PRACTICAL NURSING PROGRAM MISSION AND VISION STATEMENT

It is the mission of the Francis Tuttle Practical Nursing Program to provide our students with an innovative, industry-driven educational experience that prepares them to provide quality patient care in a variety of settings. Our vision is to be the first choice for obtaining practical nursing education in the Oklahoma City area.

PRACTICAL NURSING PROGRAM PHILOSOPHY

To accomplish our mission, the student must transition to the role of the practical nurse. The transition requires an understanding of the Program’s fundamental beliefs about human beings and the way they learn. An understanding of the practical nurse’s clients, a collective definition of health, and the ever-changing role of the practical nurse in our current health care system is needed to fully realize the scope of our mission and philosophy.

Our customers are the clients for whom practical nurses provide care. Individuals and the environment in which they exist are the primary focus of the practical nurse. Clients are multidimensional in nature and have various healthcare needs across their lifespan. As multidimensional beings, clients function within and are influenced by their surroundings. These environmental factors often include socio-cultural systems, spiritual preferences, and family dynamics. Clients are recognized as autonomous and have the right to choose goals and interventions based on their identified needs.

Our program defines health as an individually perceived, dynamic state that fluctuates on a continuum throughout the life of the client. Internal and external factors influence the individual’s ability to adapt to and/or maintain an optimal level of functioning of all systems, both physiological and psychological.

A practical nurse’s role is the application of both art and science to assist individuals in meeting certain health needs across their lifespan. The art of nursing is driven by the concept of caring. The science behind nursing first couples critical thinking with scientific knowledge. These two principles are then applied to problem-solving methodologies for identification of
complications, recognition of desired outcomes, implementation of standard interventions, and evaluation of results. Excellence in nursing incorporates collaboration and clear communication not only between the nurse and client, but also between all individuals associated with the care of that individual. Maintaining the integrity of nursing as a profession involves practicing with responsibility and accountability. We strive to instill this integrity by consistently integrating Francis Tuttle Technology Center’s core values in our day-to-day actions and decisions. These core values include: service, trust, aspiration, respect and responsibility.

Practical nursing roles vary within the health care industry. The responsibilities and level of supervision are diverse due to the multiple areas of employment available to the licensed practical nurse. We believe it is our responsibility to provide a broad-based curriculum focusing on care in a variety of settings while working within the scope of practical nursing.

Our instructional focus is on the process of learning how to learn. The knowledge acquired in our nursing program is only a beginning. The practical nurse who seeks to remain competent and mobile in the profession must have a commitment to lifelong learning. It is essential for the practical nurse to know how to acquire new knowledge from various sources outside of formal educational setting.

We believe the foundation of the learning process is the student–teacher relationship. Learning is enhanced in a collaborative environment characterized by active, responsible student involvement and faculty who function as facilitators, experts, and resources. Students are responsible for their own learning. Faculty are responsible for maintaining an expert knowledge base, managing the learning environment to the maximum benefit of the learner, and implementing teaching strategies and methodologies to meet the diverse learning styles of students.
A successful educational process results in positive changes in all learning domains. To achieve success, the curriculum must be continually influenced by the demographics of our society, the changes in our health care delivery system, and current technological advances. With due diligence in the implementation of our philosophy, the practical nursing program at Francis Tuttle Technology Center will be a success and our vision will become reality.

Revised Fall 2014
FRANCIS TUTTLE TECHNOLOGY CENTER
PRACTICAL NURSING PROGRAM

ORGANIZATIONAL FRAMEWORK

Practical Nursing Education
- Student Driven
- Lifelong Learning
- Collaboration

Role of the Practical Nurse
- Integrity
- Problem Solving
- Communication
- Caring

Clients
- Needs
- Multidimensional
- Growth and Development

Health
- Responses
- Continuum

Growth and Development

Integrity
Problem Solving
Communication
Caring

Needs
Multidimensional
Growth and Development

Responses
Continuum

Integrity
Problem Solving
Communication
Caring

Needs
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Growth and Development

Responses
Continuum

Integrity
Problem Solving
Communication
Caring

Needs
Multidimensional
Growth and Development

Responses
Continuum
PROGRAM OBJECTIVES
(STUDENT LEARNING OUTCOMES)

Upon completion of the program the graduate will be prepared to:

