good physical health.
2. Describe the process of urine and feces production and subsequent elimination patterns.
3. Differentiate between normal and abnormal elimination patterns (constipation, bowel incontinence, urinary retention, urinary incontinence).
4. Discuss developmental and other factors that affect a client's elimination status.
5. Identify conditions that interfere with a client's normal elimination patterns.
6. Compare and contrast normal and abnormal characteristics of urine and feces.
7. Identify diagnostic tests related to elimination and the nurse's role in obtaining specimens.
8. Review nursing interventions that can facilitate or maintain a client's elimination patterns.
9. Discuss proper techniques that support a client's elimination needs.

Client Related Concepts/ Oxygenation

Unit Objectives:

1. Review the role played by oxygenation in maintaining good physical health.
2. Describe the process of oxygenation.
3. Differentiate between normal and abnormal respiratory patterns
4. Discuss developmental and other factors that affect a client's oxygenation status.
5. Identify diagnostic tests related to oxygenation.
6. Review nursing interventions that facilitate or maintain adequate oxygenation.
7. Describe proper techniques that support a client's oxygenation status.

Client Related Concepts/ Nutrition

Unit Objectives:

1. Describe proper techniques that support a client's nutritional needs.
2. Review the role played by nutrition in maintaining good physical health.
3. Describe normal processes related to digestion, absorption, and metabolism of carbohydrates, proteins, and fats.
4. Describe the role water, vitamins, minerals, and electrolytes play in supporting body functions and processes.
5. Determine the significance of the balance between caloric intake and energy expenditure in relation to weight gain and loss.
6. Discuss physical, psychological, developmental, and cultural factors that affect a client's nutritional status.
7. Identify norms for body weight and BMI based on established standards.
8. Use guidelines based on the USDA My Plate when determining dietary recommendations for clients.
9. Differentiate between various alternative and therapeutic diets.
10. Review nursing interventions that can assist clients in meeting their nutritional needs.

Client Related Concepts/ Comfort/Pain

Unit Objectives:

1. Review the role played by pain, as a symptom of a health issue, and its impact on basic physiological needs.
2. Review theories related to the physiology of pain.
3. Discuss physical, psychological, developmental, and cultural factors that affect the perception and expression of pain.
4. Differentiate between the distinct types and characteristics of pain.
5. Determine a client's need for pain relief using established subjective tools and objective data.
6. Evaluate efficacy of pain relief method used by follow up with pain rating post-administration.
7. Review pharmacologic and non-pharmacologic nursing interventions that can assist clients in managing their pain.
8. Review alternative and complementary methods of pain relief that clients may consider (acupressure, acupuncture, biofeedback).
9. Describe proper techniques that support a client's comfort needs.

Client Related Concepts/ Body Mechanics and Ergonomics

Unit Objectives:

1. Review principles of good body mechanics and ergonomics when positioning, moving, lifting, and ambulating clients.
2. Identify assistive devices that can be used when moving clients to aid in the prevention of injury.
3. Examine the relationship between using good body mechanics and preventing injuries.
4. Discuss appropriate interventions to take to minimize injury to client and self during a client fall.
5. Describe proper body mechanics and ergonomics when positioning, moving, lifting, and ambulating clients.

Week 4 – ASL: 9 hr CA: 8hr SL: 8hr There will be 1 quiz of 30 questions during CA
ASL reading and assignments units 5 and 6 (Special attention to the highlighted areas), unit 9.

Client Related Concepts/ Sensory perception

Unit Objectives:

1. Review the role played by sensory perception in maintaining good physical health.
2. Describe the anatomical and physiological components of the sensory-perceptual process.
3. Discuss factors that affect a client's sensory perceptual processes (vision loss; hearing loss).
4. Identify conditions that interfere with a client's ability to process sensory input.
5. Differentiate between sensory deficits, overload, and deprivation.
6. Review nursing interventions that can facilitate or maintain a client's sensory perceptual processes.

Client Related Concepts/ /Focused Assessment

Unit Objectives:

1. Describe the purpose of assessment when providing client care.
2. Review assessment techniques when collecting data in a focused manner.
3. Use culturally sensitive, therapeutic communication when interviewing the client regarding their health history and current reason for seeking health care.
4. Discuss interventions that will foster a therapeutic, caring nurse-client relationship.
5. Identify findings that are outside the expected range for each body system.
6. Use appropriate terminology when documenting assessment findings.
7. Describe proper assessment techniques on clients.

Week 5 – ASL: 0 hr CA: 8hr SL: 8hr ; Remediations must be completed by end of course.
Review the final study guide and prepare for final.
The final is at the end of the course and will be at AHCT covering all course content with 50 questions.

Grading and Progression

This is a flipped class, meaning ASL will need to be completed before coming to CA.
Access to your assignments will be provided the week before coming to class for CA.

Student Progress Evaluation Measurement

Students must complete all online didactic ASL coursework within designated times and meet attendance requirements for in person skills and clinical classes. PN students must maintain a 75% score on coursework or will need remediation to be completed before the module schedule is complete. Students will be graded by the CA, SL, and CL Rubric. A student must meet the satisfactory standard in each setting and category to pass the course. A remediation opportunity will be available for every course. The student is responsible for attending and successfully meeting the standard required to advance to the next course. Students will receive a Certificate of Completion when all course requirements are met, including financial obligations.

CA, SL, and CL Rubric:

Category/Points	(3.5) Not Satisfactory	(4) Satisfactory	(4.5) Excellent	(5) Outstanding	Total
Communication: Apply appropriate verbal and written communication skills in technology, diverse audiences, and various healthcare settings, to include therapeutic communications skills. (includes charting and debriefing participation)	Needed more than two reminders or assistance in communicating effectively or completely.	Needed two reminders or assistance in communicating effectively or completely.	Needed one reminder or assistance in communicating effectively or completely.	Demonstrated ability to communicate effectively and timely, verbally and in writing, to improve understanding &/or facilitate patient care	
Teamwork: Participate in collaboration and teamwork with the inter-professional team, the patient, and the patient's support persons to provide and improve patient care during simulations and clinical time.	Does not collaborate with other team members in planning and implementing care even after reminded.	Had to be reminded to collaborate with other team members in planning and implementing care.	Collaborated with patient, support persons, or team members in planning and implementing patient care.	Demonstrated greater understanding of Collaborating with patient, support persons, and team members in planning and implementing patient care.	
Safe Quality Care: Provide safe, quality, evidence-based, patient-centered nursing care to diverse patient populations across the lifespan in a variety of healthcare settings. (including handling of sharps and correct PPE use)	Made 3 errors in following Infection control or safety procedures or failed to consider the individual patient's needs.	Made 2 errors in following Infection control or safety procedures or failed to consider the individual patient's needs.	Made one error in following Infection control or safety procedures or failed to consider the individual patient's needs.	Consistently demonstrated infection control and safety procedures, planned care in a patient-centered manner.	
Nursing Skills: Demonstrate nursing skills needed for an entry level practical nurse including medication administration, physical assessment, understanding of disease process, procedures requiring sterile technique, and IV insertion and care. (skills will vary by student level)	Needed more than two prompts to perform nursing skills properly.	Performed nursing skills w/ assistance or input on two occasions.	Performed nursing skills w/ supervision -- was able to perform skills after the first demonstration, input, or supervised experience.	Performed nursing skills independently with observation.	
Final Grade					

Quizzes, Tests and Exams:
Quizzes are completed as part of the ASL. Tests are during CA. The Final is at the end of the course. This course will have multiple quizzes in the ASL, there will be three tests, and one Final. Tests are Week 2, Week 3 and Week 4 During CA. These exams will be 30 questions of various nature over the content covered up through that week. The Final Exam will be Week 5 – The Final Exam will be proctored at Allied and be 50 questions and cover all aspects of the course.

Grading Rubric

- Weekly graded coursework online including quizzes (ASL) and in class (CA) – 35% of grade
- Unit Tests – 35% of grade
- End of course exam – 30% of grade

Simulation/Lab/skills
All skills / Skill labs must be successfully completed with a 4 (satisfactory or higher. The Skills lab must be successfully completed with a 4 or higher or the entire course is considered failed. Example if a student completes all the ASL and CA and exams with a score of higher than 75% but fails the Skills lab, the student will NOT pass the course. If a student fails and later is readmitted to the program, the entire course must be successfully completed including the ASL, CA and the SL.

Course Failure
Assimilated learning (online coursework) students must have a score of at least 75% overall in Evolve in any of the courses in the PN program. Students may remediate to 75% before the end of any course within the PN program, failure to do so will be considered failure of the course.
Exams that are proctored at Allied must have at least a 75% score to be considered passing, a student has one opportunity to remediate the score before the end of the course within the PN program; failure to reach this is considered failure of the course.

Skills/simulation lab and group learning are crucial to the development of critical judgement, a pass/fail grade per the rubric of satisfactory or above will be assigned to all these learning experiences. Students must pass all of these. An open lab with an instructor and times without an instructor present will be available on a limited time for students to practice and be ready for a check off on all required skills/simulations, and other in-house learning opportunities, it is the student's responsibility to be available for these opportunities. Remediation and make-up opportunities will be available for a limited time for any student that is not able to attend or pass on the first attempt, it is the student's responsibility to communicate with the instructor and be available for this opportunity. A student may also be given a failure if the student is disruptive to the class or refuses to participate in their group assignment. If the student does not attend or pass the skill/simulation or other required assignment before the end of that course, they may be removed from the program.

PN Program

KSPN Fundamentals of Pharmacology and Safe Medication Administration Course Syllabus

Course Information:

Course Number and Title: KSPN 003 - KSPN Fundamentals of Pharmacology and Safe Medication Administration

Course Weeks: 2.5

Total Credit/Contact Hours: 2.00

Clinical Credit/Contact Hours: 0.50 Theory

Credit/Contact Hours: 1.50

Subject hours (not including study time or EAQs completed at home): 50

ASL hours (Asynchronous Learning – reading and assignments online): 18

CA hours (Content Application – in house learning): 16

SL hours (Skills Lab – in house): 16

Course Description:

This course introduces the principles of pharmacology. Emphasis is placed on nursing care related to the safe calculation and administration of medications to clients across the life span.

Required Test and Ancillary Resources:

Willihnganz, M. J., Clayton, B. D., & Gurevitz, S. L. (2023). *Basic pharmacology for Nurses*. Elsevier.

ISBN 978-0-323-79630-9

EVOLVE- Asynchronous Learning platform

SIMCHART- Asynchronous Learning platform, Content Application, and Skills Lab

SHADOW HEALTH- Asynchronous Learning platform, Content Application, and Skills Lab. QSEN quantifiable application (instructors will receive data in relationship to QSEN learning skills through this application)

Additional resources are made available throughout the course.

PN Program Objectives

1. Relationship-centered care
2. Teamwork and Collaboration
3. Evidence-based practice
4. Informatics
5. Quality Improvement
6. Safety
7. Professionalism
8. Leadership

Course Objectives

By the end of this course and its requirements, as a PN student, you will:

1. Discuss the principles of pharmacology, pharmacokinetics, and pharmacodynamics in relation to medication therapy.
2. Discuss nursing implications and concepts of safety when performing medication administration.
3. Demonstrate proper techniques that support safe medication administration.
4. Describe the legal and ethical implications/aspects of medication administration.

Course Objective Assignments

The course is designed for students to complete their ASL prior to CA and S/L. This assists with all 10 course objectives being taught and reviewed each week.

Course Objectives Assessment Matrix

Course Weeks	Course Objectives	Program Objectives	QSEN Application (Y/N)
1	1, 2, 3	5, 6, 7, 8	Y
2-2.2	1, 4	1, 2, 3, 4	Y

Course Breakdown

Each week notes allocated hours for ASL, CA, SL, Quizzes and Tests in addition to resource utilized (not an inclusive list)

Weekly Schedule:

Week 1 – ASL – 9hr, CA-6hr, SL-8hr – Basic Pharmacology for Nurses – Willihnganz 19th
Evolve, Simchat, and Shadow Health
Principles of Pharmacology – Unit 1, Unit 2 with Focus on chapter 6
Quiz during CA with 30 questions

1. Describe the role of the United States Food and Drug Administration in determining the safety of drugs for use by the population.
2. Define common terminology, abbreviations and symbols used in describing drug properties.
3. Describe common terminology used for medication administration.
4. Differentiate between the terms pharmacology, pharmacokinetics, and pharmacodynamics.
5. Identify measures that support safe medication administration.
6. Define the following terms: drug actions, side effects, adverse effects, nursing implications, contraindications, and interactions.
7. Describe the various resources that support evidence-based drug information.
8. Discuss legal/ethical issues related to medication administration.

Week 2 ASL- 9hrs, CA-6hr, SL-8hr
Safe Medication Administration Unit Objectives: Unit 2
Quiz during CA with 30 questions

1. Discuss factors that can decrease the risk of making a medication error.
2. Identify the rights of medication administration.
3. Determine the various routes by which medication can be administered.
4. Perform basic metric conversions and drug calculations.
5. Discuss the role of the nurse related to educating clients about their medications.
6. Demonstrate proper techniques that support safe medication administration (parenteral, oral, ophthalmic, optic, nasal, rectal, topical, inhaled, and vaginal medications)

Week 2.5
Drug Calculations continued, Skills Check off –Remediation, Review and Test.
ASL – 0 – review study guide and prepare for final, CA- 4, SL- 0
Final at AHCT 50 questions

Grading and Progression

Student Progress Evaluation Measurement

Students must complete all online didactic ASL coursework within designated timeframes and meet attendance requirements for in person skills and clinical classes. PN students must maintain a 75% score on coursework or will need remediation to be completed before the module schedule is complete. Students will be graded by the CA, SL, and CL Rubric. A student must meet the satisfactory standard in each setting and category to pass the course. A remediation opportunity will be available for every course. The student is responsible for attending and successfully meeting the standard required to advance to the next course. Students will receive a Certificate of Completion when all course requirements are met, including financial obligations.

CA, SL, and CL Rubric:

Category/Points	(3.5) Not Satisfactory	(4) Satisfactory	(4.5) Excellent	(5) Outstanding	Total
Communication: Apply appropriate verbal and written communication skills in technology, diverse audiences, and various healthcare settings, to include therapeutic communications skills. (includes charting and debriefing participation)	Needed more than two reminders or assistance in communicating effectively or completely.	Needed two reminders or assistance in communicating effectively or completely.	Needed one reminder or assistance in communicating effectively or completely.	Demonstrated ability to communicate effectively and timely, verbally and in writing, to improve understanding &/or facilitate patient care	
Teamwork: Participate in collaboration and teamwork with the inter-professional team, the patient, and the patient's support persons to provide and improve patient care during simulations and clinical time.	Does not collaborate with other team members in planning and implementing care even after reminded.	Had to be reminded to collaborate with other team members in planning and implementing care.	Collaborated with patient, support persons, or team members in planning and implementing patient care.	Demonstrated greater understanding of Collaborating with patient, support persons, and team members in planning and implementing patient care.	
Safe Quality Care: Provide safe, quality, evidence-based, patient-centered nursing care to diverse patient populations across the lifespan in a variety of healthcare settings. (including handling of sharps and correct PPE use)	Made 3 errors in following Infection control or safety procedures or failed to consider the individual patient's needs.	Made 2 errors in following Infection control or safety procedures or failed to consider the individual patient's needs.	Made one error in following Infection control or safety procedures or failed to consider the individual patient's needs.	Consistently demonstrated infection control and safety procedures, planned care in a patient-centered manner.	
Nursing Skills: Demonstrate nursing skills needed for an entry level practical nurse including medication administration, physical assessment, understanding of disease process, procedures requiring sterile technique, and IV insertion and care. (skills will vary by student level)	Needed more than two prompts to perform nursing skills properly.	Performed nursing skills w/ assistance or input on two occasions.	Performed nursing skills w/ supervision -- was able to perform skills after the first demonstration, input, or supervised experience.	Performed nursing skills independently with observation.	
Final Grade					

Quizzes, Tests and Exams:
Quizzes are in the ASL that coincide with each chapter.
Tests – Week – 1, and Week 2 – 30 Questions
Final Exam – at the end of the course – 50 questions

Grading Rubric

- Weekly graded coursework and in unit quizzes – 35% of grade

- Unit Tests – 35%
- End of course exam – 30%

Simulation/Lab/skills – All skills / Skill labs must be successfully completed with a 4 (satisfactory or higher. The Skills lab must be successfully completed with a 4 or higher or the entire course is considered failed. Example if a student completes all the ASL and CA and exams with a score of higher than 75% but fails the Skills lab, the student will NOT pass the course. If a student fails and later is readmitted to the program, the entire course must be successfully completed including the ASL, CA and the SL.

Course Failure
Assimilated learning (online coursework) students must have a score of at least 75% overall in Evolve in any of the courses in the PN program. Students may remediate to 75% before the end of any course within the PN program, failure to do so will be considered failure of the course.
Exams that are proctored at Allied must have at least a 75% score to be considered passing, a student has one opportunity to remediate the score before the end of the course within the PN program; failure to reach this is considered failure of the course.

All clinical experiences must be successfully completed by the end of the course and/ or that clinical. Make-up and remediation opportunities will be available on a limited basis. It is the student's responsibility to communicate with the instructor and be available for that remediation or make up opportunity.

A clinical can be considered failed for assorted reasons including but not limited to, unprofessional conduct at the clinical site, late arrival, or early exit, refusing to participate in a learning experience, not in full uniform provided, breach of confidentiality, unable to safely preform a skill that was checked off in lab. Remediation and make up will be available; it is the student's responsibility to communicate with the instructor and be available for the opportunity, however if the failure is so egregious to the profession of nursing or for patient safety the student may be removed from the program entirely. If a student is unable to attend an assigned clinical but has a preceptor that is approved by Allied in advance, the student may be able to complete this clinical with the correct documentation and approval from Allied up to 15% of the clinical hours required. This is reserved especially for students traveling from outside the region considering weather conditions. It is the student's responsibility to ensure all documents are complete and approved. All required clinical experiences must be completed before the end of the course.

Skills/simulation lab and group learning are crucial to the development of critical judgement, a pass/fail grade per the rubric of satisfactory or above will be assigned to all these learning experiences. Students must pass all of these. An open lab with an instructor and times without an instructor present will be available on a limited time for students to practice and be ready for a check off on all required skills/simulations, and other in-house learning opportunities, it is the student's responsibility to be available for these opportunities. Remediation and make-up opportunities will be available for a limited time for any student that is not able to attend or pass on the first attempt, it is the student's responsibility to communicate with the instructor and be available for this opportunity. A student may also be given a failure if the student is disruptive to the class or refuses to participate in their group assignment. If the student does not attend or pass the skill/simulation or other required assignment before the end of that course, they may be removed from the program.

PN Program
KSPN Foundations of Nursing Clinical Course Syllabus

Course Information:
Course Number and Title: KSPN 002 - KSPN Foundations of Nursing Clinical
Course Weeks: 3
Total Credit/Contact Hours: 2.00
Clinical Credit/Contact Hours: 2.00
Subject hours (not including study time or EAQs completed at home): 50
CL hours (Clinical): 50

Course Description:
This course introduces the skills required to practice nursing. The theoretical foundation for basic data collection and nursing skills is presented, and the student is given an opportunity to demonstrate these skills in a clinical setting. Students are also given an opportunity to practice application of the nursing process to client-related situations.

Required Text and Ancillary Resources:
Williams, P., & DeWit, S. C. (2023). *Fundamental concepts and skills for nursing* (6th ed.). Elsevier.
ISBN 978-0-323-88421-1
EVOLVE- Asynchronous Learning platform
SIMCHART- Asynchronous Learning platform, Content Application, and Skills Lab
SHADOW HEALTH- Asynchronous Learning platform, Content Application, and Skills Lab. QSEN quantifiable application (instructors will receive data in relationship to QSEN learning skills through this application)
Additional resources are made available throughout the course.

