

Appendix A

Each sub-appendix included below features an in-depth chart outlining the revisions made to the program and course standards for the envisioned 49-credit hour Practical Nursing Certificate described in the Probe notice documentation. Additionally, sample learning objectives encompassing threaded General Education content within the nursing program are incorporated. The document also includes proposed sequences for the courses and outlines the selection criteria.

- PNSG 1600 (Pharmacology)
- PNSG 1605 (Fundamentals)
- PNSG 1610 (Adult Health Nursing I)
- PNSG 1615 (Adult Health Nursing II)
- PNSG 1620 (Adult Health Nursing III)
- PNSG 1625 (Adult Health Nursing IV)
- PNSG 1630 (Mental Health Nursing)
- PNSG 1635 (Maternal Nursing)
- PNSG 1640 (Pediatric Nursing)
- PNSG 1645 (Practical Nursing Capstone)

As we move through this transition, many of you will be simultaneously overseeing PN 12 and PN 21 cohorts. This scenario presents difficulties for Banner in precisely documenting academic history. During the course standards evaluation, you will observe that they have been restructured with the same prefix but with different numerical assignments. Be assured that it remains the same course, only renumbered. I aim to prevent any confusion when encountering these updated numbers in the probe. Here is a comparison for clarity:

- PNSG 2010 Pharmacology is now PNSG 1600.
- PNSG 2030 Fundamentals is now PNSG 1605.
- PNSG 2210 Adult Health Nursing I is now PNSG 1610.
- PNSG 2220 Adult Health Nursing II is now PNSG 1615.
- PNSG 2230 Adult Health Nursing III is now PNSG 1620.
- PNSG 2240 Adult Health Nursing IV is now PNSG 1625.
- PNSG 2330 Mental Health Nursing is now PNSG 1630.
- PNSG 2130 Maternal Nursing is now PNSG 1635.
- PNSG 2120 Pediatric Nursing is now PNSG 1640.
- PNSG 2410 Practical Nursing Capstone is now PNSG 1645.

PN 21- Practical Nursing Certificate

Revised Program Description:

The Practical Nursing program is designed to prepare students to write the NCLEX-PN for licensure as practical nurses. The program prepares graduates to give competent nursing care. This is done through a selected number of occupational courses providing a variety of techniques and materials necessary to assist the student in acquiring the needed knowledge and skills to give competent care. The nursing program covers all theoretical content areas outlined in Georgia Board Rule 410-9-06(5a). A variety of clinical experiences is planned so that theory and practice are integrated under the guidance of the clinical instructor. Program graduates receive a practical nursing certificate and have the qualifications of an entry-level practical nurse. The PN21 program is a certificate program to be implemented with new cohorts of students beginning Fall 2024 and beyond. Students most commonly will have to submit a satisfactory criminal background check as well as a drug screen to be placed in a clinical health care facility to complete the clinical rotations of their educational training.

Revised Occupational Outlook

Employment of licensed practical nurses is projected to grow 5 percent, averaging 54,400 positions a year, from 2022 to 2032, faster than the average for all occupations. This is in response to the COVID-19 pandemic, increased demand for healthcare services, and an increasing geriatric population. In 2022, the number of actively employed LPNs was at its highest level since 2015 with 31.3% reporting their primary practice specialty was geriatric. Rapid employment growth is projected in most healthcare industries, with the best job opportunities occurring in nursing care facilities, community care facilities, hospitals, and home healthcare services. In addition to projected job growth, positions open as LPNs seek further education, pursue other occupations or retire.

Revised Educational Programs

Most practical nursing training programs typically take one year to complete and are commonly offered in technical schools and community colleges. A high school diploma or its equivalent is required for entry into the program. Practical Nursing programs include both classroom study and supervised clinical experience providing patient care. Classroom content covers basic nursing concepts and subjects related to patient care, including functions of the human body, terminology associated with healthcare, nutrition, pharmacology, medical-surgical nursing, pediatrics, obstetrics, mental health, community health, and leadership. Clinical experience is largely completed in a hospital but can also include long-term care and assisted living facilities, doctor offices, urgent care, hospice, correctional facilities, health departments, and school settings. LPNs must complete a state-approved training program in practical nursing to be eligible for licensure. Licensure must be maintained with the state Board of Nursing.