1. Provide safe, competent, theory-based practical nursing care for clients in a variety of settings
2. Participate as an effective member of the health care team
3. Utilize effective communication skills
4. Demonstrate legal and ethical behaviors in the practice of nursing
5. Demonstrate responsibility and accountability in the practice of nursing

PROGRAM OUTCOMES & EXPECTED LEVEL OF ACHIEVEMENT
REVISED FALL 2016

1. COMPLETION RETENTION RATE
   • Expected outcome: Overall completion/retention rate will be 75% or greater.

2. PROGRAM SATISFACTION
   • Expected outcome: Overall rating of $\geq 3.2$ on the Graduate Follow-up Survey on items related to program satisfaction and the ability to perform the Student Outcomes during the first 6 months of practice.
   • Expected outcome: Overall rating of $\geq 3.2$ will be achieved on the returned “Employer Survey” on items related to satisfaction and the graduate's ability to perform the Student Outcomes during the first 6 months of practice.

3. NATIONAL COUNCIL LICENSING EXAMINATION FOR PRACTICAL NURSES (NCLEX – PN) SUCCESS RATES
   • Expected outcome: NCLEX yearly pass rate and three year mean will be at or above the national average.

4. POSITIVE PLACEMENT
   • Expected outcome: 70% of the program graduates, who pass NCLEX-PN will be working as an LPN within 6 months of graduation.
   • Expected outcome: The program will have a “Positive Placement” score of $\geq 92\%$ on the annual ODCTE Follow-up Report.
### Student Outcome Data/Level of Achievement

**Outcome Data:**

1. **Completion Retention Rate**
   FY2016 = 83%

2. **Program Satisfaction**
   2016-2017 = >3.2 on all items

3. **NCLEX Success Rate**
   FY2016, yearly NCLEX pass rate = 92.31%, National NCLEX pass rate = 84%
   FY2016-2016, 3-year Average for Francis Tuttle Average = 92%, 3-year National Average = 83%

4. **Positive Placement** for 2015-2016 = 91% and > 70% of the program graduates who passed NCLEX were working as an LPN within 6 months of graduation.
The practical nursing program is based on clock hours rather than credit hours. The program has two prerequisite courses which comprise a total of 147 hours. There are 1316 program curriculum hours that are completed in 1316 clock hours. The one-hour of curriculum to one of attendance ratio is constant for lecture, skill laboratory, and clinical experiences. Progression sheets are included in each course syllabus and depict the clock hours for each LAP within a course. The clock hours for completion are also noted in each individual LAP.

<table>
<thead>
<tr>
<th>Prerequisite Courses</th>
<th>Theory/Exam Hours</th>
<th>Lab Hours</th>
<th>Clinical Hours</th>
<th>Course Hours</th>
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<tr>
<td>Medical Terminology</td>
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<td></td>
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</tr>
<tr>
<td>Technical Human Anatomy &amp; Physiology</td>
<td>74/10</td>
<td>18</td>
<td></td>
<td>102</td>
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<tr>
<td>Total Prerequisite Hours</td>
<td>118/11</td>
<td>18</td>
<td></td>
<td>147</td>
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</table>

<table>
<thead>
<tr>
<th>Program Courses</th>
<th>Theory/Exam Hours</th>
<th>Lab Hours</th>
<th>Clinical Hours</th>
<th>Course Hours</th>
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<tr>
<td>Nursing Fundamentals</td>
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<td>76</td>
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<td>192</td>
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<tr>
<td>Mental Health</td>
<td>41/9</td>
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<td>50</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>50/11</td>
<td>43</td>
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<td>104</td>
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<tr>
<td>Medical Surgical Nursing</td>
<td>170/15.5</td>
<td>30.5</td>
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<td>216</td>
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<tr>
<td>Maternal Pediatric Nursing</td>
<td>67/13.5</td>
<td>18.5</td>
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<td>99</td>
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<tr>
<td>PN Leadership</td>
<td>37/4</td>
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<td>45</td>
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<tr>
<td>Nursing Clinical 1</td>
<td></td>
<td></td>
<td></td>
<td>63</td>
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<tr>
<td>Nursing Clinical 2</td>
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<td>95</td>
</tr>
<tr>
<td>Nursing Clinical 3</td>
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<td></td>
<td>46</td>
</tr>
<tr>
<td>Nursing Clinical 4</td>
<td></td>
<td></td>
<td></td>
<td>228</td>
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<tr>
<td>Nursing Clinical 5</td>
<td></td>
<td></td>
<td></td>
<td>81</td>
</tr>
<tr>
<td>Nursing Clinical 6</td>
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<td>97</td>
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<tr>
<td>Program Hours</td>
<td>467/67</td>
<td>172</td>
<td>610</td>
<td>1316</td>
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</table>