PN Program Objectives
1. Relationship-centered care
2. Teamwork and Collaboration
3. Evidence-based practice
4. Informatics
5. Quality Improvement
6. Safety
7. Professionalism
8. Leadership

Course Objectives:

By the end of this course and its requirements, as a PN student, you will:

1. Practice assessment techniques on adult clients recognizing expected findings.
2. Apply the nursing process to client care based on the physiological, psychosocial, and spiritual needs of clients and acknowledges their uniqueness related to preferences, values, beliefs, and cultural differences.
3. Describe the various roles of members of the interprofessional health care team, including nurse as advocate.
4. Practice using effective verbal and non-verbal communication techniques with educators, peers, and clients.
5. Demonstrate how to use client care technology while documenting safely and securely in an accurate and timely manner.
6. Use current evidence as a basis for nursing practice.
7. Identify education needs of clients based on data.
8. Practice establishing a safe environment for client, self, and others.
9. Identify concerns related to the quality of client care.
10. Demonstrate professional behaviors in academic and client care settings.

11. Practice leadership skills that support the educational process (organization, time management, priority-setting).

Documentation Skills Lab

Unit Objectives:

1. Demonstrate proper documentation techniques that support accurate, thorough, and timely charting.

   Content Topics:

   a. Documentation skills lab/ subjective and objective data
   b. Documentation skills lab/ narrative charting
   c. Documentation skills lab/ flow sheets and trending records
   d. Documentation skills lab/ computer information systems and computerized records

Nursing Process

Unit Objectives:

1. Apply principles of the nursing process to the assessing, planning, implementation, and evaluation of safe clients.

   Content Topics:

   a. Nursing Process/ Assessment
   b. Nursing Process/ Planning
   c. Nursing Process/ Implementation
   d. Nursing Process/ Evaluation

Hygiene Skills Lab

Unit Objectives:

1. Demonstrate proper techniques that support client hygiene and safe client care.

   Content Topics:

   a. Hygiene skills lab/pressure ulcer risk assessment (Braden Scale); pressure ulcer staging, pressure ulcer care

Infection Control Skills Lab

Unit Objectives:

1. Demonstrate proper techniques that support infection control while ensuring client safety.

   Content Topics:

   a. Infection control skills Lab/ isolation precautions
   b. Infection control skills Lab/ medical and surgical asepsis and applying sterile gloves
   c. Infection control skills Lab/ wound care

Wound Care Lab

Unit Objectives:

1. Practice client care skills using proper techniques while ensuring client safety.

   Content Topics:

   a. Sterile dressing changes, specialized wound dressings, wound vacuum, wound debridement, and packing
   b. Suture and staple removal
   c. Emergency care of evisceration

Comfort Skills Lab

Unit Objectives:

1. Demonstrate proper techniques that support a client's comfort needs while ensuring client safety.

   Content Topics:

   a. Skills Lab/ application of heat and cold

b. Skills Lab/ pain rating scales (Pre- and Post-intervention)
c. Skill Lab/documentation of intervention and evaluation of pain relief method used

Mobility Skills Lab

Unit Objectives:

1. Demonstrate proper techniques that support client mobility and prevent complications of immobility while ensuring client safety.

   Content Topics:

   a. Mobility skills lab/ pressure ulcer assessment and prevention measures
   b. Mobility skills lab/ range of motion
   c. Mobility skills lab / post hip arthroplasty precautions
   d. Complications of immobility precautions and thromboembolic hose

Urinary and Bowel Elimination Skills Lab

Unit Objectives:

1. Demonstrate proper techniques that support a client's elimination needs while ensuring client safety.

   Content Topics:

   a. Elimination skills Lab/ catheter insertion, removal, and specimen collection
   b. b Elimination skills Lab/ enemas
   c. Elimination skills Lab / hemoccult
   d. Continuous bladder irrigation
   e. Sterile catheter irrigation and specimen collection
   f. Colostomy care

Oxygenation Skills Lab

Unit Objectives:

1. Demonstrate proper techniques that support a client's oxygenation status while ensuring client safety.

   Content Topics:

   a. Elimination skills Lab/ incentive spirometer
   b. Elimination skills Lab/ oxygen therapy/delivery systems
   c. Elimination skills Lab / tracheostomy suctioning and care, spirometry, ventilator monitoring, chest tube monitoring
   d. Elimination skills Lab / spirometry
   e. Elimination skills Lab / ventilator monitoring, chest tube monitoring

Nutrition Skills Lab

Unit Objectives:

1. Demonstrate proper techniques that support a client's nutrition needs while ensuring client safety.

   Content Topics:

   a. Nutrition skills lab/ special diets, fluid restriction
   b. Nutrition skills lab/ insertion, care of, and removal of enteral tube (g-tube, NG, g-button, j-tube)
   c. Nutrition skills lab / enteral tubes, enteral formulas, continuous and bolus feedings
   d. Nutrition skills lab / enteral medication administration

Regulation and Metabolism Lab

Unit Objectives:

1. Practice client care skills using proper techniques while ensuring client safety.

   Content Topics:

   a. Blood glucose testing and reporting

Cognition and Sensation Lab

Unit Objectives:

1. Practice client care skills using proper techniques while ensuring client safety.

   Content Topics:

   a. Reality orientation
   b. Fall risk assessment
   c. Bed/wheelchair sensors

Cardiac Output and Tissue Perfusion Lab

Unit Objectives:

1. Practice client care skills using proper techniques while ensuring client safety.

   Content Topics:

   a. Lead placement
   b. Reading normal strips

Post-mortem Care and Tissue/Organ Donation

Unit Objectives:

1. Practice client care skills using proper techniques while ensuring safety of team members.

   Content Topics:

   a. Preparation of the body
   b. Tagging and shrouding
   c. Documentation

Clinical Objectives:

A. Provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial, and spiritual needs of clients with commonly occurring health problems that have predictable outcomes.
   - A.1. Practice assessment techniques on simulated and/or actual adult clients recognizing expected findings.
   - A.2. Describe the role of the nursing process in relation to the provision of client care.
   - A.3. Identify the uniqueness of each client related to preferences, values, beliefs, and cultural differences.
   - A.4. Describe client advocacy.
   - A.5. Practice using verbal and nonverbal communication techniques.
   - A.6. Identify health-related education needs of clients based on data.

B. Collaborate with the client and members of the interprofessional health care team to promote continuity of care and shared decision-making.
   - B.1. Describe the roles and responsibilities of members of the health care team.
   - B.2. Verbalize client-related information to be shared with designated members of the healthcare team.
   - B.3. Identify situations that require knowledge/actions beyond the scope and practice of the LPN (License Practical Nurse).

C. Use current evidence as a basis for nursing practice.
   - C.1. Identify sources of current evidence.
   - C.2. Identify how current evidence is used as a basis for nursing practice.

D. Use information and client care technology to support the delivery of safe, quality client care.
   - D.1. Demonstrate how to use information technology as a communication tool.
   - D.2. Demonstrate how to use electronic health records securely and accurately to document nursing care.
   - D.3. Demonstrate how to safely use client care technology.

E. Participate in quality improvement practices evaluating their effect on client outcomes.
   - E.1. Identify concerns related to the quality of client care.
   - E.2. Discuss actions necessary to provide quality care.

F. Provide an environment that is safe and reduces risk of harm for clients, self, and others.
F.1. Identify the difference between actual and potential safety risks in the health care environment.
F.2. Describe actions that promote safe practice and a safe environment for clients, self, and others.
F.3. Describe the purpose of the National Patient Safety Goals.

G. Demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.
G.1. Describe the purpose and location of the Kansas PN scope of practice nursing regulations and statutes.
G.2. Describe the Client Bill of Rights, the Self Determination Act, and a nursing code of ethics as a framework for nursing practice.
G.3. Describe what personal and professional accountability is for the preparation and delivery of client care.
G.4. Discuss the role of institutional policies and procedures in providing safe, quality care.

H. Use leadership skills that support the provision and coordination of client care.
H.1. Identify leadership skills that support the provision of client care.
H.2. Discuss the role of assistive personnel in relation to their abilities, level of preparation, and regulatory guidelines.
H.3. Describe the role of the LPN in supervising assistive personnel.

Course Objectives Assessment Matrix

Course Weeks	Course Objectives	Program Objectives	QSEN Application (Y/N)
1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8	Y
2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8	Y
3	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8	Y

Grading and Progression

Student Progress Measurement
A remediation opportunity will be available for every course. The student is responsible for attending and successfully meeting the standard required to advance to the next course. Students will receive a Certificate of Completion when all course requirements are met, including financial obligations. Clinicals will be onsite at an appropriate clinical setting; AHCT reserves the right to have up to 30% completed in a simulation setting. No more than 15% of any clinical experience will be observation.

CA, SL, and CL Rubric:

Category/Points	(3.5) Not Satisfactory	(4) Satisfactory	(4.5) Excellent	(5) Outstanding	Total
Communication: Apply appropriate verbal and written communication skills in technology, diverse audiences, and various healthcare settings, to include therapeutic communications skills. (includes charting and debriefing participation)	Needed more than two reminders or assistance in communicating effectively or completely.	Needed two reminders or assistance in communicating effectively or completely.	Needed one reminder or assistance in communicating effectively or completely.	Demonstrated ability to communicate effectively and timely, verbally and in writing, to improve understanding &/or facilitate patient care	

Teamwork: Participate in collaboration and teamwork with the inter-professional team, the patient, and the patient's support persons to provide and improve patient care during simulations and clinical time.	Does not collaborate with other team members in planning and implementing care even after reminded.	Had to be reminded to collaborate with other team members in planning and implementing care.	Collaborated with patient, support persons, or team members in planning and implementing patient care.	Demonstrated greater understanding of Collaborating with patient, support persons, and team members in planning and implementing patient care.	
Safe Quality Care: Provide safe, quality, evidence-based, patient-centered nursing care to diverse patient populations across the lifespan in a variety of healthcare settings. (including handling of sharps and correct PPE use)	Made 3 errors in following Infection control or safety procedures or failed to consider the individual patient's needs.	Made 2 errors in following Infection control or safety procedures or failed to consider the individual patient's needs.	Made one error in following Infection control or safety procedures or failed to consider the individual patient's needs.	Consistently demonstrated infection control and safety procedures, planned care in a patient-centered manner.	
Nursing Skills: Demonstrate nursing skills needed for an entry level practical nurse including medication administration, physical assessment, understanding of disease process, procedures requiring sterile technique, and IV insertion and care. (skills will vary by student level)	Needed more than two prompts to perform nursing skills properly.	Performed nursing skills w/ assistance or input on two occasions.	Performed nursing skills w/ supervision -- was able to perform skills after the first demonstration, input, or supervised experience.	Performed nursing skills independently with observation.	
Final Grade					

Grading Rubric

- All clinicals must be successfully completed with a 4 (satisfactory or higher.)

Clinicals are crucial to the development of critical judgement, a pass/fail grade per the rubric of satisfactory or above will be assigned to all these learning experiences. Students must pass all of these. Remediation and make-up opportunities will be available for a limited time for any student that is not able to attend or pass on the first attempt, it is the student's responsibility to communicate with the instructor and be available for this opportunity. A student may also be given a failure if the student is disruptive to the class or refuses to participate in their clinical group assignment. If the student does not attend or pass clinicals before the end of that course, they may be removed from the program.

PN Program
KSPN Care of Aging Adults Course Syllabus

Course Information:
Course Number and Title: KSPN 004 - KSPN Care of Aging Adults
Course Weeks: 2.5
Total Credit/Contact Hours: 2.00
Theory Credit/Contact Hours: 2.00
Subject hours (not including study time or EAQs completed at home): 50
ASL hours (Asynchronous Learning – reading and assignments online): 18
CA hours (Content Application – in house learning): 16
SL hours (Skills Lab – in house): 16

Course Description:
Course Description: This course is designed to explore issues related to aging adults. The course content addresses the impact of ageism, alterations in physiological and psychosocial functioning, and the role of the practical nurse in caring for older adult clients across a continuum of care.

Required Text and Ancillary Resources:
Williams, P. (2023). *Basic geriatric nursing* (8th ed.). Elsevier.
ISBN 978-0-323-82685-3
EVOLVE- Asynchronous Learning platform
SIMCHART- Asynchronous Learning platform, Content Application, and Skills Lab
SHADOW HEALTH- Asynchronous Learning platform, Content Application, and Skills Lab. QSEN quantifiable application (instructors will receive data in relationship to QSEN learning skills through this application)
Additional resources are made available throughout the course.

PN Program Objectives
1. Relationship-centered care
2. Teamwork and Collaboration
3. Evidence-based practice
4. Informatics
5. Quality Improvement
6. Safety
7. Professionalism
8. Leadership

Course Objectives:

By the end of this course and its requirements, as a PN student, you will:
1. Examine the impact of ageism on client demographics, economic status, family dynamics, and health care needs.
2. Identify psycho-social, spiritual, and cultural considerations related to the care of aging adults.
3. Identify anticipated alterations of physiological functioning in aging adults.
4. Discuss focused nursing assessment unique to aging adults including functional, environmental, risk, and setting specific assessments.
5. Explore health promotion and disease prevention for aging adults.
6. Differentiate between restorative and rehabilitative care.
7. Differentiate among varying types of end-of-life and palliative care and the nurse's role in their provision.
8. Explore the practical nurse's role in caring for aging adults in various care settings.
9. Explore legal and ethical considerations in caring for aging adults.

Course Objective Assignments
The course is designed for students to complete their ASL prior to CA and S/L. This assists with all 10 course objectives being taught and reviewed each week.

Course Objectives Assessment Matrix

Course Weeks	Course Objectives	Program Objectives	QSEN Application (Y/N)
1	1, 2, 4, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8	Y
2-2.5	3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8	Y

Course Breakdown

Each week notes allocated hours for ASL, CA, SL, Quizzes and Tests in addition to resource utilized (not an inclusive list)

Week1 – ASL: 9, CA: 6, SL: 8 – Quiz during CA on week 1 and week 2 (30 questions)– Test, 50 questions at AHCT during CA

Content Units: Basic Geriatric Nursing; Williams – Unit 1, Chapters 1 and 2, Unit 2, Chapter 4, 5,9, Unit 3; Chapter 10, 11, 12, 13, 14, 15 Unit 4; Chapter 20

Ageism

Unit Objectives:

1. Define ageism.
2. Identify personal and social attitudes regarding aging.
3. Describe major economic concerns of aging
4. Describe changes in family dynamics
5. Discuss elder abuse.
6. Identify current trends and demographics

Psycho-social, spiritual, and cultural considerations

Unit Objectives:

1. Identify Cognitive-perceptual issues related to the aging adult.
2. Explore concepts related to self-perception and self-concept
3. Examine changing roles and relationships.
4. Discuss stress reduction and coping mechanisms.
5. Consider common values and beliefs.
6. Explore effective communication techniques and resources for the aging adult.
7. Discuss loss and grief associated with aging and increased vulnerability.
8. Discuss sexuality in aging adults
9. Explore factors affecting the aging family.
10. Identify the impact of spirituality and cultural rituals and beliefs.

Legal and Ethical Issues

Unit Objectives:

1. Discuss advanced directives.
2. Outline Client rights in healthcare settings.
3. Identify reporting requirements for elder abuse.
4. Differentiate among sources of funding for care.
5. Describe how HIPAA (Health Insurance Portability and Accountability) is applied across the continuum of care.

End-of-Life and Palliative Care

Unit Objectives:

1. Explore the range of care options related to end of life care.
2. Differentiate between palliative, hospice, and comfort care.
3. Explore nursing interventions that support end of life care
4. Identify strategies to promote pain management, pain, and rest.

Week 2 – ASL:9hr, CA: 6hr, SL: 8hr Quiz during CA (30 questions) Test at AHCT during CA (50 questions).

Content Units: Unit 1; Chapter 3, Unit 2 ; Chapters 4, 6, 7, 8 Unit 4 ; Chapters 17, 18, 19

Alterations in physiological functioning associated with the aging process.
Unit Objectives:

1. Describe expected, acute, and chronic changes in an older adult's body systems.
2. Relate these changes to the aging process.

Restorative and Rehabilitative Care
Unit Objectives:

1. Discuss Interdisciplinary collaboration.
2. Examine strategies to promote mobility.
3. Outline planning, documentation and client teaching relative to restorative and rehabilitative care.

Role of the practical nurse across the continuum of care for aging adults.
Unit Objectives:

1. Describe factors which increase vulnerability in aging adults.
2. Discuss options for care of the aging adult in the community.
3. Discuss options for care for the aging adult in a variety of healthcare facilities.
4. Explore the continuum of care for aging adults.
5. Examine expectations related to professionalism across the continuum of care.
6. Discuss the nurse's role as an advocate for the aging adult.

Health Promotion and Disease Prevention
Unit Objectives:

1. Introduction to health promotion and disease prevention for aging adults.
2. Discuss polypharmacy.
3. Examine client teaching for safe administration of medication.
4. Identify immunization needs of aging adults.
5. Identify evidence-based practice related to skin care.
6. Explore client education techniques for the aging adult
7. Outline nutrition and hydration needs of aging adults.
8. Discuss measures to promote safety, modify the environment and mitigate fall risk.

Health Assessment
Unit Objectives:

1. Review considerations for performing health assessments and the aging adult client.
2. Describe the components of a functional assessment.
3. Outline considerations for completing an environmental assessment.
4. Describe techniques for physical assessment of the aging adult client
5. Outline components of a psychosocial assessment.
6. Describe federal, state, and facility specific assessment requirements.

Week 2.5 – ASL: 0 (does not include EAQ and study) CA: 4, SL: 0, Test during CA 50 questions.
CA: Case Studies, Group Projects, SL: Skills Checks

Grading and Progression
This is a flipped class, meaning ASL will need to be completed before coming to CA.
Access to your assignments will be provided the week before coming to class for CA.

Student Progress Measurement
Students must complete all online didactic ASL coursework within designated times and meet attendance requirements for in person skills and clinical classes. PN students must maintain a 75% score on coursework or will need remediation to be completed before the module schedule is complete. Students will be graded by the CA, SL, and CL Rubric. A student must meet the satisfactory standard in each setting and category to pass the course. A remediation opportunity will be available for every course. The student is responsible for attending and successfully meeting the standard required to advance to the next course. Students will receive a Certificate of Completion when all course requirements are met, including financial

obligations.

CA, SL, and CL Rubric:

Category/Points	(3.5) Not Satisfactory	(4) Satisfactory	(4.5) Excellent	(5) Outstanding	Total
Communication: Apply appropriate verbal and written communication skills in technology, diverse audiences, and various healthcare settings, to include therapeutic communications skills. (includes charting and debriefing participation)	Needed more than two reminders or assistance in communicating effectively or completely.	Needed two reminders or assistance in communicating effectively or completely.	Needed one reminder or assistance in communicating effectively or completely.	Demonstrated ability to communicate effectively and timely, verbally and in writing, to improve understanding &/or facilitate patient care	
Teamwork: Participate in collaboration and teamwork with the inter-professional team, the patient, and the patient's support persons to provide and improve patient care during simulations and clinical time.	Does not collaborate with other team members in planning and implementing care even after reminded.	Had to be reminded to collaborate with other team members in planning and implementing care.	Collaborated with patient, support persons, or team members in planning and implementing patient care.	Demonstrated greater understanding of Collaborating with patient, support persons, and team members in planning and implementing patient care.	
Safe Quality Care: Provide safe, quality, evidence-based, patient-centered nursing care to diverse patient populations across the lifespan in a variety of healthcare settings. (including handling of sharps and correct PPE use)	Made 3 errors in following Infection control or safety procedures or failed to consider the individual patient's needs.	Made 2 errors in following Infection control or safety procedures or failed to consider the individual patient's needs.	Made one error in following Infection control or safety procedures or failed to consider the individual patient's needs.	Consistently demonstrated infection control and safety procedures, planned care in a patient-centered manner.	
Nursing Skills: Demonstrate nursing skills needed for an entry level practical nurse including medication administration, physical assessment, understanding of disease process, procedures requiring sterile technique, and IV insertion and care. (skills will vary by student level)	Needed more than two prompts to perform nursing skills properly.	Performed nursing skills w/ assistance or input on two occasions.	Performed nursing skills w/ supervision -- was able to perform skills after the first demonstration, input, or supervised experience.	Performed nursing skills independently with observation.	
Final Grade					

Quizzes, Tests and Exams:
Quizzes are completed as part of the ASL.
Tests are during CA.
The Final is at the end of the course.
This course will have multiple online assignments and quizzes in the ASL that can be robust.
There will be 2 tests, and One Final. Tests are Week 1 during CA, Week 2 during CA. These exams will be 30 questions of various nature over the content covered up through that week.
The Final Exam will be at the end of the course – The Final Exam will be proctored at Allied and be 50 questions and cover all

aspects of the course.