Revised Describe Actual Job/Career

Licensed practical nurses (LPNs) provide direct patient observation, care, and assistance in offices, hospitals, clinics, private homes, group homes, nursing homes, emergency treatment facilities, or other healthcare facilities including, but not limited to coronary care, intensive care, emergency treatment, surgical care and recovery, obstetrics, pediatrics, outpatient services, home health care, or other such areas of practice under the direction of physicians, dentists, podiatrists, and registered nurses. The nature of the direction and supervision required varies by State and job setting, but are not limited to the following in Georgia: participating in the assessment, planning, implementation, and evaluation of the delivery of health care services and other specialized tasks when appropriately trained and consistent with board rules and regulations; performing comfort and safety measures; administering treatments and medication; and participating in the management and supervision of unlicensed personnel in the delivery of patient care. Licensing required.

Revised Salary Trends

Hourly Salary: \$24.72

Salary Trend: \$51, 923.00

The median annual wages of licensed practical nurses were \$54,620 in May 2022. The lowest 10% earned \$40,490 and the highest 10% earned \$72,650. From 2020 to 2022, pretax wages increased 14%. In May 2022, the median annual wages for licensed practical nurses in the top industries in which they worked were as follows:

Nursing Care Facilities: \$58,440

Continuing Care and Assisted Living Facilities: \$56,830

Home Healthcare Services: \$56,370

General Medical/Surgical Hospitals: \$51,360

Offices of Physicians: \$49,660

Most licensed practical nurses work full time for an average of 8 hours or more during nights, weekends, and holidays.

References:

<https://www.bls.gov/oes/current/oes292061.htm#st>

<https://www.bls.gov/ooh/healthcare/licensed-practical-and-licensed-vocational-nurses.htm>

<https://www.salary.com/research/salary/benchmark/licensed-practical-nurse-salary/ga>

<https://law.justia.com/codes/georgia/2022/title-43/chapter-26/article-2/section-43-26-32/#:~:text=%E2%80%9CLicensed%20practical%20nurse%E2%80%9D%20means%20a,article%20to%20practice%20practical%20nursing.>

<https://bhw.hrsa.gov/data-research/projecting-health-workforce-supply-demand/technical-documentation/nursing>

[https://www.journalofnursingregulation.com/article/S2155-8256\(23\)00047-9/fulltext](https://www.journalofnursingregulation.com/article/S2155-8256(23)00047-9/fulltext)

Revised Occupational Analysis

Client Care Category (task in red new, numbers in red are just re- numbered in sequences)

Task Order	Task Description
1	Perform nursing skills.
2	Differentiate normal structure and function of all body systems.
3	Promote health management, maintenance, and prevention of illness.
4	Assess for and recognize pathological disorders of all body systems.
5	Provide nursing interventions for all pathological disorders of all body systems.
6	Provide holistic, culturally competent nursing care across the lifespan.
7	Evaluate client outcomes.
8	Document client care using medical terminology.
9	Collaborate as a member of the healthcare interprofessional team using oral and written communication.
10	Assimilate basic computer technology in healthcare.

Revised Program Outcomes

1. Provide competent, individualized, culturally appropriate, "evidence-based" care that incorporates the values, preferences, and needs of patients, families, and communities. (Patient Centered Care)
2. Utilize data to monitor and transform care outcomes while promoting the integration of improvement methods to continuously improve the quality and safety of healthcare systems. (Quality)
3. Make nursing judgments in practice, substantiated with evidence demonstrating effective use of technology and standardized practices that support safety and quality. (Safety)
4. Function competently in collaboration with interprofessional teams fostering open communication, mutual respect, and shared decision-making to provide quality care to patients, families, and communities. (Teamwork/Collaboration)
5. Utilize technology and information management as it relates to the quality and safety of patient care. (Informatics)