Program Hours + Prerequisite Hours = 1463 hours

Notes: Hour distribution in each course may be subject to change.  
Revised June 2017
## Practical Nursing Program Clinical Rotation Plan

**Curriculum Plan 30**

<table>
<thead>
<tr>
<th>Nursing Clinical</th>
<th>Clinical Hours</th>
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<tbody>
<tr>
<td><strong>Nursing Clinical 1</strong></td>
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<tr>
<td><strong>Fundamental Care Skills</strong></td>
<td>63 hours</td>
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<tr>
<td>7 hours classroom/clinical facility orientation</td>
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<tr>
<td>7 x 8 hour shifts</td>
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<tr>
<td><strong>Nursing Clinical 2</strong></td>
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</tr>
<tr>
<td><strong>Medical-Surgical Nursing I</strong></td>
<td>95 hours</td>
</tr>
<tr>
<td>7 hour classroom/clinical facility orientation</td>
<td></td>
</tr>
<tr>
<td>11 x 8 hour shifts</td>
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</tr>
<tr>
<td><strong>Nursing Clinical 3</strong></td>
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</tr>
<tr>
<td><strong>Mental Health Nursing</strong></td>
<td>46 hours</td>
</tr>
<tr>
<td>6 hour classroom/clinical facility orientation</td>
<td></td>
</tr>
<tr>
<td>5 x 8 hour shifts</td>
<td></td>
</tr>
<tr>
<td><strong>Nursing Clinical 4</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Medical-Surgical Nursing II</strong></td>
<td>228 hours</td>
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<tr>
<td>6 hour classroom/clinical facility orientation</td>
<td></td>
</tr>
<tr>
<td>26 x 8 hour shifts</td>
<td></td>
</tr>
<tr>
<td>14 hours of clinical preplanning</td>
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<tr>
<td><strong>Nursing Clinical 5</strong></td>
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<tr>
<td><strong>Women’s and Children’s Health Nursing</strong></td>
<td>81 hours</td>
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<tr>
<td>1 hour classroom orientation</td>
<td></td>
</tr>
<tr>
<td>10 x 8 hour shifts (includes facility orientation)</td>
<td></td>
</tr>
<tr>
<td><strong>Nursing Clinical 6</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Leadership Roles of the Practical Nurse</strong></td>
<td>97 hours</td>
</tr>
<tr>
<td>1 hour classroom orientation</td>
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<tr>
<td>12 x 8 hour shifts</td>
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<tr>
<td>Instructor/Preceptor Shared</td>
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Revised June 2017
PRACTICAL NURSING PROGRAM
COURSE DESCRIPTIONS

NURSING FUNDAMENTALS (NF)
The focus of this course is the preparation of the student in the fundamental nursing knowledge and skills needed to provide safe competent nursing care. Fundamental principles and skills related to infection control techniques, work place safety, the nursing problem solving process, documentation, nutrition, communication, and client assessment are also presented. The legal responsibilities and scope of practice of the Licensed Practical Nurse are included. Fundamental nursing skills are mastered in the laboratory in preparation for the clinical experiences.

MENTAL HEALTH (MH)
This course presents an introduction to Mental Health Nursing with a focus on the role of the practical nurse. The course begins with universal concepts needed in the care of clients experiencing a mental health alteration. An understanding of the health care needs of clients experiencing common mental health alterations is then built upon this foundation. The course concludes with mental health issues and care needs that frequently challenge the elderly.

PHARMACOLOGY (PH)
This course provides instruction on the fundamentals of pharmacological therapy and the role and responsibilities of the practical nurse in safe medication administration. The course begins with fundamental principles that are common to all aspects of pharmacology. The focus then changes to the laboratory and the acquisition of knowledge and skills required for safe administration. The remainder of the course focuses on drug classifications, specific drug information, and the associated nursing implications. Medication administration skills, including IV therapy, are mastered in the laboratory in preparation for clinical experiences.