Grading Rubric

- Weekly graded coursework online including quizzes (ASL) and in class (CA) – 35% of grade
- Unit Tests – 35% of grade
- End of course exam – 30% of grade

Simulation/Lab/skills

All skills / Skill labs must be successfully completed with a 4 (satisfactory or higher. The Skills lab must be successfully completed with a 4 or higher or the entire course is considered failed. Example if a student completes all the ASL and CA and exams with a score of higher than 75% but fails the Skills lab, the student will NOT pass the course. If a student fails and later is readmitted to the program, the entire course must be successfully completed including the ASL, CA and the SL.

Course Failure

Assimilated learning (online coursework) students must have a score of at least 75% overall in Evolve in any of the courses in the PN program. Students may remediate to 75% before the end of any course within the PN program, failure to do so will be considered failure of the course.

Exams that are proctored at Allied must have at least a 75% score to be considered passing, a student has one opportunity to remediate the score before the end of the course within the PN program; failure to reach this is considered failure of the course.

Skills/simulation lab and group learning are crucial to the development of critical judgement, a pass/fail grade per the rubric of satisfactory or above will be assigned to all these learning experiences. Students must pass all of these. An open lab with an instructor and times without an instructor present will be available on a limited time for students to practice and be ready for a check off on all required skills/simulations, and other in-house learning opportunities, it is the student's responsibility to be available for these opportunities. Remediation and make-up opportunities will be available for a limited time for any student that is not able to attend or pass on the first attempt, it is the student's responsibility to communicate with the instructor and be available for this opportunity. A student may also be given a failure if the student is disruptive to the class or refuses to participate in their group assignment. If the student does not attend or pass the skill/simulation or other required assignment before the end of that course, they may be removed from the program.

PN Program
KSPN Nursing Care of Adults I Course Syllabus

Course Information:
Course Number and Title: KSPN 005 - KSPN Nursing Care of Adults I
Course Weeks: 6
Total Credit/Contact Hours: 5.00
Theory Credit/Contact Hours: 5.00
Subject hours (not including study time or EAQs completed at home): 125
ASL hours (Asynchronous Learning – reading and assignments online): 45
CA hours (Content Application – in house learning): 40
SL hours (Skills Lab – in house): 40

Course Description:
This course focuses on the care of adult clients experiencing common medical/surgical health alterations with predictable outcomes. Emphasis is placed on the care of clients with alterations in cardiac output and tissue perfusion, oxygenation, regulation and metabolism, and integument. Principles of pre- and post-operative care and IV therapy are also addressed.

Required Text and Ancillary Resources:
Linton, A. D., & Matteson, M. A. (2023). *Medical-Surgical Nursing* (8th ed.). Elsevier.
ISBN 978-0-323-82671-6
EVOLVE- Asynchronous Learning platform
SIMCHART- Asynchronous Learning platform, Content Application, and Skills Lab
SHADOW HEALTH- Asynchronous Learning platform, Content Application, and Skills Lab. QSEN quantifiable application (instructors will receive data in relationship to QSEN learning skills through this application)
Additional resources are made available throughout the course.

PN Program Objectives
1. Relationship-centered care
2. Teamwork and Collaboration
3. Evidence-based practice
4. Informatics
5. Quality Improvement
6. Safety
7. Professionalism
8. Leadership

Course Objectives:
By the end of this course and its requirements, as a PN student, you will:
1. Describe how to perform a focused assessment on adult clients with common alterations in health related to selected body systems.
2. Develop a relationship-centered plan of care that incorporates current evidence and includes cultural, spiritual, and developmentally appropriate interventions for clients with commonly occurring health alterations that have predictable outcomes.
3. Describe the role of members of the health care team regarding caring for clients with commonly occurring health alterations that have predictable outcomes.
4. Apply a basic level of knowledge of pathophysiology, pharmacology, and nutrition as it relates to adult clients with commonly occurring health alterations that have predictable outcomes.
5. Articulate verbal and nonverbal communication strategies used to promote caring, therapeutic relationships with clients and their families.
6. Describe how information technology is used to communicate with members of the health care team by accurately documenting client care in a secure and timely manner.
7. Describe the health education needs experienced by clients with commonly occurring health alterations that have

predictable outcomes.

8. Describe strategies that provide quality care in a safe environment for clients, self, and others.
9. Discuss how organizational and time management skills are used when providing care to adult clients.
10. Describe the practical nurse's role in maintaining personal and professional accountability for delivering standard-based, ethical, and legal care to clients.

Course Objective Assignments

The course is designed for students to complete their ASL prior to CA and S/L. This assists with all 10 course objectives being taught and reviewed each week.

Course Objectives Assessment Matrix

Course Weeks	Course Objectives	Program Objectives	QSEN Application (Y/N)
1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8	Y
2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8	Y
3	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8	Y
4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8	Y
5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8	Y
6-6.5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8	Y

Course Breakdown

Each week notes allocated hours for ASL, CA, SL, Quizzes and Tests in addition to resource utilized (not an inclusive list)

Week 1- ASL: 7.5hr, CA: 8hr, SL: 8hr, Quiz online (30 questions)

Unit 7, CHP 25-28; Unit 5, CHP 15

Evolve, Simchart, Shadow Health

Alteration in Oxygenation

Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on adults who have an alteration in oxygenation.
2. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for adults who have an alteration in oxygenation.
3. Identify priority actions for adults who have an alteration in oxygenation.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to adults who have an alteration in oxygenation.
5. Recognize alterations in pulse oximetry and other laboratory values related to alterations in oxygenation.
6. Discuss the correct use and functioning of therapeutic devices that support oxygenation.
7. Describe the nurse's role in providing quality care to adults who have an oxygenation alteration.
8. Identify health care education and safety needs for adults who have an alteration in oxygenation.

Content Topics:

a. Health alteration/ Obstructive disorders (COPD- emphysema, chronic bronchitis; asthma; pulmonary embolism)
b. Health alteration/ Trauma related disorders (pneumothorax, hemothorax)
c. Health alteration/ Infectious & inflammatory disorders (bronchitis, pneumonia, influenza, tuberculosis)
d. Health alteration/ Abnormal cell proliferation disorders (laryngeal cancer, lung cancer)
e. Pharmacology/ Methylxanthines
f. Pharmacology/ Mast cell stabilizers
g. Pharmacology/ Anticholinergics (inhaled)
h. Pharmacology/ Leukotriene modifiers
i. Pharmacology/ Beta 2-adrenergic agonists
j. Pharmacology/ Antibiotics (penicillin, cephalosporins, tetracyclines, macrolides, fluoroquinolones, monobactams)
k. Pharmacology/ Bronchodilators
l. Pharmacology/ Expectorants & mucolytics

m. Pharmacology/ Antimycobacterial
n. Pharmacology/ Adult immunizations
o. Nutrition/ Diet for clients with nutritional deficit (high calorie, high protein diet with limitation of empty liquids)
p. Nutrition/ Diets for clients with dyspnea (soft diet, small frequent meals)
q. Nutrition/ Nutritional supplements (high calorie, low carbohydrate)

Week 2- ASL: 7.5hr, CA: 7hr, SL: 8hr, Quiz online (30 questions), Test at AHCT during CA (50 questions)
Unit 9, CHP 33-36; Unit 5, CHP 15
Evolve, Simchart, Shadow Health

Alterations in Cardiac Output and Tissue Perfusion Unit
Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on adults who have an alteration in cardiac output and tissue perfusion.
2. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for adults who have an alteration in cardiac output and tissue perfusion.
3. Identify priority actions for adults who have an alteration in cardiac output and tissue perfusion.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to adults who have an alteration in cardiac output and tissue perfusion.
5. Recognize alterations in laboratory values related to alterations in cardiac output and tissue perfusion.
6. Discuss the correct use and functioning of therapeutic devices that support cardiac output and tissue perfusion.
7. Describe the nurse's role in providing quality care to adults who have an alteration in cardiac output and tissue perfusion.
8. Identify health care education and safety needs for adults who have an alteration in cardiac output and tissue perfusion.

Content Topics:

a. Health Alterations/Electrical conduction disorders (dysrhythmias and electronic pacing)
b. Health Alterations/Infectious and inflammatory disorders (rheumatic/infective endocarditis, pericarditis, arteritis)
c. Health Alterations/Structural abnormality (Venous stasis, emboli, aneurysms, peripheral vascular disease peripheral arterial disease; valvular heart disease)
d. Health Alterations/Arterial pressure disorders (hypertension, shock (hemodynamic, hypovolemic, septic, hypovolemic, anaphylactic)
e. Health Alterations/Ischemic disorders (angina, coronary artery disease, myocardial infarction)
f. Health Alterations/Decreased cardiac output disorders (heart failure, pulmonary edema)
g. Pharmacology/ Organic nitrates
h. Pharmacology/ Beta and alpha-adrenergic blockers
i. Pharmacology/ Centrally acting alpha agents
j. Pharmacology/ Calcium channel blockers
k. Pharmacology/ Atropine
l. Pharmacology/ Antilipemics
m. Pharmacology/ Renin-angiotensin-aldosterone system (RAAS) inhibitors (ACE inhibitors, ARBs, angiotensin II receptor blockers, aldosterone antagonists)
n. Nutrition/ Dietary Approaches to Stop Hypertension (DASH) diet
o. Nutrition/ Therapeutic Lifestyle Changes (TLC) diet
p. Nutrition/ Diets rich in iron, Vitamin B12, and folic acid

Week 3- ASL: 7.5hr, CA: 7hr, SL: 8hr, Quiz online (30 questions)
Unit 13, CHP 47-50
Evolve, Simchart, Shadow Health

Alterations in Regulation and Metabolism
Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on adults who have an

alteration in regulation and metabolism.
2. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for adults who have an alteration in regulation and metabolism.
3. Identify priority actions for adults who have an alteration in regulation and metabolism.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to adults who have an alteration in regulation and metabolism.
5. Recognize alterations in laboratory values related to alterations in regulation and metabolism.
6. Discuss the correct use and functioning of therapeutic devices that support regulation and metabolism.
7. Describe the nurse's role in providing quality care to adults who have changed regulation and metabolism.
8. Identify health care education and safety needs for adults who have an alteration in regulation and metabolism.

Content Topics:

a. Health Alterations/Adrenal disorders (Addison's disease/Cushing's disease, DI/SIADH, pituitary disorders)
b. Health Alterations/Endocrine/exocrine disorders (diabetes mellitus, thyroid & parathyroid disorders)
c. Pharmacology/ Thyroid hormones
d. Pharmacology/ Thyrotropin-releasing hormone
e. Pharmacology/ Thyroid hormone synthesis inhibitor
f. Pharmacology/ Radioactive and nonradioactive iodine
g. Pharmacology/ Insulins
h. Pharmacology/ Oral hypoglycemic
i. Pharmacology/ Glucagon
j. Pharmacology/ Antidiuretic hormone preparation
k. Pharmacology/ Posterior pituitary hormones
l. Pharmacology/ Anterior pituitary hormones/growth hormones
m. Pharmacology/ Glucocorticoid and mineral corticoid hormones
n. Nutrition/ Addison's diet (high calorie, high sodium, low potassium diet)

Week 4- ASL: 7.5hr, CA: 7, SL: 8, QUIZ online (30 questions)

UNIT 3: CHP 6; Unit 14, CHP 56-57

Evolve, Simchart, Shadow Health

Alterations in Fluid and Electrolytes

Unit Objectives:

1. Recognize alterations in the laboratory values of urine osmolarity, and serum sodium, potassium, chloride, calcium, and phosphorus.
2. Recognize clinical manifestations of fluid imbalances and alterations in sodium, potassium, chloride, calcium, and phosphorus
3. Apply knowledge of pathophysiology when planning care for clients with alterations in fluid balance.
4. Apply knowledge of pathophysiology when planning care for clients with alterations in sodium, potassium, chloride, calcium, and phosphorus.
5. Identify priority actions for clients with an alteration in fluid balance or sodium, potassium, chloride, calcium, and phosphorus.

Alterations in Integument

Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on adults who have an alteration in integument.
2. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for adults who have an alteration in integument.
3. Identify priority actions for adults who have an alteration in integument.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to adults who have an alteration in integument.
5. Recognize alterations in laboratory values related to alterations in integument.

6. Discuss the correct use and functioning of therapeutic devices that support integument.
7. Describe the nurse's role in providing quality care to adults who have an alteration in integument.
8. Identify health care education and safety needs for adults who have an alteration in integument.

Content Topics:

a. Health Alterations/Tissue injury disorders (pressure ulcers, burns)
b. Health Alterations/Infectious and inflammatory disorders (cellulitis, herpes zoster)
c. Health Alterations/Abnormal cell proliferation disorders (actinic keratosis, basal and squamous cell cancer, melanoma, dermatitis, psoriasis, skin infections/infestations)
d. Pharmacology/ Sulfonamide
e. Pharmacology/ Topical antibacterial (nitrofurazone)
f. Pharmacology/ Topical chemotherapy
g. Pharmacology/ Interferon
h. Nutrition/ High calorie, high protein diet
i. Nutrition/ Enteral nutrition
j. Nutrition/ Nutritional supplements

Week 5- ASL: 7.5hr; CA: 7, SL: 8 Quiz online (30 questions), Test at AHCT during CA (50 questions)
Unit 5, CHP 17
Evolve, Simchart, Shadow Health

Pre- and Postoperative Care

Unit Objectives:

1. Differentiate between the various phases of the surgical experience (pre, peri, and postoperative) and identify the nurse's role in each phase.
2. List the responsibilities of the nurse when caring for a client in the immediate pre- and postoperative period.
3. Differentiate between general and regional anesthesia and conscious sedation.
4. Describe the impact drugs used during a surgical procedure can have on drugs given in the immediate postoperative period.
5. Compare and contrast medications commonly given for postoperative pain, nausea, and vomiting.
6. Discuss the legal and ethical issues related to ensuring informed consent.
7. Discuss potential post-surgical and immobility complications and the nurses' role in preventing them (thromboembolisms, pneumonia, atelectasis, wound infection, wound dehiscence, and evisceration).
8. Intervene to provide a safe environment for the surgical client.

Content Topics:

a. Health alterations/ post-surgical and immobility complications (thromboembolisms, pneumonia, atelectasis, wound infection, wound dehiscence, and evisceration)
b. Pharmacology/ Postoperative pain: Opioid agonists
c. Pharmacology/ Postoperative pain: Agonists-antagonists opioids
d. Pharmacology/ Postoperative pain: Opioid antagonists
e. Pharmacology/ Postoperative nausea and vomiting: Serotonin antagonists
f. Pharmacology/ Postoperative nausea and vomiting: Dopamine antagonists
g. Pharmacology/ Postoperative nausea and vomiting: Anticholinergics
h. Pharmacology/ Postoperative nausea and vomiting: Antihistamines

Week 6-- ASL: 7.5hr, CA: 4hr, SL: 0, FINAL Test at AHCT during CA (50 questions)
Unit 2, CHP 3; Unit 5, CHP 16
Evolve, Simchart, Shadow Health

Intermediate/advanced Nursing Skills

Unit Objectives:

1. Review principles related to the selected skills.
2. Practice client care skills using proper techniques while ensuring client safety.

Content Topics:

a. Theory/Lab/ Post-mortem care and tissue/organ donation (preparation of the body, tagging, shrouding, and documentation)
b. Theory/Lab/ Glucose monitoring and screening tests (urine and blood glucose testing, and reporting, sliding scale, hemoccult, dipsticks, and documentation).
c. Theory/Lab/Integument Complications of immobility (complications of immobility precautions, thromboembolic hose, (Pressure ulcer risk assessment and documentation)
d. Theory/Lab/ IV Maintenance (types of access devices, administration tubing, continuous, bolus and intermittent infusions, assessment for infiltration and phlebitis, determining and maintaining patency, and documentation).
e. Theory/Lab/ Drug calculation (intermediate/advanced)
f. Theory/Lab/ EKG (lead placement, reading normal strips, reading paced strips and documentation).
g. Theory/Lab/ Oxygenation and airway (oxygen therapy, oxygen delivery systems, tracheostomy suctioning and care, spirometry, ventilator monitoring, chest tube monitoring and documentation).
h. Theory/Lab/ Wound care (Sterile dressing changes, specialized wound dressings, suture and staple removal, emergency care of evisceration, wound vacuum, wound debridement, and packing)
i. Theory/Lab/ Joint replacement care (CPM machine, hip precautions and documentation)
j. Theory/Lab/ Pre- and postoperative care (NPO status, postoperative diets, vital sign monitoring, safety measures for clients with altered LOC and documentation).

Intravenous Therapy

Unit Objectives:

1. Define intravenous fluid therapy (see definition in KAR 60-16-101)
2. Outline the scope of practice of PNs (see description in KAR 60-16-102)
3. Identify the different types of vascular access delivery devices.
4. Discuss age-related considerations.
5. Review the legal implications for intravenous fluid therapy.
6. Review the anatomy and physiology of common sites used for intravenous fluid therapy
7. Review fluid and electrolyte balance considerations that relate to intravenous fluid therapy.
8. Identify infusion equipment used in intravenous fluid therapy.
9. Review clients care necessary to maintain patency of established intravenous lines.
10. Review various types of infusion therapies and selection criteria for their use.***
11. Contrast the various types of parenteral solutions and indications for each.
12. Describe infection control and safety measures to be taken to prevent infection and infiltration.
13. Describe site care and maintenance of various types of intravenous therapies.
14. Describe the process for determining vascular access device selection and placement.
15. Discuss the indications for the insertion of peripheral short catheters.
16. Differentiate between central and peripheral vascular devices and their care.
17. Discuss administration, maintenance, and monitoring of existing central intravenous fluid therapy.
18. Articulate documentation needed in relation to intravenous fluid therapy
19. Provide client education related to need for intravenous fluid therapy and client's role in maintaining patency and preventing infection.

Grading and Progression

This is a flipped class, meaning ASL will need to be completed before coming to CA.
Access to your assignments will be provided the week before coming to class for CA.

Student Progress Evaluation Measurement

Students must complete all online didactic ASL coursework within designated times and meet attendance requirements for in person skills and clinical classes. PN students must maintain 75% score on coursework or will need remediation to be completed before the module schedule is complete. Students will be graded by the CA, SL, and CL Rubric. A student must meet the satisfactory standard in each setting and category to pass the course. A remediation opportunity will be available for every course. The student is responsible for attending and successfully meeting the standard required to advance to the next course. Students will receive a Certificate of Completion when all course requirements are met, including financial obligations.