Revised Program Resources and Equipment

1. Alcohol
2. Alcohol prep pads
3. Ambu bag
4. Antiembolic stockings
5. Bandage scissors
6. Bandages, sterile/nonsterile, elastic
7. Bedding, mattress cover, sheet, fitted sheet, blanket, pillow, pillowcase, baby blanket
8. Bedpan
9. Bedside commode
10. Bedside/Overbed Table
11. Biohazard bags
12. Blood pressure cuff
13. Cane
14. Cleaning supplies, detergent, bleach, disinfectant wipes
15. Comb
16. Cotton tip applicators, sterile/nonsterile
17. Crutches
18. Culture tube

19. Cups for pills and liquids
20. Dentures
21. Denture cup
22. Diaper
23. Emesis basin
24. Face shields or goggles
25. Foley catheter kit
26. Fracture pan
27. Food tray and feeding supplies
28. Gait belt
29. Gauze, various sizes, sterile/nonsterile
30. Gloves, sterile/ nonsterile
31. Glucometer
32. Gowns, disposable and mannequin
33. Graduated cylinder
34. Hand sanitizer
35. Hand soap
36. Hemostats
37. Hospital bed
38. Hydrogen peroxide
39. Infant crib
40. Infant size bulb syringe
41. IV fluid bag
42. IV needles, various gauges
43. IV pole
44. IV pump
45. IV simulation hand or arm
46. IV standard tubing
47. KN95 masks
48. Laundry hamper
49. Male urinal
50. Mannequin male, female, pediatric and infant
51. Nasogastric tube
52. Nebulizer
53. Needles, various gauges for intradermal, subcutaneous, and intramuscular injections
54. Oxygen flow meter
55. Oxygen nasal cannula, nonrebreather, simple, and venti mask
56. Penlight
57. Percussion hammer
58. Razor
59. Restraints
60. Saline
61. Scales
62. Sharps containers
63. Shaving soap or cream
64. Simulated medication, ampule/ tablet/ capsule/ liquid/ single/multi-dose vial/ reconstitution/ pen
65. Specimen container
66. Stethoscope, standard and teaching
67. Straight catheter kit
68. Stretcher
69. Surgical masks
70. Syringes, various sizes, luerlok
71. Syringe needle, various sizes

- 72. Tape, various sizes and types
- 73. Thermometer sheaths/covers
- 74. Thermometers, rectal, oral, tympanic
- 75. Tongue blades, sterile/nonsterile
- 76. Toothbrush
- 77. Toothpaste
- 78. Tourniquet
- 79. Towels, full size, hand, wash cloths
- 80. Tracheostomy cannula
- 81. Tracheostomy care kit
- 82. Tracheostomy collar
- 83. Walker
- 84. Wash basin
- 85. Waste can
- 86. Wheelchair

Revised Program Curriculum

To address modifications specified in federal regulations and the precise language outlined in GBON rule 410.9.06 (5), TCSG proposes a 49-credit-hour certificate. This proposed certificate, as detailed in Table I - Proposed PN Certificate, aligns with all GBON requirements, encompassing (685) Theoretical and General Education Content and (485) clock hours of clinical practice. Upon reviewing the table, you will observe two contact hour columns: one for TCSG and another for GBON. This distinction arises because TCSG calculations utilize a (50 min hour) format across all areas (lecture, regular lab, and clinical), while GBON's clinical column is tabulated based on a (60 min) clock hour.