MEDICAL-SURGICAL NURSING (MS)
The Medical-Surgical course is designed for the student to obtain the knowledge and skills necessary to provide effective nursing care to clients with medical and surgical conditions. Pertinent information related to commonly occurring conditions, their causes, treatments, pharmacologic interventions and nursing care is an integral part of the course. Critical thinking and the nursing problem solving process are emphasized throughout the course. The course is built upon concepts learned in Nursing Fundamentals, Anatomy and Physiology, and Medical Terminology. Medical and Surgical nursing skills are mastered in the laboratory in preparation for clinical experiences.

MATERNAL PEDIATRIC NURSING (MP)
The Maternal-Pediatric course is designed to provide the student with knowledge of the physiological processes and nursing care of the childbearing family. Included in the course are concepts of health promotion and disease prevention, cultural variations, prenatal development, and potential maternal and neonatal complications. Pediatric surgeries and diseases are included, as well as developmental tasks and psychosocial processes of the neonate through the young adult. Basic maternal-pediatric nursing skills are mastered in the laboratory in preparation for clinical experiences.
PN LEADERSHIP (PNL)

The focus of this course is the preparation of the student for entry into practice. Course content ranges from influences on the nursing profession, professional communication, decision making, to the leadership role of the practical nurse. In addition the course includes content concerning job seeking, self-care, and life-long learning skills. Preparation for the NCLEX-PN is presented as a conclusion to the course.

NC1 - FUNDAMENTAL CARE SKILLS

The focus of this course is the mastery of nursing care skills that form the foundation of care for all clients. The students’ attention is directed toward meeting the basic care needs of clients in a long-term care setting. Learning activities concentrate on communication, demonstration of caring, and activities of daily living. The students are expected to provide age appropriate care, adapt basic care techniques to meet the needs of the client, and monitor responses to care.

NC2 - MEDICAL SURGICAL NURSING I

This course focuses on the implementation of fundamental care skills in the acute care setting, the refinement of communication and caring skills, and the use of the nursing process in the provision of care. Learning activities direct the students toward the mastery of focused assessment, developing documentation skills, and understanding nursing interventions for common medical and surgical disorders through the use of standardized care plans.

NC3 - MENTAL HEALTH NURSING

This course provides the student with opportunities to observe and practice therapeutic communication, active listening techniques, and participate in a variety of treatment modalities in a mental health setting. Learning activities direct the student toward the implementation of theoretical knowledge gained during the Mental Health course to meet the needs of multidimensional clients in a mental health setting.

NC4 - MEDICAL SURGICAL NURSING II

This course is a continuation of NC2 – Medical Surgical Nursing I and is completed in the acute care setting. Client care skills are implemented and mastered during this rotation. Pharmacology skills are incorporated during this course. In collaboration with other members of the health care team, learning activities direct the student toward utilization of theory content to solve problems, meet client needs, and monitor responses to care, and the provision of total client care. The final eight shifts of the course focuses the student on performing the client care duties of the practical nurse for a group of clients and collaborating with members of a health care team in the delivery of care.

NC5 – WOMEN’S AND CHILDREN’S HEALTH NURSING

The Women’s Health portion of this course focuses on the role of the practical nurse in assisting the Registered Nurse, and other members of the health care team, in the provision of care for stable, uncomplicated women experiencing parturition. Learning activities in the inpatient setting, direct the student to participate in supervised observation of the laboring client, assisting with care of stable, post-partum clients and in provision of care for well neonates. The learning activities in the outpatient setting direct the student to practice the role of the practical nurse in the provision of care.

The pediatric portion of this course focuses on the delivery of age appropriate care in a variety of pediatric settings. Learning activities focus on collaborating with parents, care-givers and members of the health care team to ensure the child’s health needs are met.
NC6– LEADERSHIP ROLES OF THE PRACTICAL NURSE

This course focuses on the role of the practical nurse (PN) in settings where, under the direction of a registered nurse or licensed physician the PN is required to delegate care to others, supervise the work of others, and/or is responsible for overseeing care in an outpatient setting. Clinical areas where this rotation will occur include, but is not limited to, long-term care facilities and skilled-rehabilitation units or facilities. Clinical experiences may be faculty led or precepted with faculty supervision. Learning activities direct the student toward an understanding of leadership responsibilities, work-place communication, safe delegation, and conflict management.