CA, SL, and CL Rubric:

Category/Points	(3.5) Not Satisfactory	(4) Satisfactory	(4.5) Excellent	(5) Outstanding	Total
Communication: Apply appropriate verbal and written communication skills in technology, diverse audiences, and various healthcare settings, to include therapeutic communications skills. (includes charting and debriefing participation)	Needed more than two reminders or assistance in communicating effectively or completely.	Needed two reminders or assistance in communicating effectively or completely.	Needed one reminder or assistance in communicating effectively or completely.	Demonstrated ability to communicate effectively and timely, verbally and in writing, to improve understanding &/or facilitate patient care	
Teamwork: Participate in collaboration and teamwork with the inter-professional team, the patient, and the patient's support persons to provide and improve patient care during simulations and clinical time.	Does not collaborate with other team members in planning and implementing care even after reminded.	Had to be reminded to collaborate with other team members in planning and implementing care.	Collaborated with patient, support persons, or team members in planning and implementing patient care.	Demonstrated greater understanding of Collaborating with patient, support persons, and team members in planning and implementing patient care.	
Safe Quality Care: Provide safe, quality, evidence-based, patient-centered nursing care to diverse patient populations across the lifespan in a variety of healthcare settings. (including handling of sharps and correct PPE use)	Made 3 errors in following Infection control or safety procedures or failed to consider the individual patient's needs.	Made 2 errors in following Infection control or safety procedures or failed to consider the individual patient's needs.	Made one error in following Infection control or safety procedures or failed to consider the individual patient's needs.	Consistently demonstrated infection control and safety procedures, planned care in a patient-centered manner.	
Nursing Skills: Demonstrate nursing skills needed for an entry level practical nurse including medication administration,	Needed more than two prompts to perform nursing skills properly.	Performed nursing skills w/ assistance or input on two occasions.	Performed nursing skills w/ supervision -- was able to perform skills after the first demonstration,	Performed nursing skills independently with observation.	

physical assessment, understanding of disease process, procedures requiring sterile technique, and IV insertion and care. (skills will vary by student level)			input, or supervised experience.		
Final Grade					

Quizzes, Tests and Exams:

Quizzes are completed as part of the ASL.
Tests are during CA.
The Final is at the end of the course.
This course will have multiple online assignments and quizzes in the ASL that can be robust.
There will be 2 tests, and One Final. Tests are Week 2 during CA, Week 5 during CA. These exams will be 30 questions of various nature over the content covered up through that week.
The Final Exam will be at the end of the course – The Final Exam will be proctored at Allied and be 50 questions and cover all aspects of the course.

Grading Rubric
- Weekly graded coursework online including quizzes (ASL) and in class (CA) – 35% of grade
- Unit Tests – 35%
- End of course exam – 30%

Simulation/Lab/skills

All skills / Skill labs must be successfully completed with a 4 (satisfactory or higher. The Skills lab must be successfully completed with a 4 or higher or the entire course is considered failed. Example if a student completes all the ASL and CA and exams with a score of higher than 75% but fails the Skills lab, the student will NOT pass the course. If a student fails and later is readmitted to the program, the entire course must be successfully completed including the ASL, CA and the SL.

Course Failure
Assimilated learning (online coursework) students must have a score of at least 75% overall in Evolve in any of the courses in the PN program. Students may remediate to 75% before the end of any course within the PN program, failure to do so will be considered failure of the course.
Exams/Tests that are proctored at Allied must have at least a 75% score to be considered passing, a student has 1 opportunity to remediate the score before the end of the course within the PN program; failure to reach this is considered failure of the course.

PN Program
KSPN Nursing Care of Adults I Clinical Course Syllabus

Course Information:

Course Number and Title: KSPN 006 - KSPN Nursing Care of Adults I Clinical
Course Weeks: 3
Total Credit/Contact Hours: 2.00
Clinical Credit/Contact Hours: 2.00
Subject hours: 50
CL hours (Clinical): 50

Required Text and Ancillary Resources:

Linton, A. D., & Matteson, M. A. (2023). *Medical-Surgical Nursing* (8th ed.). Elsevier.
ISBN 978-0-323-82671-6
EVOLVE- Asynchronous Learning platform
SIMCHART- Asynchronous Learning platform, Content Application, and Skills Lab
SHADOW HEALTH- Asynchronous Learning platform, Content Application, and Skills Lab. QSEN quantifiable application (instructors will receive data in relationship to QSEN learning skills through this application)
Additional resources are made available throughout the course.

Course Description:

This course focuses on the care of adult clients with common medical/surgical health alterations. The clinical laboratory experience provides the student an opportunity to apply the theoretical concepts from Nursing Care of Adults I and implement safe client care in selected settings.

PN Program Objectives

1. Relationship-centered care
2. Teamwork and Collaboration
3. Evidence-based practice
4. Informatics
5. Quality Improvement
6. Safety
7. Professionalism
8. Leadership

Course Objectives:

By the end of this course and its requirements, as a PN student, you will:

1. Perform a focused assessment on adult clients differentiating between expected and unexpected findings.
2. Assist in developing an evidence-based plan of care that includes cultural, spiritual, and developmentally appropriate interventions related to health promotion and commonly occurring health alterations of adult clients who have predictable outcomes.
3. Participate as a member of the health care team and client advocate while providing quality care that promotes client safety for adults.
4. Apply a basic level of knowledge of pathophysiology, pharmacology, and nutrition, as well as evidence-based practice, to the care of adult clients with commonly occurring health alterations who have predictable outcomes.
5. Use verbal and nonverbal communication that promotes therapeutic relationships with adult clients and their families, as well as professional relationships with members of the health care team.
6. Use information technology to access evidence-based literature as well as communicate with members of the health care team, accurately documenting client care in a secure and timely manner.
7. Participate in identifying the educational needs of adult clients and their families and reinforcing education provided by health care team members.
8. Participate in quality improvement practices while reflecting on individual action to improve client outcomes.
9. Provide an environment that is safe and reduces risk of harm for clients, self, and others.
10. Use organizational, time management, and priority-setting skills when providing care to adult clients.

11. Adhere to ethical, legal and professional standards while maintaining accountability and responsibility for the care provided to adult clients and their families.

IV Therapy

Unit Objectives:

1. Demonstrate proper techniques for medication administration, maintenance, and monitoring of peripheral intravenous fluid therapy.
2. Demonstrate documentation related to intravenous fluid therapy

Clinical Objectives:

A. Provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health problems that have predictable outcomes.
   - A.1. Perform a focused assessment on adult clients differentiating between expected and unexpected findings.
   - A.2. Contribute to the development of an individualized relationship-centered plan of care for adult client(s).
   - A.3. Provide culturally sensitive care to adults from diverse backgrounds.
   - A.4. Identify opportunities for client advocacy.
   - A.5. Use verbal and nonverbal communication that promotes caring, therapeutic relationships with adult clients.
   - A.6. Reinforce health-related education provided to adult clients.

B. Collaborate with the client and members of the interprofessional health care team to promote continuity of care and shared decision-making.
   - B.1. Participate as a member of the interprofessional health care team.
   - B.2. Communicate client-related information to designated healthcare team members promptly.
   - B.3. Collaborate with the healthcare team when a situation requires knowledge/actions beyond the expertise and scope of LPN (License Practical Nurse) practice.

C. Use current evidence as a basis for nursing practice.
   - C.1. Access evidence from credible resources. C.2. Utilize current evidence as a basis for nursing practice.

D. Use information and client care technology to support the delivery of safe, quality client care.
   - D.1. Use information technology to communicate with other members of the health care team.
   - D.2. Use information technology to securely and accurately document nursing care while monitoring client response.
   - D.3. Use client care technology in a way that supports quality and safe processes of care.

E. Participate in quality improvement practices evaluating their effect on client outcomes.
   - E.1. Report concerns regarding the quality of client care.
   - E.2. Reflect on individual action necessary to provide quality care.

F. Provide an environment that is safe and reduces risk of harm for clients, self, and others.
   - F.1. Report actual and potential safety risks to clients, self, and others in the health care environment.
   - F.2. Implement actions that promote safe practice and a safe environment for clients, self, and others.
   - F.3. Implement interventions consistent with the National Patient Safety Goals in selected settings.

G. Demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.
   - G.1. Practice nursing in accordance with the Kansas PN scope of practice as dictated by state's practical nursing regulations and statutes
   - G.2. Use the Client Bill of Rights, and the Self Determination Act along with an established nursing code of ethics as a personal framework for practice.
   - G.3. Maintain personal and professional accountability in the delivery of client care.
   - G.4. Practice in accordance with institutional policies and procedures.

H. Use leadership skills that support the provision and coordination of client care.

H.1. Use organizational and time management when providing client care.
H.2. Support assistive personnel with client care tasks. H.3. Supervise assistive personnel to whom tasks have been assigned.

Course Objective Assignments

The course is designed for students to complete their ASL prior to CA and S/L. This assists with all 11 course objectives being taught and reviewed each week.

Course Objectives Assessment Matrix

Course Weeks	Course Objectives	Program Objectives	QSEN Application (Y/N)
1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8	Y
2-2.5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8	Y

Grading and Progression

Student Progress Measurement

A remediation opportunity will be available for every course. The student is responsible for attending and successfully meeting the standard required to advance to the next course. Students will receive a Certificate of Completion when all course requirements are met, including financial obligations. Clinicals will be onsite at an appropriate clinical setting; AHCT reserves the right to have up to 30% completed in a simulation setting. No more than 15% of any clinical experience will be observation.

CA, SL, and CL Rubric:

Category/Points	(3.5) Not Satisfactory	(4) Satisfactory	(4.5) Excellent	(5) Outstanding	Total
Communication: Apply appropriate verbal and written communication skills in technology, diverse audiences, and various healthcare settings, to include therapeutic communications skills. (includes charting and debriefing participation)	Needed more than two reminders or assistance in communicating effectively or completely.	Needed two reminders or assistance in communicating effectively or completely.	Needed one reminder or assistance in communicating effectively or completely.	Demonstrated ability to communicate effectively and timely, verbally and in writing, to improve understanding &/or facilitate patient care	
Teamwork: Participate in collaboration and teamwork with the inter-professional team, the patient, and the patient's support persons to provide and improve patient care during simulations and clinical time.	Does not collaborate with other team members in planning and implementing care even after reminded.	Had to be reminded to collaborate with other team members in planning and implementing care.	Collaborated with patient, support persons, or team members in planning and implementing patient care.	Demonstrated greater understanding of Collaborating with patient, support persons, and team members in planning and implementing patient care.	
Safe Quality Care: Provide safe, quality, evidence-based, patient-centered nursing care to diverse patient populations across the lifespan in a variety of healthcare settings. (including handling of sharps and correct PPE use)	Made 3 errors in following Infection control or safety procedures or failed to consider the individual patient's needs.	Made 2 errors in following Infection control or safety procedures or failed to consider the individual patient's needs.	Made one error in following Infection control or safety procedures or failed to consider the individual patient's needs.	Consistently demonstrated infection control and safety procedures, planned care in a patient-centered manner.	

Nursing Skills: Demonstrate nursing skills needed for an entry level practical nurse including medication administration, physical assessment, understanding of disease process, procedures requiring sterile technique, and IV insertion and care. (skills will vary by student level)	Needed more than two prompts to perform nursing skills properly.	Performed nursing skills w/ assistance or input on two occasions.	Performed nursing skills w/ supervision -- was able to perform skills after the first demonstration, input, or supervised experience.	Performed nursing skills independently with observation.	
Final Grade					

Grading Rubric

- All clinicals must be successfully completed with a 4 (satisfactory or higher.)

Clinicals are crucial to the development of critical judgement, a pass/fail grade per the rubric of satisfactory or above will be assigned to all these learning experiences. Students must pass all of these. Remediation and make-up opportunities will be available for a limited time for any student that is not able to attend or pass on the first attempt, it is the student's responsibility to communicate with the instructor and be available for this opportunity. A student may also be given a failure if the student is disruptive to the class or refuses to participate in their clinical group assignment. If the student does not attend or pass clinicals before the end of that course, they may be removed from the program.

PN Program
KSPN Mental Health Nursing Course Syllabus

Course Information:
Course Number and Title: KSPN 007 - KSPN Mental Health Nursing
Course Weeks: 2.5
Total Credit/Contact Hours: 2.00
Theory Credit/Contact Hours: 2.00
Subject hours (not including study time or EAQs completed at home): 50
ASL hours (Asynchronous Learning – reading and assignments online): 18
CA hours (Content Application – in house learning): 16
SL hours (Skills Lab – in house): 16

Course Description:
This course explores basic concepts and trends in mental health nursing. Therapeutic modalities and client behavior management are discussed. Emphasis is placed on using the nursing process and meeting the basic human needs of the client with a mental health disorder.

Required Text and Ancillary Resources:
Morrison-Valfre, M.(2023). *Foundations of Mental Health Care* (8th ed.). Elsevier.
ISBN 978-0-323-81029-6
EVOLVE- Asynchronous Learning platform
SIMCHART- Asynchronous Learning platform, Content Application, and Skills Lab
SHADOW HEALTH- Asynchronous Learning platform, Content Application, and Skills Lab. QSEN quantifiable application (instructors will receive data in relationship to QSEN learning skills through this application)
Additional resources are made available throughout the course.

PN Program Objectives
1. Relationship-centered care
2. Teamwork and Collaboration
3. Evidence-based practice
4. Informatics
5. Quality Improvement
6. Safety
7. Professionalism
8. Leadership

Course Objectives:
By the end of this course and its requirements, as a PN student, you will:

1. Describe how to perform a focused mental health assessment on clients with common mental health disorders.
2. Develop a relationship-centered plan of care that incorporates current evidence and includes cultural, spiritual, and developmentally appropriate interventions for clients with common mental health disorders.
3. Describe the role of health care team members regarding clients with common mental health disorders and their families.
4. Apply a basic knowledge of psychopathology, pharmacology, and nutrition as it relates to clients with common mental health disorders.
5. Articulate verbal and nonverbal communication techniques that support the development of trust, respect, security, and therapeutic nurse-client relationships.
6. Describe how information technology is used to support mental status assessments, client and family education, and evidence-based practice regarding the care of clients with common mental health disorders and their families.
7. Describe the health education needs experienced by clients with common mental health disorders and their families.

8. Describe strategies that provide quality care in a safe environment for clients, self, and others.
9. Discuss how organizational and time management skills are used when providing care to clients with common mental health disorders.
10. Describe the practical nurse's role in maintaining accountability for delivering standard-based, ethical, and legal care to clients with common mental health disorders and their families.

Course Objective Assignments

The course is designed for students to complete their ASL prior to CA and S/L. This assists with all 10 course objectives being taught and reviewed each week.

Course Objectives Assessment Matrix

Course Weeks	Course Objectives	Program Objectives	QSEN Application (Y/N)
1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8	Y
2-2.5	7	1, 2, 3, 4, 5, 6, 7, 8	Y

Course Breakdown

Each week notes allocated hours for ASL, CA, SL, Quizzes and Tests in addition to resource utilized (not an inclusive list)

Week 1: Unit 1, Chapters 1, 2, 3, 4, 5, 6, 7 Unit 2, Chapters 8, 10, 11, 12 Unit 4, Chapters 18, 19, 21, 30, 31,
ASL: 9, CA: 6.5, SL: 8 Quiz during CA, 30 questions
Evolve, Simchart, Shadow Health

Explore the Concepts of Mental Health, Wellness, and Illness/ Foundations of Mental Health Nursing

Unit Objectives:

1. Describe the characteristics of mental health, wellness, and illness.
2. Identify the components of mental health and the variety of factors that influence its development.
3. Discuss the purpose and use of the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders.
4. Apply the American Nurses Association standards of practice for psychiatric mental health nursing.
5. Identify major trends in mental health nursing.

Explore the Concepts of Mental Health, Wellness, and Illness/ Psychosocial Theories

Unit Objectives:

1. Explain the basic beliefs and approaches of the following psychosocial theories: Psychoanalytic, Developmental, Behavioral, and Humanistic.
2. Apply Maslow's Hierarchy of Human Needs theory to the mental health client.
3. Identify how psychosocial theoretical perspectives have influenced current nursing practice.
4. Discuss the impact of cultural influences on mental health.

Explore the Concepts of Mental Health, Wellness and Illness/ Treatment Settings and Therapeutic Programs

Unit Objectives:

1. Discuss the importance of establishing and maintaining a therapeutic environment.
2. Investigate the various settings in which mental health treatment is offered.
3. Identify barriers to effective mental health treatment for homeless people and those in the criminal justice system.
4. Describe the multidisciplinary roles within the mental health team.
5. Discuss the role and responsibilities of psychiatric nurses.
6. Identify the impact of nursing theories on mental health nursing.

Explore the Concepts of Mental Health, Wellness and Illness/ Legal and Ethical Issues

Unit Objectives:

1. Explain the purpose of the Patient's Bill of Rights.
2. Describe the rights of the client in a psychiatric setting.
3. Compare and contrast aspects of voluntary and involuntary admissions.

4. Identify the legal and ethical issues related to seclusion and restraint.
5. Describe expected behaviors required of the nurse caring for the mentally ill client

Investigate Therapeutic Modalities/ Therapeutic Relationships

Unit Objectives:

1. Explain the diverse types of interpersonal relationships.
2. Describe the nature and goals of a therapeutic nurse-client relationship.
3. Explore techniques that might enhance the development of trust, respect, security, and a therapeutic nurse-client relationship.
4. Identify factors that can interfere with the therapeutic nurse-client relationship.

Investigate Therapeutic Modalities/ Therapeutic Communication

Unit Objectives:

1. Discuss the goals of therapeutic communication.
2. Identify therapeutic and non-therapeutic communication techniques.
3. Compare the characteristics of verbal and nonverbal communication.
4. Distinguish between concrete and abstract messages.
5. Discuss the importance of privacy and respecting physical and social boundaries in communicating with mental health clients.
6. Describe communication by the client that requires nurses to breach confidentiality.

Investigate Therapeutic Modalities/ Mental Health Assessment

Unit Objectives:

1. Explain the purpose of the mental status examination.
2. Identify steps involved in conducting a holistic nursing assessment of the psychiatric client.
3. Describe methods of data collection in the mental health setting and documentation techniques.
4. Identify guidelines for conducting effective psychiatric interviews.
5. Discuss physiologic functions and self-care considerations to be addressed in the mentally ill client.

Content Topics:

a. Cluster A/ paranoid, schizoid, and schizotypal personality disorders
b. Cluster B/ antisocial, borderline, and narcissistic personality disorders
c. Cluster C/ dependent, obsessive-compulsive, avoidant personality disorders

Investigate Therapeutic Modalities/ Pharmacotherapeutics, Electrophysiotherapy, and Psychotherapy

Unit Objectives:

1. Discuss the use of electroconvulsive therapy.
2. Explain the role of the nurse in individual, family, group, online treatment modalities.
3. Describe mental health conditions appropriate for various neurobiologic treatment applications.
4. Explain the relationship of pharmacological treatment to neurobiologic theories.
5. Identify the major categories of medications used to treat mental illnesses, discussing uses, actions, side effects, adverse reactions, and nursing implications.

Week 2: Unit 2 Chapter 9, Unit 3, Chapters 13, 14, 15, 16, 17 Unit 4, Chapters 18, 21, 22, 23, 24 Unit 5 Chapters 25-31
ASL: 9, CA: 6.5, SL: 8, Quiz during CA, 30 questions
Evolve, Simchart, Shadow Health

Explore the Nursing Care of Clients with Common Mental Health Disorders/ Anxiety Disorders

Unit Objectives:

1. Define and describe anxiety.
2. Outline levels of anxiety and list behavioral manifestations associated with each level.
3. Discuss defense mechanisms and coping strategies associated with anxiety disorders.
4. Describe theories concerning the causes of anxiety disorders.
5. Describe the clinical manifestations, goals, nursing interventions, and treatment of clients with selected anxiety disorders.

6. Discuss the actions, side effects, adverse reactions, and nursing implications for medications used to treat anxiety disorders.
7. Apply the nursing process in identifying nursing care plan needs for clients experiencing anxiety and/or anxiety disorders.

Explore the Nursing Care of Clients with Common Mental Health Disorders/ Schizophrenia

Unit Objectives:

1. Differentiate between positive signs and symptoms and negative signs and symptoms of schizophrenia.
2. Discuss theories of causation of schizophrenia.
3. Describe the clinical manifestations, goals, nursing interventions, and treatment of clients with schizophrenia.
4. Discuss the actions, side effects, adverse reactions, and nursing implications for medications used to treat schizophrenia.
5. Apply the nursing process in identifying nursing care plan needs for clients with schizophrenia.

Explore the Nursing Care of Clients with Common Mental Health Disorders/ Mood Disorders

Unit Objectives:

1. Discuss theories regarding causation of mood disorders.
2. Describe components of commonly used rating scales for depression.
3. Describe the clinical manifestations, goals, nursing interventions, and treatment of clients with selected mood disorders.
4. Identify populations at risk for suicide.
5. Describe how to assess a client's risk for suicide, including assessment of lethality.
6. Explore electroconvulsive therapy.
7. Discuss the actions, side effects, adverse reactions, and nursing implications for medications used to treat selected mood disorders.
8. Apply the nursing process in identifying nursing care needs of clients with mood disorders.