Course	Credit Hours	Contact Hours TCSG	Contact Hours GBON	Lecture	Regular Lab	Clinical
PNSG 1600 (Pharmacology)	3	85	85	250	4000	0
PNSG 1605 (Fundamentals)	6	156	141	1200	2100	4500
PNSG 1610 (Adult Health Nursing I)	6	157.5	145	1125	3000	3750
PNSG 1615 (Adult Health Nursing II)	6	157.5	145	1125	3000	3750
PNSG 1620 (Adult Health Nursing III)	6	157.5	145	1125	3000	3750
PNSG 1625 (Adult Health Nursing IV)	6	157.5	145	1125	3000	3750
PNSG 1630 (Mental Health Nursing)	4	105	100	750	3000	1500
PNSG 1635 (Maternal Nursing)	4	90	80	1500	0	3000
PNSG 1640 (Pediatric Nursing)	3	75	70	750	1500	1500
PNSG 1645(Practical Nursing Capstone)	5	126	114	1200	1500	3600
Grand Totals	49	1,267	1,170	10,150	24,100	29,100

Lecture + Lab + Embedded General Education Course -Contact Hours (685 Hours)
 10,150+ 24,100 =685

Clinical Contact Hours

29,100/50 = 582hrs.

29,100/60=485 hrs.

485 required by GBON (Clock Hours/60)*Old program:** 57 Credits/Clock hrs. 1410.**New program:** 49 Credits/Clock hrs. 1227.

General Education Content Areas	Hours	Courses with Content Threaded
Math	45	Pharmacology Course - PNSG 1600
English	45	PN Capstone Course - PNSG 1645
Anatomy & Physiology	80	20 hrs. per Adult Health (I-IV) PNSG 1610, PNSG 1615, PNSG 1620, and PNSG 1625.
Medical Terminology	40	5 hrs. per all PNSG Courses (except Pharmacology & Capstone) PNSG 1605, PNSG 1610, PNSG 1615, PNSG 1620, PNSG 1625, PNSG 1630, PNSG 1635, PNSG 1640.
Psychology	30	Mental Health Nursing Course- PNSG 1630.
Total: Gen. Ed./ Occ. Health Content -240 hours		

Clock per Credit hours: Old: 24.73/New 25.85.

In this proposal, the essential educational content mandated by the GBON rule 410-9-.06(5)(a) has been recognized as interwoven throughout the curriculum. To effectively allocate the hours within the course where the content is most prevalent, the following table is presented, outlining the distribution of these hours among the respective courses.

Apart from the table that illustrates the distribution of threaded content, we've also identified a sampling of additional objectives within the Standards to supplement each content area and course. It's important to note that this is merely a selection of content outlined in the course standards and doesn't encompass the content specified in the individual syllabi for each course.

PNSG 1600 – Pharmacology

- Compare and Contrast methods of metric and household measurements.
- Describe common units utilized in medications.
- Differentiate the relationship between methods of measurement.
- Perform computation of correct medication dosages.
- Perform calculations of I.V. fluid rate and intake.
- Demonstrate basic principles of intravenous therapy.
- Demonstrate correct administration of oral, parenteral, and percutaneous medication.

PNSG 1605 Fundamentals, PNSG 1610- Adult Health I, PNSG 1615- Adult Health II, PNSG 1620 -Adult Health III, and PNSG 1625 – Adult Health IV

- Define the roles, standards, and guidelines for the following agencies: Center for Disease Control and Prevention (CDC); Occupational Health and Safety Administration (OSHA); and Federal Drug Administration (FDA).
- Define blood/air-borne pathogens.
- Course Description: Topics include- medical terminology.
- Incorporate nursing observations and interventions related to each of the diagnostic studies and procedures associated with the [body] system.
- Recognize medications most commonly used in diagnosis, prevention, and treatment of disorders of the [body] system.

- Course Description: disorders and deviations from the normal state of health
- Individualize the nursing process with emphasis on assessment and client education as related to the [body] system.
- Determine the health management, maintenance, and prevention of pathological disorders as related to the [body] system.
- Interpret elements of fluid balance and electrolytes.
- Recognize pathological disorders of the [body] system.
- Differentiate the [body] system with respect to the life span.
- Assess the [body] system as applicable to special populations.