Revised May 2013
# Practical Nursing Program
## Curriculum 30 Lap Titles

### Nursing Fundamentals
- **NF 01** Nature of Clients
- **NF 02** Communication
- **NF 03** Nursing Process
- **NF 04** Legal and Ethical Issues in Nursing
- **NF 05** Documentation
- **NF 06** Infection Control Techniques
- **NF 07** Client Movement
- **NF 08** Client Environment
- **NF 09** Personal Care
- **NF 10** Vital Signs
- **NF 11** Basic Nutrition
- **NF 12** Respiratory Assistance
- **NF 13** Urinary and Bowel Elimination
- **NF 14** Focused Assessment

### Mental Health
- **MH 01** Basic Principles of Mental Health Cared
- **MH 02** Nursing Roles in Mental Health
- **MH 03** Substance Abuse Disorders
- **MH 04** Social Issues in Mental Health
- **MH 05** Anxiety Disorders
- **MH 06** Psychosis and Dementia
- **MH 07** Personality and Mood Disorders

### Pharmacology
- **PH 01** Calculate the RIGHT dose
- **PH 02** Pharmacologic Principles
- **PH 03** Principles of Medication Administration
- **PH 04** Intravenous Therapy
- **PH 05** Medication Administrative Skills
- **PH 06** Endocrine Medications
- **PH 07** Allergy, Respiratory, and Immunologic Medications
- **PH 08** Gastrointestinal Medications
- **PH 09** Cardiovascular and Renal Medications
- **PH 10** Nervous System Medications
- **PH 11** Analgesic, Musculoskeletal, and Anti-arthritis Medications
- **PH 12** Anti-infective Medications
- **PH 13** Antivirals, Antiretrovirals, and Antifungal Medications
**MEDICAL-SURGICAL**
MS 01  Laboratory and Diagnostic Testing
MS 02  Fluid and Electrolytes Basics
MS 03  Common Med-Surg Complications
MS 04  Client with Pain
MS 05  Nursing Care of Endocrine Disorders
MS 06  Nursing Care of Urinary Disorders
MS 07  Nursing Care of Respiratory Disorders
MS 08  Nursing Care of GI Disorders
MS 09  Nursing Care of CVS Disorders, Part I
MS 10  Nursing Care of CVS Disorders, Part II
MS 11  Nursing Care of CNS Disorders
MS 12  Nursing Care of Musculoskeletal Disorders
MS 13  Nursing Care of Blood and Lymphatic Disorders
MS 14  Nursing Care of Immune Disorders
MS 15  Nursing Care of Clients with Cancer
MS 16  Nursing Care of Eye and Ear Disorders
MS 17  Nursing Care of Integumentary Disorders
MS 18  Nursing Care of Reproductive Disorders

**MATERNAL-PEDIATRIC NURSING**
MP 01  Growth and Development Adolescent, Young, and Middle Adult
MP 02  Women's Health Promotion
MP 03  Prenatal Development
MP 04  Care for the Prenatal Client
MP 05  Care for the Client in Labor and Delivery
MP 06  Care of the Postpartum Client
MP 07  Care of the Newborn
MP 08  Care for the Special Needs Newborn
MP 09  Growth and Development of the Newborn through School-Age Child
MP 10  Adapting Care to the Pediatric Client
MP 11  The Child with Sensory, Neurological, or Musculoskeletal Conditions
MP 12  The Child with Respiratory, Cardiovascular, Hematologic, or Lymphatic Conditions
MP 13  The Child with Gastrointestinal, Genitourinary, or Metabolic Conditions
MP 14  The Child with Skin, Communicable Disease, or Emotional or Behavior Conditions
<table>
<thead>
<tr>
<th><strong>PN LEADERSHIP</strong></th>
</tr>
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<tbody>
<tr>
<td>PNL 01</td>
</tr>
<tr>
<td>PNL 02</td>
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| **NC1 – FUNDAMENTAL CARE SKILLS** |
| **NC 2 – MEDICAL-SURGICAL NURSING I** |
| **NC 3 – MENTAL HEALTH NURSING** |
| **NC 4 – MEDICAL-SURGICAL NURSING II** |
| **NC 5– WOMEN’S AND CHILDREN’S HEALTH NURSING** |
| **NC 6– LEADERSHIP ROLES OF THE PRACTICAL NURSE** |

Each Clinical Course Book contains the Syllabus, Clinical Performance Evaluation, and Clinical Assignments and Activities.

Revised 6/2017