Explore the Nursing Care of Clients with Common Mental Health Disorders/ Personality Disorders

Unit Objectives:

1. Compare and contrast the characteristics of the three clusters of personality disorders.
2. Describe behaviors associated with specific types of personality disorders.
3. Discuss factors thought to contribute to the development of personality disorders.
4. Identify potential challenges in establishing a therapeutic relationship with a client with a personality disorder.
5. Describe current treatment modalities for clients with personality disorders.
6. Apply the nursing process in identifying the nursing care plan needs of clients with personality disorders.

Explore the Nursing Care of Clients with Common Mental Health Disorders/ Eating Disorders

Unit Objectives:

1. Compare and contrast anorexia nervosa and bulimia nervosa.
2. Discuss etiological theories pertaining to eating disorders.
3. Describe societal and cultural influences on body image, diet, and exercise.
4. List treatment goals for clients with eating disorders.
5. Outline a teaching plan for clients with eating disorders and/or their families.
6. Apply the nursing process in identifying nursing care plan needs of clients with eating disorders.

Explore the Nursing Care of Clients with Common Mental Health Disorders/ Somatic Symptom Illnesses

Unit Objectives:

1. Define psychosomatic illness.
2. Discuss etiological theories pertaining to somatic illnesses.
3. Describe the characteristics and dynamics of somatic illnesses.
4. Differentiate between primary and secondary gains experienced by clients with somatic illnesses.
5. Describe the three central features of somatic illnesses.

6. Apply the nursing process to identifying nursing care plan needs of clients with somatic illnesses.

Explore the Nursing Care of Clients with Common Mental Health Disorders/ Child and Adolescent Disorders
Unit Objectives:

1. Discuss risk factors, characteristics, and family dynamics pertaining to child and adolescent mental health disorders.
2. Identify the treatment modalities for children and adolescents with selected mental health disorders.
3. Outline components of a teaching plan for parents, family, and clients with selected mental health disorders.
4. Apply the nursing process in identifying nursing care plan needs of children and adolescents with mental health disorders.

Explore the Nursing Care of Clients with Common Mental Health Disorders/ Cognitive Disorders
Unit Objectives:

1. Describe the characteristics of and risk factors for cognitive disorders.
2. Differentiate between delirium and dementia.
3. Identify the clinical manifestations of Alzheimer's disease.
4. Discuss the components of a mini mental status examination.
5. Explore safety and security, legal and ethical issues surrounding the care of a client with a cognitive disorder.
6. Outline components of a teaching plan for caregivers of clients with cognitive disorders.
7. Apply the nursing process in identifying nursing care needs of clients with cognitive disorders.

Identify Nursing Care for Clients Experiencing Abuse, Neglect or Chemical Dependency/ Anger, Hostility, and Aggression

Unit Objectives:

1. Discuss anger, hostility, and aggression.
2. Identify mental health disorders that may be associated with an increased risk of physical aggression.
3. Explore aggression and outline its signs, symptoms, and behavioral manifestations.
4. Define restraints.
5. Explore appropriate nursing interventions for prevention and management of aggressive behaviors.
6. Apply the nursing process to identifying nursing care needs of clients at risk for anger, hostility, and/or aggression.

Identify Nursing Care for Clients Experiencing Abuse, Neglect or Chemical Dependency/ Abuse and Violence
Unit Objectives:

1. Discuss characteristics and risk factors associated with abusive and violent behaviors.
2. Examine incidences and trends in domestic violence, child, and elder abuse.
3. Describe the legal responsibilities of healthcare providers in documentation and reporting of suspected of known abuse.
4. Discuss assessment indicators and interventions for child, adult, and elder abuse.
5. Promote abuse awareness and prevention activities.
6. Apply the nursing process to identifying the needs of perpetrators and victims of abuse or violence.

Identify Nursing Care for Clients Experiencing Abuse, Neglect or Chemical Dependency/ Substance Abuse
Unit Objectives:

1. Describe the diverse types of substance abuse
2. Discuss etiology, risk factors, and family dynamics as they relate to substance abuse.
3. Outline onset and clinical course of alcoholism.
4. Describe the signs and symptoms of withdrawal and explore detoxification treatments.
5. Explore various treatment settings and identify community-based and/or support services.
6. Discuss substance abuse as it occurs among health care providers and examine the Kansas Nurse Assistance Program.
7. Apply the nursing process in identifying the nursing care plan needs of clients with alcohol and/or

substance abuse issues.

Week 2.5 ASL: 0hrs, CA: 3hrs, SL: 0hrs Final with 50 questions. Remediations Must be successfully completed by the end of this course.
Evolve, Simchart, Shadow Health

Grading and Progression
This is a flipped class, meaning ASL will need to be completed before coming to CA.
Access to your assignments will be provided the week before coming to class for CA.

Student Progress Evaluation Measurement
Students must complete all online didactic ASL coursework within designated times and meet attendance requirements for in person skills and clinical classes. PN students must maintain a 75% score on coursework or will need remediation to be completed before the module schedule is complete. Students will be graded by the CA, SL, and CL Rubric. A student must meet the satisfactory standard in each setting and category to pass the course. A remediation opportunity will be available for every course. The student is responsible for attending and successfully meeting the standard required to advance to the next course. Students will receive a Certificate of Completion when all course requirements are met, including financial obligations.

CA, SL, and CL Rubric:

Category/Points	(3.5) Not Satisfactory	(4) Satisfactory	(4.5) Excellent	(5) Outstanding	Total
Communication: Apply appropriate verbal and written communication skills in technology, diverse audiences, and various healthcare settings, to include therapeutic communications skills. (includes charting and debriefing participation)	Needed more than two reminders or assistance in communicating effectively or completely.	Needed two reminders or assistance in communicating effectively or completely.	Needed one reminder or assistance in communicating effectively or completely.	Demonstrated ability to communicate effectively and timely, verbally and in writing, to improve understanding &/or facilitate patient care	
Teamwork: Participate in collaboration and teamwork with the inter-professional team, the patient, and the patient's support persons to provide and improve patient care during simulations and clinical time.	Does not collaborate with other team members in planning and implementing care even after reminded.	Had to be reminded to collaborate with other team members in planning and implementing care.	Collaborated with patient, support persons, or team members in planning and implementing patient care.	Demonstrated greater understanding of Collaborating with patient, support persons, and team members in planning and implementing patient care.	
Safe Quality Care: Provide safe, quality, evidence-based, patient-centered nursing care to diverse patient populations across the lifespan in a variety of healthcare settings. (including handling of sharps and correct PPE use)	Made 3 errors in following Infection control or safety procedures or failed to consider the individual patient's needs.	Made 2 errors in following Infection control or safety procedures or failed to consider the individual patient's needs.	Made one error in following Infection control or safety procedures or failed to consider the individual patient's needs.	Consistently demonstrated infection control and safety procedures, planned care in a patient-centered manner.	
Nursing Skills: Demonstrate nursing skills needed for an entry level practical nurse including medication administration,	Needed more than two prompts to perform nursing skills properly.	Performed nursing skills w/ assistance or input on two occasions.	Performed nursing skills w/ supervision -- was able to perform skills	Performed nursing skills independently with observation.	

physical assessment, understanding of disease process, procedures requiring sterile technique, and IV insertion and care. (skills will vary by student level)			after the first demonstration, input, or supervised experience.		
Final Grade					

Quizzes, Tests and Exams:
Quizzes are completed as part of the ASL, Tests are during CA, The Final is at the end of the course.
This course will have multiple online assignments and quizzes in the ASL that can be robust, there will be 2 tests, and One Final. Tests are Week 1, and Week 2 during CA. These exams will be 30 questions of various nature over the content covered up through that week. The Final Exam will be at the end of the course. – The Final Exam will be proctored at Allied and be 50 questions and cover all aspects of the course.

Grading Rubric

- Weekly graded coursework online including quizzes (ASL) and in class (CA) – 35% of grade
- Unit Tests – 35% of grade
- End of course exam – 30% of grade

Simulation/Lab/skills
All skills / Skill labs must be successfully completed with a 4 (satisfactory or higher. The Skills lab must be successfully completed with a 4 or higher or the entire course is considered failed. Example if a student completes all the ASL and CA and exams with a score of higher than 75% but fails the Skills lab, the student will NOT pass the course. If a student fails and later is readmitted to the program, the entire course must be successfully completed including the ASL, CA and the SL.

Course Failure
Assimilated learning (online coursework) students must have a score of at least 75% overall in Evolve in any of the courses in the PN program. Students may remediate to 75% before the end of any course within the PN program, failure to do so will be considered failure of the course.
Exams that are proctored at Allied must have at least a 75% score to be considered passing, a student has one opportunity to remediate the score before the end of the course within the PN program; failure to reach this is considered failure of the course.

Skills/simulation lab and group learning are crucial to the development of critical judgement, a pass/fail grade per the rubric of satisfactory or above will be assigned to all these learning experiences. Students must pass all of these. An open lab with an instructor and times without an instructor present will be available on a limited time for students to practice and be ready for a check off on all required skills/simulations, and other in-house learning opportunities, it is the student's responsibility to be available for these opportunities. Remediation and make-up opportunities will be available for a limited time for any student that is not able to attend or pass on the first attempt, it is the student's responsibility to communicate with the instructor and be available for this opportunity. A student may also be given a failure if the student is disruptive to the class or refuses to participate in their group assignment. If the student does not attend or pass the skill/simulation or other required assignment before the end of that course, they may be removed from the program.

PN Program
KSPN Maternal Child Nursing Course Syllabus

Course Information:
Course Number and Title: KSPN 008 - KSPN Maternal Child Nursing
Course Weeks: 2.5
Total Credit/Contact Hours: 2.00
Theory Credit/Contact Hours: 2.00
Subject Hours (not including study time or EAQs completed at home): 50
ASL hours (Asynchronous Learning – reading and assignments online): 18
CA hours (Content Application – in house learning): 16
SL hours (Skills Lab – in house): 16

Course Description:
This course provides an integrative, family-centered approach to the care of childbearing women, newborns, and children. Emphasis is placed on care of the pregnant woman and newborn, normal growth and development, and common pediatric disorders.

Required Text and Ancillary Resources:
Leifer, G., Townsend Little, K. (2023). *Introduction to Maternity and Pediatric Nursing* (9th ed.). Elsevier.
ISBN 978-0-323-82680-8
EVOLVE- Asynchronous Learning platform
SIMCHART- Asynchronous Learning platform, Content Application, and Skills Lab
SHADOW HEALTH- Asynchronous Learning platform, Content Application, and Skills Lab. QSEN quantifiable application (instructors will receive data in relationship to QSEN learning skills through this application)
Additional resources are made available throughout the course.

PN Program Objectives
1. Relationship-centered care
2. Teamwork and Collaboration
3. Evidence-based practice
4. Informatics
5. Quality Improvement
6. Safety
7. Professionalism
8. Leadership

Course Objectives:
By the end of this course and its requirements, as a PN student, you will:
1. Describe how to conduct a focused assessment on childbearing women, newborns, and children and identify deviations from normal.
2. Develop a relationship-centered plan of care that incorporates current evidence and includes cultural, spiritual, and developmentally appropriate interventions for childbearing women, newborns, and children.
3. Describe the role of members of the health care team regarding childbearing women, newborns, and children.
4. Apply a basic knowledge of pharmacology, health alterations, and nutrition to the care of childbearing women, newborns, children, and adolescents.
5. Articulate verbal and nonverbal communication strategies that are used to promote caring, therapeutic relationships with childbearing women, newborns, children, and adolescents.
6. Describe how information technology is used to support documentation of client and family educational needs and evidence-based practice regarding the care of childbearing women, newborns, and children.
7. Describe the health education needs experienced by childbearing women, newborns, children, and their families.
8. Describe strategies that provide quality care in a safe environment for clients, self, and others.
9. Discuss how organizational and time management skills are used when providing care to childbearing

women, newborns, children, and their families.

10. Describe the role of the practical nurse in maintaining personal and professional accountability for the delivery of standard-based, ethical, and legal care to childbearing women, newborns, children, and their families.

Course Objective Assignments

The course is designed for students to complete their ASL prior to CA and S/L. This assists with all 10 course objectives being taught and reviewed each week.

Course Objectives Assessment Matrix

Course Weeks	Course Objectives	Program Objectives	QSEN Application (Y/N)
1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8	Y
2-2.5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8	Y

Course Breakdown

Each week notes allocated hours for ASL, CA, SL,Quizzes and Tests in addition to resource utilized (not an inclusive list)

Week 1 – ASL: 9hrs, CA: 7 hrs, SL: 8 hrs. Quiz during CA, 30 questions.
Evolve, Simchart, Shadow Health
Week1 - ASL Reading and assignments: Unit 1, Unit 2- chapters 2, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14 Unit 4 - chapter 34

Trends in maternal health care

Unit Objectives:

1. Identify current trends in maternal health care
2. Discuss the effect of current trends on maternal health care
3. Discuss the role of the nurse in women's/maternal health care
4. Describe the role of the family during the perinatal experience

Legal/ethical issues

Unit Objectives:

1. Identify current legal/ethical issues in reproductive health care.
2. Discuss the nurse's role in caring for clients who have had a therapeutic abortion, in-vitro fertilization, or have had a baby through a surrogate pregnancy.

Reproductive health care

Unit Objectives:

1. Describe various methods of female and male contraception.
2. Discuss advantages and disadvantages of identified methods of contraception.
3. Identify the most common sexually transmitted infections (STIs) that affect the male and female reproductive systems, including gonorrhea, chlamydia, syphilis, genital herpes, hepatitis B and HIV.
4. Describe the pathophysiology, clinical manifestations, medical management and nursing care of clients who have common STDs.

Antepartum care

Unit Objectives:

1. Discuss the components in the physical and psychosocial assessment of the pregnant woman.
2. Describe physiological changes that occur in women during the normal antepartum period.
3. Discuss nutritional needs of the pregnant woman and the effects of poor nutrition on the mother and baby.
4. Describe common diagnostic procedures/tests that may be used during the antepartum experience.
5. Identify commonly prescribed and over-the-counter medications used during the antepartum period.
6. Discuss the effects of medications used during the antepartum period and their nursing implications.
7. Describe health education needs of the pregnant woman during the antepartum period.

8. Identify signs and symptoms of common complications of pregnancy and appropriate nursing interventions.
   Content Topics:
   a. Health Alteration/ Complications of Pregnancy (pregnancy induced hypertension, hyperemesis gravidarum, gestational diabetes, type 1 diabetic mother, TORCH infections, eclampsia)

Intrapartum care
Unit Objectives:
1. Describe the four stages of labor.
2. Discuss the role of fetal monitoring during active labor.
3. Recognize variations from normal on a fetal monitoring strip.
4. Discuss the nurse's role in providing comfort and support to client and family during the intrapartum experience.

Postpartum care
Unit Objectives:
1. Describe the physiological changes that occur during the postpartum experience.
2. Describe the nursing assessment components and interventions appropriate for the care of the postpartum client.
3. Identify common medications used for the postpartum client.
4. Discuss the use of medications commonly used by the postpartum client, their actions, potential side effects, and related nursing interventions.
5. Identify complications that may occur during the postpartum experience.
6. Discuss appropriate nursing interventions while caring for patients experiencing complications.
7. Describe the role of the nurse in promoting the bonding experience between mother and baby.
8. Discuss the mother and family's health education needs and the nurse's role in providing the teaching.
   Content Topics:

   a. Health Alteration/ Postpartum Complications (hemorrhage)

Newborn care
Unit Objectives:
1. Describe the physiological needs of the normal newborn.
2. Discuss newborn assessment, including use of Apgar scores and the importance of testing reflexes.
3. Describe common diagnostic tests used for newborns including the purpose of the tests and nursing implications.
4. Discuss care of the normal newborn.
5. Discuss nutritional needs of the newborn.
6. Explain advantages of breast feeding versus bottle feeding.
7. Describe common potential newborn complications that may occur (infant of a diabetic mother, hyperbilirubinemia, blood incompatibilities)
8. Identify common medications given during the neonatal period.

Basic Concepts of Pediatric Nursing

Unit Objectives:
1. Identify current trends in child health.
2. Describe physical and psychosocial assessments for children of all age groups.
3. Describe the role of play for children of all age groups.
4. Discuss elimination needs for children of all age groups.
5. Describe the role of the nurse in caring for children and their families of different cultures and ethnicities.
6. Identify types of families, their purpose, and implications in caring for children.
7. Identify the most common safety issues for children of all age groups.
8. Identify methods of communication with children of all age groups and their families.

9. Describe well-child and preventive care provided for children of all age groups.
10. Demonstrate techniques for safe administration of medications, including pediatric dosage calculations, to children of all age groups.
11. Discuss principles of pain management for children of all age groups.
12. Discuss the child and family's response to illness and ability to cope with the stressor of hospitalization.
13. Apply knowledge of physiological, psychosocial, and developmental variations when planning care for children of all ages during the pre- and postoperative phases of the surgical experience.

Week 2 – ASL: 9 hrs, CA: 7 hrs, SL 8 hrs, Quiz during CA, 30 questions
Evolve, Simchart, Shadow Health
Week 2 - ASL Reading and assignments: Unit 4 – all

Communicable diseases
Unit Objectives:

1. Discuss common communicable diseases of childhood, their signs and symptoms, and appropriate nursing interventions and education to prevent transmission of communicable diseases.
2. Review the CDC's schedule for immunizations to protect against communicable diseases.
3. Describe the nurses' role in promoting scheduled immunizations of children.

   Content Topics:

   a. Varicella
   b. Rubella
   c. Rubeola
   d. Fifth disease
   e. Mumps
   f. Conjunctivitis
   g. Epstein-Barr virus (Infectious mononucleosis)

Pediatric emergencies and accident prevention
Unit Objectives:

1. Identify risk factors and injuries consistent with child and sexual abuse and neglect.
2. Identify appropriate persons/agencies to whom suspected abuse and neglect should be reported.
3. Describe the nurse's role in providing family-centered care for children who have sustained an accident.
4. Identify health education and safety needs for children who sustained an accident and their families.
5. Describe the pathophysiology, clinical manifestations, emergency management and nursing interventions for children involved in an accident such as:

   Content Topics:

   a. Drowning
   b. Poisoning
   c. Burns
   d. Choking and suffocation
   e. Electrical shock

Dehydration and Overhydration
Unit Objectives:

1. Recognize alterations in the laboratory values of electrolytes, significant weight change parameters, physiologic manifestations, and changes in child's behavior that indicate dehydration or overhydration.
2. Compare and contrast the amount of body surface of newborns, infants, and children.
3. Apply knowledge of pathophysiology when planning care for clients with dehydration or overhydration.
4. Identify priority actions for clients with dehydration or overhydration.

Alteration in Regulation and Metabolism
Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in regulation and metabolism.

2. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in regulation and metabolism.
3. Identify priority actions for children who have an alteration in regulation and metabolism.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in regulation and metabolism.
5. Recognize alterations in laboratory values related to alterations in regulation and metabolism.
6. Discuss the correct use and functioning of therapeutic devices that support regulation and metabolism.
7. Describe the role of the nurse in providing quality care to children who have an alteration in regulation and metabolism.
8. Identify health care education and safety needs for children who have an alteration in regulation and metabolism.

   Content Topics:

   a. Health Alteration/ Endocrine/exocrine disorders (type 1 diabetes - pediatric implications; growth hormone deficiency; phenylketonuria)

Alteration in Oxygenation

Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in oxygenation.
2. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in oxygenation.
3. Identify priority actions for children who have an alteration in oxygenation.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in oxygenation.
5. Recognize alterations in pulse oximetry and other laboratory values related to alterations in oxygenation.
6. Discuss the correct use and functioning of therapeutic devices that support oxygenation.
7. Describe the nurse's role in providing quality care to children who have an oxygenation alteration.
8. Identify health care education and safety needs for children who have an alteration in oxygenation.