PNSG 1630- Mental Health Nursing

- Determine the health management, maintenance, and prevention of pathological disorders as related to the neurological system.
- Determine the health management, maintenance, and prevention of pathological disorders as related to the sensory system.
- Determine the health management, maintenance, and prevention of pathological disorders as related to mental health concerns.
- Prioritize the care for the individual with respect to mental health concerns.
- Differentiate mental health with respect to the lifespan.
- Assess mental health as applicable to special populations.
- Incorporate nursing observations and interventions related to each of the diagnostic studies and procedures associated with mental health concerns.
- Collaborate as a member of the healthcare inter-professional team in relation to mental health concerns.
- Anticipate the responsibility of the nurse and the methods of treatments related to mental health concerns.
- Select standard precautions as they relate to care of mental health concerns.
- Differentiate mental health with respect to life span.
- Adapt cultural competence as applicable to mental health.
- Assess mental health as applicable to special populations.

PNSG 1645- Nursing Capstone

- Establish why effective interpersonal and communication skills are essential to critical thinking.
- Demonstrate maintaining open lines of communication with clients, co-workers, physicians, and other health team members.
- Demonstrate constructive, private communication with team members on areas of concern.
- Demonstrate preparation of a resume utilizing professional format.
- Demonstrate writing a letter of application.
- Demonstrate completing an employment application package.
- Demonstrate preparation for an employment interview.
- Demonstrate writing a thank you letter.
- Demonstrate writing a letter of termination using correct procedures.
- Compare and contrast various learning styles.
- Integrate family members and significant others in client teaching.
- Integrate a multidisciplinary approach for implementing discharge planning and Client teaching.

Course Revisions

PNSG 1600 (Pharmacology)

Revised Course Description

Applies fundamental mathematical concepts and includes basic drug administration. Emphasizes critical thinking skills and introduces pharmacological classes. Topics include systems of measurement, calculating drug problems, resource materials usage, fundamental pharmacology, administering medications in a simulated clinical environment, principles of IV therapy techniques, and client education. After this pharmacology course, students will have completed a minimum of 85 lecture/lab (4250/50min) hours.

Revised Course Length – PNSG 1600

	Lecture Contact Time	Regular Lab Type	Regular Lab Contact Time	Other Lab Type	Other Lab Contact Time	Total Contact Hrs.
Contact Hrs. per Week	0.333 (1hrs)	Clinical Lab	5.333 0 hrs		3 hrs.	5.666 hrs. 4 hrs.
Contact Min/Hrs per Semester	250 min 750 min		4000 min		2250min	85 hrs. 60 hrs.

Combined Course	Lecture Credit Hours	Lab Credit Hours	Clinical Credit hours	Total Credit Hours
Semester Credit Hours	0.333 1hrs.	2.66	1 hrs	3hrs. 2 hrs.

Revised Learning Outcomes -Previous PNSG 2010 Pharmacology Nursing to PNSG 1600 (Pharmacology)

Revised Learning Outcomes	Deleted Learning Outcomes	Added Learning Outcomes
Course description- added introduces pharmacological classes.		
Competency 4: #2- "pharmaceutical drugs"		
Competency 6: #3- "medication administration"		
Competency 6: #4- "medication administration"		

Revised Course Content

- Combines lecture and lab.
- 85 contact hours an increase.
- Focused on drug calculations, basic mathematical skills associated with the calculation of drugs, and medication classes.
- Medications are covered in Adult Health, Maternal, Pediatrics, and Mental Health courses.
- Hands-on skill checks.

PNSG 1605 (Fundamentals)

Revised Course Description

An introduction to the nursing process and clinical practice, normal body system function, and terminology related to healthcare. Topics include nursing as a profession; scope of practice; ethics and law; client care which is defined as using the nursing process, using critical thinking, and providing client education and includes principles and skills of nursing practice, documentation, history taking, and an introduction to structure, function, terminology associated with healthcare, and physical assessment of body systems; customer/client relationships; standard precautions; activities of daily living; infection control/ blood-borne/ airborne pathogens; hygiene and personal care; mobility and

biomechanics; fluid and electrolytes; oxygen care; and perioperative care. At the end of the course, students will have completed a minimum of 66 lecture/lab (3300/50min) hours and 75 clinical (4500/60min) hours.