   Content Topics:

   a. Health Alteration/ Infectious and inflammatory disorders (upper/lower respiratory infections, tonsillitis, Respiratory Syncytial Virus,)
   b. Health Alteration/ Obstructive disorders (croup syndromes, asthma, cystic fibrosis)
   c. Health Alteration/ Unknown etiology disorders (Sudden Infant Death Syndrome)

Alteration in Cardiac Output and Tissue Perfusion

Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in cardiac output and tissue perfusion.
2. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in cardiac output and tissue perfusion.
3. Identify priority actions for children who have an alteration in cardiac output and tissue perfusion.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in cardiac output and tissue perfusion.
5. Recognize alterations in laboratory values and screening tests related to alterations in cardiac output and tissue perfusion.
6. Discuss the correct use and functioning of therapeutic devices that support cardiac output and tissue perfusion.
7. Describe the nurse's role in providing quality care to children who have an alteration in cardiac output and tissue perfusion.
8. Identify health care education and safety needs for children who have an alteration in cardiac output and tissue perfusion.

   Content Topics:

   a. Health Alteration/ Congenital disorders (congenital heart disease)
   b. Health Alteration/ Decreased cardiac output (congestive heart failure-pediatric implications)
   c. Health Alteration/ Elevated lipids (hyperlipidemia)
   d. Health Alteration/ Hematologic disorders (iron deficiency anemia, sickle cell anemia, hemophilia, leukemias)

e. Pharmacology/ Cardiac glycosides
f. Pharmacology/ Renin-antiotensin-aldosterone system (RAAS) inhibitors, Angiotensin-converting enzyme (ACE inhibitors)
g. Pharmacology/ Diuretics
h. Nutrition/ Iron supplements and iron rich foods
i. Nutrition/ Caffeine restricted diet
j. Nutrition/ Vitamin C, E, folate, zinc supplements

Alteration in Cognition and Sensation

Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in cognition and sensation.
2. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in cognition and sensation.
3. Identify priority actions for children who have an alteration in cognition and sensation.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in cognition and sensation.
5. Recognize alterations in laboratory values related to alterations in cognition and sensation.
6. Discuss the correct use and functioning of therapeutic devices that support cognition and sensation.
7. Describe the nurse's role in providing quality care to children who have an alteration in cognition and sensation.
8. Identify health care education and safety needs for children who have an alteration in cognition and sensation.

Content Topics:

a. Health Alteration/ Infectious and inflammatory disorders (meningitis)
b. Health Alteration/ Electrical conduction disorders (seizure disorders, cerebral palsy)
c. Health Alteration/ Congenital disorders (Down Syndrome, anencephaly)
d. Health Alteration/ Vision related disorders (strabismus, conjunctivitis, amblyopia)
e. Health Alteration/ Hearing related disorders (otitis media, otitis externa)

Alteration in Integument

Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in integument.
2. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in integument.
3. Identify priority actions for children who have an alteration in integument.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in integument.
5. Recognize alterations in laboratory values related to alterations in integument.
6. Discuss the correct use and functioning of therapeutic devices that support integument.
7. Describe the nurse's role in providing quality care to children who have an alteration in integument.
8. Identify health care education and safety needs for children who have an alteration in integument.

Content Topics:

a. Health Alteration/ Infectious and inflammatory disorders (bacterial/viral/fungal; arthropod bites/stings; skin infestations; contact/atopic dermatitis, MRSA)

Alteration in Mobility

Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in mobility.
2. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in mobility.
3. Identify priority actions for children who have an alteration in mobility.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in mobility.
5. Recognize alterations in laboratory values related to alterations in mobility.

6. Discuss the correct use and functioning of therapeutic devices that support mobility.
7. Describe the nurse's role in providing quality care to children who have an alteration in mobility.
8. Understand basic pathophysiology related to signs and symptoms, screening methods, and care for infants/children with alterations in mobility.
9. Identify health care education and safety needs for children who have an alteration in mobility.

   Content Topics:

   a. Health alteration/ Trauma related disorders (simple fractures and casting)
   b. Health alteration/ Spinal malalignment disorders (scoliosis, spina bifida)
   c. Health alteration/ Abnormal cell proliferation disorders (osteosarcoma, Ewing's sarcoma)

Alteration in Elimination

Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in elimination.
2. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in elimination.
3. Identify priority actions for children who have an alteration in elimination.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in elimination.
5. Recognize alterations in laboratory values related to alterations in elimination.
6. Discuss the correct use and functioning of therapeutic devices that support elimination.
7. Describe the nurse's role in providing quality care to children who have an alteration in elimination.
8. Identify health care education and safety needs for children who have an alteration in elimination.

   Content Topics:

   a. Health alteration/ Congenital disorders (cleft lip, cleft palate, tracheoesophageal fistula, pyloric stenosis, imperforate anus, hypo/hyperspadias, cryptorchism)
   b. Health alteration/ Infectious and inflammatory disorders (gastroenteritis – pediatric considerations, celiac disease, intestinal parasites)
   c. Health alteration/ Nutritional deficiency disorders (failure to thrive)
   d. Health alteration/ Infectious and inflammatory disorders (urinary tract infections, acute glomerulonephritis, nephrotic syndrome)

Week 2.5 – ASL – 0, Review final study guide and prepare for final. CA: 2hrs

Grading and Progression

This is a flipped class, meaning ASL will need to be completed before coming to CA.
Access to your assignments will be provided the week before coming to class for CA.

Student Progress Evaluation Measurement

Students must complete all online didactic ASL coursework within designated timeframes and meet attendance requirements for in person skills and clinical classes. PN students must maintain a 75% score on coursework or will need remediation to be completed before the module schedule is complete. Students will be graded by the CA, SL, and CL Rubric. A student must meet the satisfactory standard in each setting and category to pass the course. A remediation opportunity will be available for every course. The student is responsible for attending and successfully meeting the standard required to advance to the next course. Students will receive a Certificate of Completion when all course requirements are met, including financial obligations.

CA, SL, and CL Rubric:

Category/Points	(3.5) Not Satisfactory	(4) Satisfactory	(4.5) Excellent	(5) Outstanding	Total
Communication: Apply appropriate verbal and written communication skills in technology, diverse audiences, and various healthcare settings, to include therapeutic communications skills. (includes charting and debriefing participation)	Needed more than two reminders or assistance in communicating effectively or completely.	Needed two reminders or assistance in communicating effectively or completely.	Needed one reminder or assistance in communicating effectively or completely.	Demonstrated ability to communicate effectively and timely, verbally and in writing, to improve understanding &/or facilitate patient care	
Teamwork: Participate in collaboration and teamwork with the inter-professional team, the patient, and the patient's support persons to provide and improve patient care during simulations and clinical time.	Does not collaborate with other team members in planning and implementing care even after reminded.	Had to be reminded to collaborate with other team members in planning and implementing care.	Collaborated with patient, support persons, or team members in planning and implementing patient care.	Demonstrated greater understanding of Collaborating with patient, support persons, and team members in planning and implementing patient care.	
Safe Quality Care: Provide safe, quality, evidence-based, patient-centered nursing care to diverse patient populations across the lifespan in a variety of healthcare settings. (including handling of sharps and correct PPE use)	Made 3 errors in following Infection control or safety procedures or failed to consider the individual patient's needs.	Made 2 errors in following Infection control or safety procedures or failed to consider the individual patient's needs.	Made one error in following Infection control or safety procedures or failed to consider the individual patient's needs.	Consistently demonstrated infection control and safety procedures, planned care in a patient-centered manner.	
Nursing Skills: Demonstrate nursing skills needed for an entry level practical nurse including medication administration, physical assessment, understanding of disease process, procedures requiring sterile technique, and IV insertion and care. (skills will vary by student level)	Needed more than two prompts to perform nursing skills properly.	Performed nursing skills w/ assistance or input on two occasions.	Performed nursing skills w/ supervision -- was able to perform skills after the first demonstration, input, or supervised experience.	Performed nursing skills independently with observation.	
Final Grade					

Quizzes, Tests and Exams:
Quizzes are completed as part of the ASL, Tests are during CA, The Final is at the end of the course.
This course will have multiple online assignments and quizzes in the ASL that can be robust, there will be 2 tests, and One Final. Tests are Week 1 during CA, Week 2 during CA. These exams will be 30 questions of various nature over the content covered up through that week. The Final Exam will be at the end of the course – The Final Exam will be proctored at Allied and be 50 questions and cover all aspects of the course.

Grading Rubric

- Weekly graded coursework online including quizzes (ASL) and in class (CA) – 35% of grade
- Unit Tests – 35% of grade
- End of course exam – 30% of grade

Simulation/Lab/skills
All skills / Skill labs must be successfully completed with a 4 (satisfactory or higher. The Skills lab must be successfully completed with a 4 or higher or the entire course is considered failed. Example if a student completes all the ASL and CA and exams with a score of higher than 75% but fails the Skills lab, the student will NOT pass the course. If a student fails and later is readmitted to the program, the entire course must be successfully completed including the ASL, CA and the SL.

Course Failure
Assimilated learning (online coursework) students must have a score of at least 75% overall in Evolve in any of the courses in the PN program. Students may remediate to 75% before the end of any course within the PN program, failure to do so will be considered failure of the course.
Exams that are proctored at Allied must have at least a 75% score to be considered passing, a student has one opportunity to remediate the score before the end of the course within the PN program; failure to reach this is considered failure of the course.

Skills/simulation lab and group learning are crucial to the development of critical judgement, a pass/fail grade per the rubric of satisfactory or above will be assigned to all these learning experiences. Students must pass all of these. An open lab with an instructor and times without an instructor present will be available on a limited time frame for students to practice and be ready for a check off on all required skills/simulations, and other in-house learning opportunities, it is the student's responsibility to be available for these opportunities. Remediation and make up opportunities will be available on a limited time frame for any student that is not able to attend or pass on the first attempt, it is the student's responsibility to communicate with the instructor and be available for this opportunity. A student may also be given a failure if the student is disruptive to the class or refuses to participate in their group assignment. If the student does not attend or pass the skill/simulation or other required assignment before the end of that course, they may be removed from the program.

PN Program
KSPN Maternal Child Nursing Clinical Course Syllabus

Course Information:

Course Number and Title: KSPN 009 - KSPN Maternal Child Nursing Clinical
Course Weeks: 2
Total Credit/Contact Hours: 1.00
Clinical Credit/Contact Hours: 1.00
Subject hours: 25
CL hours (Clinical): 25

Course Description:

This course provides an integrative, family-centered approach to the care of childbearing women, newborns, and children. Students are given the opportunity to observe the uncomplicated birth process and practice postpartum care and care of the newborn in the clinical laboratory setting. Common pediatric diseases and the growth and development process is the focus of child-related clinical laboratory experiences.

Required Text and Ancillary Resources:

Leifer, G. & Townsend Little, K.(2023). *Introduction to Maternity and Pediatric Nursing* (9th ed.). Elsevier.
ISBN 978-0-323-82680-8
EVOLVE- Asynchronous Learning platform
SIMCHART- Asynchronous Learning platform, Content Application, and Skills Lab
SHADOW HEALTH- Asynchronous Learning platform, Content Application, and Skills Lab. QSEN quantifiable application (instructors will receive data in relationship to QSEN learning skills through this application)
Additional resources are made available throughout the course.

PN Program Objectives

1. Relationship-centered care
2. Teamwork and Collaboration
3. Evidence-based practice
4. Informatics
5. Quality Improvement
6. Safety
7. Professionalism
8. Leadership

Course Objectives:

By the end of this course and its requirements, as a PN student, you will:

1. Perform a focused health assessment on childbearing women, newborns, children, and adolescents differentiating between expected and unexpected findings.
2. Assist in developing an evidence-based plan of care that is family- and health promotion-centered and includes cultural and age-appropriate interventions for childbearing women, newborns, children, and adolescents.
3. Participate as a member of the health care team and client advocate while providing quality care that promotes client safety for childbearing women, newborns, children, and adolescents.
4. Apply a basic level of knowledge of pathophysiology, pharmacology, and nutrition, as well as evidence-based practice when providing care to childbearing women, newborns, children, and adolescents.
5. Use verbal and nonverbal communication that promotes therapeutic relationships with clients and their families, and professional relationships with health care team members.
6. Use information technology to access evidence-based literature and current trends and communicate with health care team members, accurately documenting client care in a secure and timely manner.
7. Participate in identifying the health education needs of childbearing women, newborns, children, and their families, as well as reinforcing education provided by members of the health care team.

8. Report concerns regarding client safety and delivery of quality care.
9. Use organizational and time management skills when providing care to childbearing women, newborns, children, and adolescents.
10. Adhere to ethical, legal, and professional standards while maintaining accountability for the care provided to childbearing women, newborns, children, and adolescents.

Clinical Objectives:

A. Provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health problems that have predictable outcomes.
   - A.1. Perform a focused assessment on childbearing women, newborns, children and adolescents differentiating between expected and unexpected findings.
   - A.2. Contribute to the development of an individualized relationship-centered plan of care for childbearing women, newborns, children and adolescents.
   - A.3. Provide culturally sensitive care to childbearing women, newborns, children and adolescents from diverse backgrounds.
   - A.4. Identify opportunities for client advocacy.
   - A.5. Use verbal and nonverbal communication that promotes caring, therapeutic relationships with childbearing women, newborns, children and adolescents.
   - A.6. Reinforce health-related education provided to childbearing women, newborns, children and adolescents.

B. Collaborate with the client and members of the interprofessional health care team to promote continuity of care and shared decision-making.
   - B.1. Participate as a member of the interprofessional health care team.
   - B.2. Communicate client-related information to designated healthcare team members promptly.
   - B.3. Collaborate with the healthcare team when a situation requires knowledge/actions beyond the expertise and scope of LPN (License Practical Nurse) practice.

C. Use current evidence as a basis for nursing practice.
   - C.1. Access evidence from credible resources.
   - C.2. Utilize current evidence as a basis for nursing practice.

D. Use information and client care technology to support the delivery of safe, quality client care.
   - D.1. Use information technology to communicate with other members of the health care team.
   - D.2. Use information technology to securely and accurately document nursing care while monitoring client response.
   - D.3. Use client care technology in a way that supports quality and safe processes of care.

E. Participate in quality improvement practices evaluating their effect on client outcomes.
   - E.1. Report concerns related to the quality of client care.
   - E.2. Reflect on individual action necessary to provide quality care.

F. Provide an environment that is safe and reduces risk of harm for clients, self, and others.
   - F.1. Report actual and potential safety risks to clients, self, and others in the health care environment.
   - F.2. Implement actions that promote safe practice and a safe environment for clients, self, and others.
   - F.3. Implement interventions consistent with the National Patient Safety Goals in selected settings.

G. Demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.
   - G.1. Practice nursing in accordance with the Kansas PN scope of practice as dictated by state's practical nursing regulations and statutes
   - G.2. Use the Client Bill of Rights, and the Self Determination Act along with an established nursing code of ethics as a personal framework for practice.
   - G.3. Maintain personal and professional accountability in the delivery of client care.
   - G.4. Practice in accordance with institutional policies and procedures.

H. Use leadership skills that support the provision and coordination of client care.
   - H.1. Use organizational, time management, and priority setting skills when providing client care.

H.2. Support assistive personnel with client care tasks.
H.3. Supervise assistive personnel to whom tasks have been assigned.

Course Objective Assignments

The course is designed for students to complete their ASL prior to CA and S/L. This assists with all 10 course objectives being taught and reviewed each week.

Course Objectives Assessment Matrix

Course Weeks	Course Objectives	Program Objectives	QSEN Application (Y/N)
1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8	Y

Grading and Progression

Student Progress Measurement

A remediation opportunity will be available for every course. The student is responsible for attending and successfully meeting the standard required to advance to the next course. Students will receive a Certificate of Completion when all course requirements are met, including financial obligations. Clinicals will be onsite at an appropriate clinical setting; AHCT reserves the right to have up to 30% completed in a simulation setting. No more than 15% of any clinical experience will be observation.

CA, SL, and CL Rubric:

Category/Points	(3.5) Not Satisfactory	(4) Satisfactory	(4.5) Excellent	(5) Outstanding	Total
Communication: Apply appropriate verbal and written communication skills in technology, diverse audiences, and various healthcare settings, to include therapeutic communications skills. (includes charting and debriefing participation)	Needed more than two reminders or assistance in communicating effectively or completely.	Needed two reminders or assistance in communicating effectively or completely.	Needed one reminder or assistance in communicating effectively or completely.	Demonstrated ability to communicate effectively and timely, verbally and in writing, to improve understanding &/or facilitate patient care	
Teamwork: Participate in collaboration and teamwork with the inter-professional team, the patient, and the patient's support persons to provide and improve patient care during simulations and clinical time.	Does not collaborate with other team members in planning and implementing care even after reminded.	Had to be reminded to collaborate with other team members in planning and implementing care.	Collaborated with patient, support persons, or team members in planning and implementing patient care.	Demonstrated greater understanding of Collaborating with patient, support persons, and team members in planning and implementing patient care.	
Safe Quality Care: Provide safe, quality, evidence-based, patient-centered nursing care to diverse patient populations across the lifespan in a variety of healthcare settings. (including handling of sharps and correct PPE use)	Made 3 errors in following Infection control or safety procedures or failed to consider the individual patient's needs.	Made 2 errors in following Infection control or safety procedures or failed to consider the individual patient's needs.	Made one error in following Infection control or safety procedures or failed to consider the individual patient's needs.	Consistently demonstrated infection control and safety procedures, planned care in a patient-centered manner.	
Nursing Skills: Demonstrate nursing skills needed for an entry level	Needed more than two prompts to	Performed nursing skills w/ assistance or	Performed nursing skills w/ supervision --	Performed nursing skills independently with observation.	

practical nurse including medication administration, physical assessment, understanding of disease process, procedures requiring sterile technique, and IV insertion and care. (skills will vary by student level)	perform nursing skills properly.	input on two occasions.	was able to perform skills after the first demonstration, input, or supervised experience.		
Final Grade					

Grading Rubric

- All clinicals must be successfully completed with a 4 (satisfactory or higher.)

Clinicals are crucial to the development of critical judgement, a pass/fail grade per the rubric of satisfactory or above will be assigned to all these learning experiences. Students must pass all of these. Remediation and make-up opportunities will be available for a limited time for any student that is not able to attend or pass on the first attempt, it is the student's responsibility to communicate with the instructor and be available for this opportunity. A student may also be given a failure if the student is disruptive to the class or refuses to participate in their clinical group assignment. If the student does not attend or pass clinicals before the end of that course, they may be removed from the program.

PN Program
KSPN Nursing Care of Adults II Course Syllabus

Course Information:
Course Number and Title: KSPN 010 - KSPN Nursing Care of Adults II
Course Weeks: 6.5
Total Credit/Contact Hours: 5.00
Theory Credit/Contact Hours: 5.00
Subject hours (not including study time or EAQs completed at home): 125
ASL hours (Asynchronous Learning – reading and assignments online): 45
CA hours (Content Application – in house learning): 40
SL hours (Skills Lab – in house): 40

Course Description:
This course focuses on the care of adult clients experiencing common medical/surgical health alterations with predictable outcomes. Emphasis is placed on the care of clients with alterations in cognition and sensation, mobility, elimination, immunity and hematology, and reproduction. Principles related to emergency preparedness are also addressed.

Required Text and Ancillary Resources:
Linton, A. D., & Matteson, M. A. (2023). *Medical-Surgical Nursing* (8th ed.). Elsevier.
ISBN 978-0-323-82671-6
EVOLVE- Asynchronous Learning platform
SIMCHART- Asynchronous Learning platform, Content Application, and Skills Lab
SHADOW HEALTH- Asynchronous Learning platform, Content Application, and Skills Lab. QSEN quantifiable application (instructors will receive data in relationship to QSEN learning skills through this application)
Additional resources are made available throughout the course.