Revised Course Length –PNSG 1605 Combined ~~Didactic & Clinical~~

	Lecture Contact Time	Regular Lab Type	Regular Lab Contact Time	Other Lab Type	Other Lab Contact Time	Total Contact Hrs.
Contact Hrs. per Week	1.6 hrs. (3hrs.)	Clinical Lab	8.8 hrs. 2 hrs.	N/A	6 hrs.	10.4 hrs. 11 hrs.
Contact Min/Hrs per Semester	1200 min 2250 min		6600 min 1500 min		4500min	156 hrs. 165hrs.

Revised Course Length – Clinical added above under regular lab.

	Lecture Contact Time	Regular Lab Type	Regular Lab Contact Time	Other Lab Type	Other Lab Contact Time	Total Contact Hrs.
Contact Hrs. per Week	0	N/A	0	Clinical	6hrs	6hrs
Contact Min/Hrs per Semester	0		0		4500	90hrs

Combined Course	Lecture Credit Hours	Lab Credit Hours	Clinical Credit hours	Total Credit Hours
Semester Credit Hours	1.6 hrs. 3 hrs.	4.4hrs. 3 hrs.	2 hrs	6hrs. 6 hrs.

Revised Learning Outcomes- Previous PNSG 2030 & 2035 now PNSG 1605- (Fundamentals)

Revised Learning Outcomes	Deleted Learning Outcomes	Added Learning Outcomes
Course description- removed basic life support		Perform history-taking skills.
		Perform patient assessments.
		Implement the nursing process.
		Implement critical thinking.
		Demonstrate techniques to promote health management and maintenance and prevention of illness.
		Perform nursing care with respect to activities of daily living.
		Demonstrate appropriate documentation.
		Implement client education.
		Develop approaches for caring for the individual as a whole.
		Demonstrate the nursing process with emphasis on assessment and client education.
		Perform standard precautions.
		Relate clinically relevant care for individuals with respect to the life span.
		Display cultural competence and maintain patient confidentiality.

Revised Course Content

- Combines lecture and clinical.
- 156 contact hours.
- 75 clinical hours (60min conversion).
- Hands-on skill checks remain in Fundamentals but are removed from new Adult Health courses.
- Terminology associated with healthcare threaded through the course.

PNSG 1610 (Adult Health Nursing I)

Revised Course Description

Focuses on client care and clinical client care including using the nursing process, performing assessments, developing critical thinking, engaging in client education, and displaying cultural competence in the adult population and with attention to special populations. Lecture/lab topics include terminology associated with healthcare, structure and function of body systems, health management and maintenance; prevention of illness; care of the individual as a whole; immunology; as well as pathological diseases, disorders, and deviations from the normal state of health, client care, treatment, pharmacology, nutrition and standard precautions concerning the cardiovascular, respiratory, and hematological and immunological systems. Clinical topics include but are not limited to hygiene and personal care; mobility and biomechanics; fluid and electrolytes; oxygen care; perioperative care; immunology; mental health; and oncology, and standard precautions about cardiovascular, hematological, immunological, respiratory, neurological, sensory, musculoskeletal, endocrine, gastrointestinal, urinary, integumentary and reproductive systems. This course contains lectures and regular lab 4125/50 =82.5 hours and clinical has 3750/60 =62.5 hours.

Revised Course Length –PNSG 1610 Combined Didactic & Clinical

	Lecture Contact Time	Regular Lab Type	Regular Lab Contact Time	Other Lab Type	Other Lab Contact Time	Total Contact Hrs.
Contact Hrs. per Week	1.5 hrs. (3hrs.)	Clinical Lab	9 hrs. 2 hrs.	N/A	6 hrs.	10.5 hrs. 5 hrs.
Contact Min/Hrs per Semester	1125 min 2250 min		6750 min 1500 min		4500min	158 hrs. 75 hrs.