PN Program Objectives
1. Relationship-centered care
2. Teamwork and Collaboration
3. Evidence-based practice
4. Informatics
5. Quality Improvement
6. Safety
7. Professionalism
8. Leadership

Course Objectives:
By the end of this course and its requirements, as a PN student, you will:
1. Describe how to perform a focused assessment on adult clients with common alterations in health related to selected body systems.
2. Develop a relationship-centered plan of care that incorporates current evidence and includes cultural, spiritual, and developmentally appropriate interventions for clients with commonly occurring health alterations that have predictable outcomes.
3. Describe the role of members of the health care team regarding clients with commonly occurring health alterations that have predictable outcomes.
4. Apply a basic level of knowledge of pathophysiology, pharmacology, and nutrition, as well as evidence-based practice, to the care of adult clients with commonly occurring health alterations that have predictable outcomes.
5. Articulate verbal and nonverbal communication strategies used to promote caring, therapeutic relationships with clients and their families, and professional relationships between members of the healthcare team.
6. Describe how information technology is used to access evidence, mitigate errors, and communicate relevant information to members of the health care team.
7. Describe teaching strategies that can be used to reinforce the health education needs of clients with commonly occurring health alterations that have predictable outcomes.

8. Describe strategies that provide quality care in a safe environment for clients, self, and others.
9. Discuss how organizational, time management, and priority-setting skills are used when providing care to adult clients.
10. Describe the practical nurse's role in maintaining personal and professional accountability for delivering standard-based, ethical and legal care to clients with commonly occurring health alterations that have predictable outcomes.

Course Objective Assignments

The course is designed for students to complete their ASL prior to CA and S/L. This assists with all 10 course objectives being taught and reviewed each week.

Course Objectives Assessment Matrix

Course Weeks	Course Objectives	Program Objectives	QSEN Application (Y/N)
1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8	Y
2	1, 4, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8	Y
3	1, 4, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8	Y
4	1, 4, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8	Y
5	1, 4, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8	Y
6	1, 4, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8	Y
6.5	1, 4, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8	Y

Course Breakdown

Each week notes allocated hours for ASL, CA, SL, Quizzes and Tests in addition to resource utilized (not an inclusive list)

Week 1- ASL: 7.5hrs, CA: 6hrs, SL: 8hr, Quiz during CA 30 questions

ASL reading and assignments: Unit 2, chapter 6, Unit 7, Unit 4, chapters 14, Unit 17, chapters, 61,62, Unit 5, chapters, 15,16

Fluids, Electrolytes, and Acid-Base Balance

Unit Objectives:

1. Recognize alterations in the laboratory values of arterial pH, CO2, HCO3, and O2 indicative of respiratory and metabolic acidosis or alkalosis.
2. Differentiate between the clinical manifestations' indicative of respiratory and metabolic acidosis or alkalosis.
3. Apply knowledge of pathophysiology when planning care for clients with respiratory or metabolic acidosis or alkalosis.
4. Identify priority actions for clients with respiratory and metabolic acidosis or alkalosis.
5. Recognize the indications for administration of potassium supplements, Kayexalate, and sodium bicarbonate.

Week 2- ASL: 7.5hrs, CA: 6hrs, SL: 8hrs Quiz during CA 30 questions

Alterations in Cognition and Sensation

Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on adults who have an alteration in cognition and sensation.
2. Apply knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for adults who have an alteration in cognition and sensation.
3. Identify priority actions for adults who have an alteration in cognition and sensation.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to adults who have an alteration in cognition and sensation.
5. Recognize alterations in laboratory values related to alterations in cognition and sensation.
6. Discuss the correct use and functioning of therapeutic devices that support cognition and sensation.

7. Describe the nurse's role in providing quality care to adults who have an alteration in cognition and sensation.
8. Identify health care education and safety needs for adults who have an alteration in cognition and sensation.

Content Topics:

a. Health Alterations/Trauma related disorders (head injuries, spinal cord injuries)
b. Health Alterations/Degenerative neurological disorders (Parkinson's disease, Alzheimer's disease, dementias, multiple sclerosis)
c. Health Alterations/Abnormal cell proliferation disorders (brain tumors)
d. Health Alterations/Ischemic disorders (TIA, cerebrovascular accident)
e. Health Alterations/Multiple etiological disorders (migraines, cluster)
f. Health Alterations/Vision related disorders (cataracts, glaucoma, macular degeneration)
g. Health Alterations/Hearing related (hearing loss – conductive, sensorineural; vertigo)
h. Pharmacology/ Disease modifying drugs for MS (immunomodulators, immunosuppressants, glatiramer acetate)
i. Pharmacology/ Migraine drugs (ergot alkaloids, serotonin reuptake antagonists, beta blockers)
j. Pharmacology/ Centrally acting muscle relaxants
k. Pharmacology/ Osmotic diuretics
l. Pharmacology/ Dopaminergics
m. Pharmacology/ Cholinesterase inhibitors
n. Pharmacology/ Topical agents for glaucoma (beta blockers, cholinergic agonists)
o. Pharmacology/ NMDA receptor antagonists
p. Pharmacology/ Carbonic anhydrase inhibitors
q. Nutrition/ Dysphagia diets (pureed, ground, soft, modified general diets)
r. Nutrition/ Commercial thickeners
s. Nutrition/ Nutritional supplements and tube feedings

Week 3 – ASL: 7.5hrs, CA: 6hrs, SL: 8hrs: Quiz during CA 30 questions

Alterations in Immunity and Hematology

Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on adults who have an alteration in immunity and hematology.
2. Apply knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for adults who have an alteration in immunity and hematology.
3. Identify priority actions for adults who have an alteration in immunity and hematology.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to adults who have an alteration in immunity and hematology.
5. Recognize alterations in laboratory values related to alterations in immunity and hematology.
6. Discuss the correct use and functioning of therapeutic devices that support immunity and hematology.
7. Describe the nurse's role in providing quality care to adults with an alteration in immunity and hematology.
8. Identify health care education and safety needs for adults who have an alteration in immunity and hematology.

Content Topics:

a. Health Alterations/Immunosuppression disorders (HIV/AIDS)
b. Health Alterations/Hypersensitivity reactions (allergies, anaphylaxis)
c. Health Alterations/Infectious and inflammatory disorders (rheumatoid arthritis)
d. Health Alterations/Autoimmune disorders (Myasthenia gravis, systemic lupus erythematosus)
e. Health Alterations/Coagulation disorders (Idiopathic thrombocytopenic purpura, Heparin-induced thrombocytopenia, Disseminated intravascular coagulation)
f. Health Alterations/Hematologic disorders/RBC & platelets (anemias, DIC)
g. Health Alterations/Hematologic disorders/WBC & lymphatic (Agranulocytosis, multiple myeloma, lymphedema, lymphomas)
h. Pharmacology/ Antihistamines
i. Pharmacology/ Antiretroviral drugs (NRTIs, NNRTIs, PIs, fusion inhibitor)
j. Pharmacology/ Immunosuppressants (calcineurin inhibitors, cytotoxic, antibodies)

k. Pharmacology/ Corticosteroids, Glucocorticoids
l. Pharmacology/ Nonsteroidal anti-inflammatory drugs (NSAIDs – first and second generation)
m. Pharmacology/ Disease modifying antirheumatic drugs (DMARDs – I, II, III, IV)
n. Pharmacology/ Antimetabolites (folic acid analogs)
o. Pharmacology/ Antiplatelets
p. Pharmacology/ Anticoagulants
q. Pharmacology/ Low-dose heparin
r. Pharmacology/ Thrombolytics
s. Pharmacology/ Iron, Vitamin B12, folic acid supplements
t. Nutrition/ Low purine diet
u. Nutrition/ High calorie, high protein diet

Week 4 – ASL: 7.5hrs, CA: 6hrs, SL: 8hrs: Quiz during CA 30 questions

Alterations in Mobility
Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on adults who have an alteration in mobility.
2. Apply knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for adults who have an alteration in mobility.
3. Identify priority actions for adults who have an alteration in mobility.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to adults who have an alteration in mobility.
5. Recognize alterations in laboratory values related to alterations in mobility.
6. Discuss the correct use and functioning of therapeutic devices that support mobility.
7. Describe the nurse's role in providing quality care to adults who have an alteration in mobility.
8. Identify health care education and safety needs for adults who have an alteration in mobility.

Content Topics:

a. Health Alterations/Trauma related disorders (complex fractures & immobilizing interventions, fat emboli)
b. Health Alterations/Ischemia related disorders (amputations)
c. Health Alterations/Infectious and inflammatory disorders (osteomyelitis)
d. Health Alterations/Degenerative musculoskeletal disorders (osteoporosis, osteoarthritis and joint replacement)

Week 5- ASL: 7.5hrs, CA: 6hrs, SL 8hrs, Quiz during CA 30 questions

Alterations in Reproduction
Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on adults who have an alteration in reproduction.
2. Apply knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for adults who have an alteration in reproduction.
3. Identify priority actions for adults who have an alteration in reproduction.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to adults who have an alteration in reproduction.
5. Recognize alterations in laboratory values related to alterations in reproduction.
6. Discuss the correct use and functioning of therapeutic devices that support reproduction.
7. Describe the nurse's role in providing quality care to adults who have an alteration in reproduction.
8. Identify health care education and safety needs for adults who have an alteration in reproduction.

Content Topics:

a. Health Alterations/Hormonal disorders (menstrual disorders, menopause)
b. Health Alterations/Impaired functioning/sexual (erectile dysfunction, decreased libido)
c. Health Alterations/Structural abnormality (rectocele, cystocele)

d. Health Alterations/Abnormal cell proliferation disorders (fibroadenomas of the breast, breast cancer, fibroid tumors of the uterus, uterine cancer, cervical cancer, benign prostatic hypertrophy, prostatic cancer, testicular cancer)
e. Pharmacology/ Selective Estrogen Receptor Modulators (SERMs)
f. Pharmacology/ Hormone Replacement Therapy (HRT)
g. Pharmacology/ Antibiotics (penicillin, cephalosporins, tetracycline, quinolones, carbapenems)
h. Pharmacology/ PDE5 inhibitors
i. Pharmacology/ Testosterone
j. Pharmacology/ Vaginal lubricants
k. Pharmacology/ Cancer fighting drugs: Cytotoxic agents
l. Pharmacology/ Cancer fighting drugs: Hormonal agents
m. Pharmacology/ Cancer fighting drugs: Biologic response modifiers
n. Pharmacology/ Cancer fighting drugs: Targeted drugs
o. Medications for nausea and vomiting associated with chemotherapy/ Serotonin antagonists
p. Medications for nausea and vomiting associated with chemotherapy/ Dopamine antagonists
q. Medications for nausea and vomiting associated with chemotherapy/ Cannabinoids

Alterations in Elimination

Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on adults who have an alteration in elimination.
2. Apply knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for adults who have an alteration in elimination.
3. Identify priority actions for adults who have an alteration in elimination.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to adults who have an alteration in elimination.
5. Recognize alterations in laboratory values related to alterations in elimination.
6. Discuss the correct use and functioning of therapeutic devices that support elimination.
7. Identify health care education and safety needs for adults who have an alteration in elimination.
8. Describe the nurse's role in providing quality care to adults who have an alteration in elimination.

Content Topics:

a. Health Alterations/Infectious and inflammatory disorders (esophagitis, GERD, gastroenteritis, peptic ulcer disease, irritable bowel syndrome, inflammatory bowel disease, ulcerative colitis; pancreatitis, cholecystitis, hepatitis, cirrhosis, appendicitis
b. Health Alterations/Structural disorders (esophageal varices, diverticulitis, intestinal obstruction, hernia)
c. Health Alterations/Abnormal cell proliferation disorders (esophageal cancer, colorectal cancer, liver cancer)
d. Health Alterations/Infectious and inflammatory disorders (cystitis, urethritis, pyelonephritis; glomerulonephritis, acute kidney injury, chronic kidney disease)
e. Health Alterations/Renal calculi (urolithiasis)
f. Health Alterations/Abnormal cell proliferation (Kidney cancer, bladder cancer)
g. Pharmacology/ Proton pump inhibitors
h. Pharmacology/ Prostaglandin analogs
i. Pharmacology/ Mucosal protectant
j. Pharmacology/ IBS specific drugs
k. Pharmacology/ Antidiarrheals
l. Pharmacology/ Prokinetic agents
m. Pharmacology/ Hepatitis vaccinations
n. Pharmacology/ Laxatives, stool softeners
o. Pharmacology/ H2 receptor antagonists
p. Pharmacology/ Antacids
q. Pharmacology/ Erythropoetic growth factors
r. Pharmacology/ Antibiotics (sulfonamides, trimethoprim, amoxicillin, tetracycline, antiprotozoal)
s. Pharmacology/ Urinary tract antiseptics
t. Pharmacology/ Anticholinergics (for overactive bladder)

u. Nutrition/ High carbohydrate and calories, moderate fat and protein diet
v. Nutrition/ Limited fat, high protein, high carbohydrate diet
w. Nutrition/ Dietary measures to decrease esophageal reflux
x. Nutrition/ Low fiber, low lactose, high protein, high calorie diet, high fiber
y. Nutrition/ Fiber supplements
z. Nutrition/ Low sodium, low potassium, low protein diet
aa. Nutrition/ Low purine diet
bb. Nutrition/ Avoidance of bladder irritants
cc. Nutrition/ Cranberry juice

Week 6 – ASL 7.5hrs, CA: 6hrs, SL 0hrs, Quiz during CA 30 questions

Emergency Preparedness

Unit Objectives:

1. Discuss issues related to an internal threat, natural disaster, or a mass casualty situation.
2. Review prepared security plans and chain of responsibility for emergency situations.
3. Define the term triage and its related steps.
4. Determine priorities when evacuating clients from a client care setting.

Intermediate/advanced Nursing Skills

Unit Objectives:

1. Review principles related to the selected skills.
2. Practice client care skills using proper techniques while ensuring client safety.

Content Topics:

a. Theory/Lab/ Maintenance of enteral tubes and feedings (enteral tubes, enteral formulas, continuous and bolus feedings, enteral medication administration)
b. Theory/Lab/ Elimination (continuous bladder irrigation, sterile catheter irrigation and specimen collection, colostomy care and documentation).
c. Theory/lab/ Client safety (reality orientation, fall risk assessment, bed/wheelchair sensors, and documentation).
d. Theory/Lab/ Drug calculation (intermediate/advanced)

Week 6.5 – ASL: 0hrs; CA:4hrs; SL:0 : Review study guide, prepare for final
Final Exam at AHCT – 50 questions covering all of course content.

Grading and Progression

This is a flipped class, meaning ASL will need to be completed before coming to CA.
Access to your assignments will be provided the week before coming to class for CA.

Student Progress Evaluation Measurement

Students must complete all online didactic ASL coursework within designated timeframes and meet attendance requirements for in person skills and clinical classes. PN students must maintain a 75% score on coursework or will need remediation to be completed before the module schedule is complete. Students will be graded by the CA, SL, and CL Rubric. A student must meet the satisfactory standard in each setting and category to pass the course. A remediation opportunity will be available for every course. The student is responsible for attending and successfully meeting the standard required to advance to the next course. Students will receive a Certificate of Completion when all course requirements are met, including financial obligations.

CA, SL, and CL Rubric:

Category/Points	(3.5) Not Satisfactory	(4) Satisfactory	(4.5) Excellent	(5) Outstanding	Total

Communication: Apply appropriate verbal and written communication skills in technology, diverse audiences, and various healthcare settings, to include therapeutic communications skills. (includes charting and debriefing participation)	Needed more than two reminders or assistance in communicating effectively or completely.	Needed two reminders or assistance in communicating effectively or completely.	Needed one reminder or assistance in communicating effectively or completely.	Demonstrated ability to communicate effectively and timely, verbally and in writing, to improve understanding &/or facilitate patient care	
Teamwork: Participate in collaboration and teamwork with the inter-professional team, the patient, and the patient's support persons to provide and improve patient care during simulations and clinical time.	Does not collaborate with other team members in planning and implementing care even after reminded.	Had to be reminded to collaborate with other team members in planning and implementing care.	Collaborated with patient, support persons, or team members in planning and implementing patient care.	Demonstrated greater understanding of Collaborating with patient, support persons, and team members in planning and implementing patient care.	
Safe Quality Care: Provide safe, quality, evidence-based, patient-centered nursing care to diverse patient populations across the lifespan in a variety of healthcare settings. (including handling of sharps and correct PPE use)	Made 3 errors in following Infection control or safety procedures or failed to consider the individual patient's needs.	Made 2 errors in following Infection control or safety procedures or failed to consider the individual patient's needs.	Made one error in following Infection control or safety procedures or failed to consider the individual patient's needs.	Consistently demonstrated infection control and safety procedures, planned care in a patient-centered manner.	
Nursing Skills: Demonstrate nursing skills needed for an entry level practical nurse including medication administration, physical assessment, understanding of disease process, procedures requiring sterile technique, and IV insertion and care. (skills will vary by student level)	Needed more than two prompts to perform nursing skills properly.	Performed nursing skills w/ assistance or input on two occasions.	Performed nursing skills w/ supervision -- was able to perform skills after the first demonstration, input, or supervised experience.	Performed nursing skills independently with observation.	
Final Grade					

Quizzes, Tests and Exams:
This course will have multiple online assignments and quizzes in the ASL that can be robust, There will be 5 tests, and One Final. Tests are Week 1, Week 2, Week 3, Week 4 and Week 5, and week 6 during CA These exams will be 30 questions of various nature over the content covered up through that week.
The Final Exam will be at the end of the course – The Final Exam will be proctored at Allied and be 50 questions and cover all aspects of the course.

Grading Rubric

- Weekly graded coursework online including quizzes (ASL) and in class (CA) – 35% of grade
- Unit Tests – 35% of grade
- End of course exam – 30% of grade

Simulation/Lab/skills

All skills / Skill labs must be successfully completed with a 4 (satisfactory or higher. The Skills lab must be successfully completed with a 4 or higher or the entire course is considered failed. Example if a student completes all the ASL and CA and exams with a score of higher than 75% but fails the Skills lab, the student will NOT pass the course. If a student fails and later is readmitted to the program, the entire course must be successfully completed including the ASL, CA and the SL.

Course Failure
Assimilated learning (online coursework) students must have a score of at least 75% overall in Evolve in any of the courses in the PN program. Students may remediate to 75% before the end of any course within the PN program, failure to do so will be considered failure of the course.
Exams that are proctored at Allied must have at least a 75% score to be considered passing, a student has one opportunity to remediate the score before the end of the course within the PN program; failure to reach this is considered failure of the course.

Skills/simulation lab and group learning are crucial to the development of critical judgement, a pass/fail grade per the rubric of satisfactory or above will be assigned to all these learning experiences. Students must pass all of these. An open lab with an instructor and times without an instructor present will be available on a limited time frame for students to practice and be ready for a check off on all required skills/simulations, and other in-house learning opportunities, it is the student's responsibility to be available for these opportunities. Remediation and make up opportunities will be available on a limited time frame for any student that is not able to attend or pass on the first attempt, it is the student's responsibility to communicate with the instructor and be available for this opportunity. A student may also be given a failure if the student is disruptive to the class or refuses to participate in their group assignment. If the student does not attend or pass the skill/simulation or other required assignment before the end of that course, they may be removed from the program.

PN Program
KSPN Nursing Care of Adults II Clinical Course Syllabus

Course Information:
Course Number and Title: KSPN 011 - KSPN Nursing Care of Adults II Clinical
Course Weeks: 3
Total Credit/Contact Hours: 2.00
Clinical Credit/Contact Hours: 2.00
Subject hours: 50
CL hours (Clinical): 50

Course Description:
This course focuses on the care of adult clients with common medical/surgical health problems. The clinical laboratory experience provides the student an opportunity to build on the theoretical concepts from Nursing Care of Adults I and II and implement safe client care in selected settings. Students are given the opportunity to practice leadership skills while managing a caseload of clients.

Required Text and Ancillary Resources:
Linton, A. D., & Matteson, M. A. (2023). *Medical-Surgical Nursing* (8th ed.). Elsevier.
ISBN 978-0-323-82671-6
EVOLVE- Asynchronous Learning platform
SIMCHART- Asynchronous Learning platform, Content Application, and Skills Lab
SHADOW HEALTH- Asynchronous Learning platform, Content Application, and Skills Lab. QSEN quantifiable application (instructors will receive data in relationship to QSEN learning skills through this application)
Additional resources are made available throughout the course.

PN Program Objectives
1. Relationship-centered care
2. Teamwork and Collaboration
3. Evidence-based practice
4. Informatics
5. Quality Improvement
6. Safety
7. Professionalism
8. Leadership

Course Objectives:
By the end of this course and its requirements, as a PN student, you will:

1. Identify priority assessment findings while performing a focused health assessment on clients experiencing common medical/surgical health alterations.
2. Assist in developing an evidence-based plan of care that includes cultural, spiritual, and developmentally appropriate interventions related to health promotion and commonly occurring health alterations of adult clients who have predictable outcomes.
3. Collaborate with members of the health care team serving as a client advocate when providing and coordinating client care.
4. Apply a basic level of knowledge of pathophysiology, pharmacology, and nutrition, as well as evidence-based practice, to the care of adult clients with commonly occurring health alterations that have predictable outcomes.
5. Use verbal and nonverbal communication that promotes therapeutic relationships with adult clients and their families, as well as professional relationships with members of the health care team.
6. Use information technology to access evidence-based literature, mitigate errors and support clinical decision-making with health care team members.
7. Evaluate client's acquisition of new knowledge and skills while reinforcing health education provided by

members of the health care team.

8. Implement corrective actions for actual and potential safety risks to client, self, and others.
9. Participate in quality improvement activities developed to enhance client outcomes.
10. Use organizational, time management, and priority-setting skills when coordinating the care of adult clients and assigning and supervising unlicensed assistive personnel.
11. Adhere to ethical, legal and professional standards while maintaining accountability for the care provided to adult clients and their families.

Clinical Objectives:

A. Provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health problems that have predictable outcomes.
    A.1. Perform a focused assessment prioritizing assessment finding.
    A.2. Prioritize the delivery of care using the nursing process.
    A.3. Provide culturally sensitive care to clients from diverse backgrounds.
    A.4. Advocate for client rights and needs.
    A.5. Use verbal and nonverbal communication that promotes caring, therapeutic relationships with clients and professional relationships with healthcare team members.
    A.6. Evaluate the acquisition of new knowledge and skills by clients who have received health-related education.
B. Collaborate with the client and members of the interprofessional health care team to promote continuity of care and shared decision-making.
    B.1. Collaborate with members of the interprofessional health care team.
    B.2. Prioritize the relevance of client-related information shared with healthcare team members.
    B.3. Collaborate with the healthcare team when a situation requires knowledge/actions beyond the expertise and scope of LPN practice.
C. Use current evidence as a basis for nursing practice.
    C.1. Access evidence from credible resources, client preferences, and clinical expertise.
    C.2. Use current evidence, client preferences, and clinical experience as a basis for nursing practice.
D. Use information and client care technology to support the delivery of safe, quality client care.
    D.1. Use information technology to support clinical decision-making in collaboration with the health care team.
    D.2. Use information technology to securely and accurately document nursing care and evaluate client response.
    D.3. Use client care technology to mitigate errors and monitor outcomes of care processes.
E. Participate in quality improvement activities evaluating their effect on client outcomes.
    E.1. Participate in quality improvement activities.
    E.2. Reflect on the care provided in relation to client outcomes.
F. Provide an environment that is safe and reduces risk of harm for clients, self, and others.
    F.1. Implement corrective actions for actual and potential safety risks to clients, self, and others.
    F.2. Implement actions that promote safe practice and a safe environment for clients, self, and others.
    F.3. Implement interventions consistent with the National Patient Safety Goals in many settings.
G. Demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.
    G.1. Practice nursing in accordance with the Kansas PN scope of practice as dictated by the state's practical nursing regulations and statutes.
    G.2. Use the Client Bill of Rights, and the Self Determination Act along with an established nursing code of ethics as a personal framework for practice.
    G.3. Maintain personal and professional accountability in the delivery of client care.
    G.4. Practice in accordance with institutional policies and procedures.
H. Use leadership skills that support the provision and coordination of client care.
    H.1. Use organizational, time management and priority setting skills when coordinating the care of clients.

PN Program
KSPN Leadership, Roles, and Issues Course Syllabus

Course Information:
Course Number and Title: KSPN 012 - KSPN Leadership, Roles, and Issues
Course Weeks: 2
Total Credit/Contact Hours: 2.00
Theory Credit/Contact Hours: 2.00
Subject hours (not including study time or EAQs completed at home): 50
ASL hours (Asynchronous Learning – reading and assignments online): 18
CA hours (Content Application – in house learning): 16
SL hours (Skills Lab – in house): 16

Course Description:
This course provides orientation to leadership roles of the LPN and related responsibilities. It will introduce issues to the students they will encounter in the workplace.

Required Text and Ancillary Resources:
Falgiatore Carroll, L. & Collier, J. (2023). *Success in Practical/Vocational Nursing* (10th ed.). Elsevier.
ISBN 978-0-323-81017-3
EVOLVE- Asynchronous Learning platform
SIMCHART- Asynchronous Learning platform, Content Application, and Skills Lab
SHADOW HEALTH- Asynchronous Learning platform, Content Application, and Skills Lab. QSEN quantifiable application (instructors will receive data in relationship to QSEN learning skills through this application)
Additional resources are made available throughout the course.

PN Program Objectives
1. Relationship-centered care
2. Teamwork and Collaboration
3. Evidence-based practice
4. Informatics
5. Quality Improvement
6. Safety
7. Professionalism
8. Leadership

Course Objectives:
By the end of this course and its requirements, as a PN student, you will:
1. Identify effective leadership and management skills for the licensed practical nurse.
2. Discuss how health care is provided, regulated, and financed and the impact on the delivery of healthcare in various settings.
3. Discuss how to assign client care tasks to assistive personnel commensurate with abilities, level of preparation, and regulatory guidelines and supervise care provided.
4. Communicate effectively as a leader in verbal and written format.
5. Construct examples of ethical decision-making, exhibiting tolerance of and respect for diversity in human abilities, cultures, age and beliefs.
6. Describe common legal issues for nurses including negligence and malpractice.
7. Describe common legal issues for nurses including negligence and malpractice.
8. Describe the process of attaining and maintaining licensure as a practical nurse.
9. Identify appropriate resolutions to work related challenges a practical nurse will be faced with upon entering the workforce.
10. Describe skills necessary for career placement and advancement as a licensed practical nurse.

Course Objective Assignments

The course is designed for students to complete their ASL prior to CA and S/L. This assists with all 10 course objectives being taught and reviewed each week.

Course Objectives Assessment Matrix

Course Weeks	Course Objectives	Program Objectives	QSEN Application (Y/N)
1	1, 2, 3, 4, 5, 6, 7, 8, 10	1, 2, 3, 4, 5, 6, 7, 8	Y
2	1, 3, 4, 5, 9	1, 2, 3, 4, 5, 6, 7, 8	Y

Course Breakdown

Each week notes allocated hours for ASL, CA, SL, Quizzes and Tests in addition to resource utilized (not an inclusive list)

Week 1 – ASL: 9 hrs, CA: 8hrs, SL: 8 hrs

Week 1 – ASL Reading and assignments: Unit 1- chapter 3, Unit 2- chapters 6, 7, Unit 3 – chapters, 8, 9, 14, Unit 4 – chapters 12, 14

Week1 - there is a quiz of 30 questions during CA

Health Care Issues

Unit Objectives:

1. Explain methods of payment options for clients of health care.
2. Discuss issues and trends that affect financing of health care and challenges the health care industry faces in providing accessible, equitable care.
3. Examine the role of the practical nurse in cost containment.
4. Discuss current national initiatives that affect the healthcare system: a. IOM report b. National Patient Safety Goals

Organizational Issues

Unit Objectives:

1. Examine the organizational chart in relation to its implications for organizational authority, decision making, and professional control.
2. Compare and contrast nursing care delivery and its relationship to the roles of healthcare team members.
3. Examine the scope of practice in relation to the roles of RNs, LPNs, and unlicensed personnel with respect to chain of command and their relationship to the management of a nursing unit.
4. Discuss the responsibility of the nurse in reporting unprofessional behavior such as suspected substance abuse by employees, workplace violence, and sexual harassment.

Transition Issues

Unit Objectives:

1. Describe the regulatory authority of state boards of nursing.
2. Determine how a state's nurse practice act drives nursing practice and determines its legal parameters.
3. Describe the process for obtaining employment.
4. Explore transitioning to the role of new graduate and licensed nurse.
5. Compare and contrast accountability and responsibility of a licensed practical nurse.
6. Discuss anticipated challenges related to the role of the new graduate.
7. Examine the process for obtaining licensure and requirements for renewal such as continuing education.
8. List the national organizations available to LPNs and those that support specialized practice.

Leadership vs. Management

Unit Objectives:

1. Compare and contrast the concepts of leadership and management.
2. Examine the difference between formal and informal leaders.
3. Review descriptions of various leadership styles and subsequent roles assumed by leaders.
4. Discuss the connection between leadership style and the employer and employee relationship.

Legal and Ethical Considerations

Unit Objectives:

1. Develop awareness of personal values and integrate a code of ethics into practice when directly or indirectly providing client care.
2. Explore the ethical and legal challenges in assisting clients and their personal support systems as they deal with end-of-life issues including the role of the nurse in establishing and maintaining a "do not resuscitate" (DNR) or "allow natural death."
3. Examine the five elements of liability that constitute negligence, torts of false imprisonment, assault, battery, and defamation.
4. Examine the leader's role in establishing and guiding that institution's standards for client care using institutional policies and procedures.

Leadership and Influence
(Reviewed week1 and week2)

Unit Objectives:

1. Discuss appropriate and inappropriate uses of power and influence.
2. Explore the feelings of powerlessness and empowerment by nurses and characteristics of work environments that contribute to each.
3. Discuss leadership strategies that LPNs can employ.

Week 2 – ASL: 9hrs, CA: 8hrs, SL: 8hrs
Week 2 – ASL Reading and Assignments: Unit 4 – chapters 15, 16, Unit 5 – chapters 17,18,19
Week 2 – Final at AHCT, 50 questions covering all course content

Teamwork, Communication, and Conflict Resolution Unit

Objectives:

1. Explore the concept of teamwork and its relationship to productivity and job satisfaction.
2. Discuss the purpose of interdisciplinary teams and the role of the LPN.
3. Determine communication skills/strategies needed when interacting with clients, families, subordinates and peers.
4. Explore the use of proper channels of communication for managing practice and client related issues in an organization.
5. Examine various types of conflict and conflict management strategies within the various communication styles.

Communication and Conflict Management Unit

Objectives:

1. Determine communication skills/strategies needed when interacting with clients and families
2. Determine communication skills/strategies needed when interacting with subordinates and peers
3. Explore the use of proper channels of communication for management practice and client-related issues in an organization.
4. Compare and contrast between assertive, passive, aggressive, and passive-aggressive communication
5. Examine various types of conflict and conflict management strategies.

Clinical Decision Making

Unit Objectives:

1. Apply critical thinking in making clinical judgments in various client care situations.
2. Examine the role of group decision making and brainstorming when attempting to resolve practice or client care related issues.
3. Apply guidelines for appropriate and effective delegation.
4. Identify strategies to involve the client in care decision making.

Quality Improvement

Unit Objectives:

1. Define quality improvement and determine its relationship to safe, quality client care and institutional accreditation.
2. Review the role of regulatory agencies and other accreditation entities in establishing institutional standards and accrediting the institutions who meet those standards.
3. Examine the role of the nurse in identifying, resolving, and documenting client care issues through the quality improvement process.
4. Discuss the role of the risk management department in identifying workplace threats and working to ensure the safety of clients, their families, and staff.

Career Development

Unit Objectives:

1. Examine the path nurses take when transitioning from a novice nurse to an expert nurse.
2. Discuss the role that preceptors and mentors have in assisting new graduates in becoming competent in their practice and socialized into their new role.
3. List the causes and characteristics of burnout and strategies that can reduce its likelihood of development.
4. Examine various career paths that can promote career advancement through degree completion.

Grading and Progression

This is a flipped class, meaning ASL will need to be completed before coming to CA.
Access to your assignments will be provided the week before coming to class for CA.

Student Progress Evaluation Measurement

Students must complete all online didactic ASL coursework within designated timeframes and meet attendance requirements for in person skills and clinical classes. PN students must maintain a 75% score on coursework or will need remediation to be completed before the module schedule is complete. Students will be graded by the CA, SL, and CL Rubric. A student must meet the satisfactory standard in each setting and category to pass the course. A remediation opportunity will be available for every course. The student is responsible for attending and successfully meeting the standard required to advance to the next course. Students will receive a Certificate of Completion when all course requirements are met, including financial obligations.

CA, SL, and CL Rubric:

Category/Points	(3.5) Not Satisfactory	(4) Satisfactory	(4.5) Excellent	(5) Outstanding	Total
Communication: Apply appropriate verbal and written communication skills in technology, diverse audiences, and various healthcare settings, to include therapeutic communications skills. (includes charting and debriefing participation)	Needed more than two reminders or assistance in communicating effectively or completely.	Needed two reminders or assistance in communicating effectively or completely.	Needed one reminder or assistance in communicating effectively or completely.	Demonstrated ability to communicate effectively and timely, verbally and in writing, to improve understanding &/or facilitate patient care	
Teamwork: Participate in collaboration and teamwork with the inter-professional team, the patient, and the patient's support persons to provide and improve patient care during simulations and clinical time.	Does not collaborate with other team members in planning and implementing care even after reminded.	Had to be reminded to collaborate with other team members in planning and implementing care.	Collaborated with patient, support persons, or team members in planning and implementing patient care.	Demonstrated greater understanding of Collaborating with patient, support persons, and team members in planning and implementing patient care.	
Safe Quality Care:	Made 3 errors in following	Made 2 errors in following	Made one error in following	Consistently demonstrated	

Provide safe, quality, evidence-based, patient-centered nursing care to diverse patient populations across the lifespan in a variety of healthcare settings. (including handling of sharps and correct PPE use)	Infection control or safety procedures or failed to consider the individual patient's needs.	Infection control or safety procedures or failed to consider the individual patient's needs.	Infection control or safety procedures or failed to consider the individual patient's needs.	infection control and safety procedures, planned care in a patient-centered manner.	
Nursing Skills: Demonstrate nursing skills needed for an entry level practical nurse including medication administration, physical assessment, understanding of disease process, procedures requiring sterile technique, and IV insertion and care. (skills will vary by student level)	Needed more than two prompts to perform nursing skills properly.	Performed nursing skills w/ assistance or input on two occasions.	Performed nursing skills w/ supervision -- was able to perform skills after the first demonstration, input, or supervised experience.	Performed nursing skills independently with observation.	
Final Grade					

Quizzes, Tests and Exams:
Quizzes are completed as part of the ASL. Tests are during CA. The Final is at the end of the course. This course will have multiple quizzes in the ASL, there will be three tests, and one Final. Tests are Week 2, Week 3 and Week 4 During CA. These exams will be 30 questions of various nature over the content covered up through that week. The Final Exam will be Week 5 – The Final Exam will be proctored at Allied and be 50 questions and cover all aspects of the course.

Grading Rubric
- Weekly graded coursework online including quizzes (ASL) and in class (CA) – 35% of grade
- Unit Tests – 35% of grade
- End of course exam – 30% of grade

Simulation/Lab/skills
All skills / Skill labs must be successfully completed with a 4 (satisfactory or higher. The Skills lab must be successfully completed with a 4 or higher or the entire course is considered failed. Example if a student completes all the ASL and CA and exams with a score of higher than 75% but fails the Skills lab, the student will NOT pass the course. If a student fails and later is readmitted to the program, the entire course must be successfully completed including the ASL, CA and the SL.

Course Failure
Assimilated learning (online coursework) students must have a score of at least 75% overall in Evolve in any of the courses in the PN program. Students may remediate to 75% before the end of any course within the PN program, failure to do so will be considered failure of the course.
Exams that are proctored at Allied must have at least a 75% score to be considered passing, a student has one opportunity to remediate the score before the end of the course within the PN program; failure to reach this is considered failure of the course.

Skills/simulation lab and group learning are crucial to the development of critical judgement, a pass/fail grade per the rubric of satisfactory or above will be assigned to all these learning experiences. Students must pass all of these. An open lab with an instructor and times without an instructor present will be available on a limited time frame for students to practice and be ready for a check off on all required skills/simulations, and other in-house learning opportunities, it is the student's responsibility to be available for these opportunities. Remediation and make up opportunities will be available on a limited time frame for any student that is not able to attend or pass on the first attempt, it is the student's responsibility to communicate with the instructor and be available for this opportunity. A student may also be given a failure if the student is

disruptive to the class or refuses to participate in their group assignment. If the student does not attend or pass the skill/simulation or other required assignment before the end of that course, they may be removed from the program.

H.2. Assign client care tasks to assistive personnel.
H.3. Evaluate the performance of assistive personnel to whom tasks have been assigned.

Course Objective Assignments

The course is designed for students to complete their ASL prior to CA and S/L. This assists with all 11 course objectives being taught and reviewed each week.

Course Objectives Assessment Matrix

Course Weeks	Course Objectives	Program Objectives	QSEN Application (Y/N)
1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8	Y
2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8	Y

Grading and Progression

Student Progress Measurement

A remediation opportunity will be available for every course. The student is responsible for attending and successfully meeting the standard required to advance to the next course. Students will receive a Certificate of Completion when all course requirements are met, including financial obligations. Clinicals will be onsite at an appropriate clinical setting; AHCT reserves the right to have up to 30% completed in a simulation setting. No more than 15% of any clinical experience will be observation.

CA, SL, and CL Rubric:

Category/Points	(3.5) Not Satisfactory	(4) Satisfactory	(4.5) Excellent	(5) Outstanding	Total
Communication: Apply appropriate verbal and written communication skills in technology, diverse audiences, and various healthcare settings, to include therapeutic communications skills. (includes charting and debriefing participation)	Needed more than two reminders or assistance in communicating effectively or completely.	Needed two reminders or assistance in communicating effectively or completely.	Needed one reminder or assistance in communicating effectively or completely.	Demonstrated ability to communicate effectively and timely, verbally and in writing, to improve understanding &/or facilitate patient care	
Teamwork: Participate in collaboration and teamwork with the inter-professional team, the patient, and the patient's support persons to provide and improve patient care during simulations and clinical time.	Does not collaborate with other team members in planning and implementing care even after reminded.	Had to be reminded to collaborate with other team members in planning and implementing care.	Collaborated with patient, support persons, or team members in planning and implementing patient care.	Demonstrated greater understanding of Collaborating with patient, support persons, and team members in planning and implementing patient care.	
Safe Quality Care: Provide safe, quality, evidence-based, patient-centered nursing care to diverse patient populations across the lifespan in a variety of healthcare settings.	Made 3 errors in following Infection control or safety procedures or failed to consider the	Made 2 errors in following Infection control or safety procedures or failed to consider the individual patient's needs.	Made one error in following Infection control or safety procedures or failed to consider the	Consistently demonstrated infection control and safety procedures, planned care in a patient-centered manner.	

(including handling of sharps and correct PPE use)	individual patient's needs.		individual patient's needs.		
Nursing Skills: Demonstrate nursing skills needed for an entry level practical nurse including medication administration, physical assessment, understanding of disease process, procedures requiring sterile technique, and IV insertion and care. (skills will vary by student level)	Needed more than two prompts to perform nursing skills properly.	Performed nursing skills w/ assistance or input on two occasions.	Performed nursing skills w/ supervision -- was able to perform skills after the first demonstration, input, or supervised experience.	Performed nursing skills independently with observation.	
Final Grade					

Grading Rubric

- All clinicals must be successfully completed with a 4 (satisfactory or higher.)

Clinicals are crucial to the development of critical judgement, a pass/fail grade per the rubric of satisfactory or above will be assigned to all these learning experiences. Students must pass all of these. Remediation and make-up opportunities will be available for a limited time for any student that is not able to attend or pass on the first attempt, it is the student's responsibility to communicate with the instructor and be available for this opportunity. A student may also be given a failure if the student is disruptive to the class or refuses to participate in their clinical group assignment. If the student does not attend or pass clinicals before the end of that course, they may be removed from the program.