Revised Course Length – Clinical added above under regular lab.

	Lecture Contact Time	Regular Lab Type	Regular Lab Contact Time	Other Lab Type	Other Lab Contact Time	Total Contact Hrs.
Contact Hrs. per Week	0	N/A	0	Clinical	6 hrs	6 hrs
Contact Min/Hrs per Semester	0		0		4500	90hrs

Combined Course	Lecture Credit Hours	Lab Credit Hours	Clinical Credit hours	Total Credit Hours
Semester Credit Hours	1.5 hrs. 3 hrs.	4.5hrs. 1 hrs.	2 hrs	6hrs. 6 hrs.

Revised Learning Outcomes- Previous PNSG 2200 Med-Surg to PNSG 1610 (Adult Health Nursing I)

Revised Learning Outcomes	Deleted Learning Outcomes	Added Learning Outcomes
Renamed Competency 4 to Competency 5.	Competency 1: #12- Adapt cultural competence as applicable to the cardiovascular system.	Added Competency #4: Nursing Care Associated with the Adult Population
Competency 1: #11- Differentiate the cardiovascular system with respect to the adult population.	Competency 2: #12- Adapt cultural competence as applicable to the respiratory system.	Competency 4: #1- Adapt cultural competence as applicable to the adult population.
Competency 2: #11- Differentiate the respiratory system with respect to the adult population.	Competency 3: #12- Adapt cultural competence as applicable to the hematological and immunological system.	Competency 4: #2- Anticipate dietary management for the prevention and treatment of disorders in the adult population.
Competency 3: #11- Differentiate the hematological and immunological system with respect to the adult population.	Competency 1: #9- Anticipate dietary management in the prevention and treatment of cardiovascular disorders.	Competency 4: #3- Prioritize the care for the adult individual as a whole.
Competency 1 #3 was renumbered to #2.	Competency 2: #9- Anticipate dietary management in the prevention and treatment of respiratory disorders.	Competency 4: #4- Collaborate as a member of the healthcare interprofessional team in relation to the adult individual.
Competency 1 #4 was renumbered to #3.	Competency 2: #9- Anticipate dietary management in the prevention and treatment of hematological and immunological disorders.	Competency 4: #5- Select standard precautions as related to care of the adult individual.
Competency 1 #5 was renumbered to #4.	Competency 1: #2- Prioritize the care for the individual as a whole with respect to the cardiovascular system.	Competency 4: #6- Interpret elements of fluid balance and electrolytes.
Competency 1 #7 was renumbered to #5.	Competency 2: #2- Prioritize the care for the individual as a whole with respect to the respiratory system.	
Competency 1 #8 was renumbered to #6.	Competency 3: #2- Prioritize the care for the individual as a whole with respect to the hematological and immunological system.	
Competency 1 #11 was renumbered to #7.	Competency 1: #6- Collaborate as a member of the health care inter-professional team in relation to the cardiovascular system.	
Competency 1 #13 was renumbered to #8.	Competency 2: #6- Collaborate as a member of the health care inter-professional team in relation to the respiratory system.	
Competency 2 #3 was renumbered to #2.	Competency 3: #6- Collaborate as a member of the health care inter-professional team in relation to the hematological and immunological system.	

Competency 2 #4 was renumbered to #3.	Competency 1: #10- Select standard precautions as related to care of the cardiovascular system.	
Competency 2 #5 was renumbered to #4.	Competency 2: #10- Select standard precautions as related to care of the respiratory system.	
Competency 2 #7 was renumbered to #5.	Competency 3: #10- Select standard precautions as related to care of the hematological and immunological system.	
Competency 2 #8 was renumbered to #6.	Competency 1: #14- Interpret elements of fluid balance and electrolytes.	
Competency 2 #11 was renumbered to #7.	Competency 2: #14- Interpret elements of fluid balance and electrolytes.	
Competency 2 #13 was renumbered to #8.	Competency 3: #14- Interpret elements of fluid balance and electrolytes.	
Competency 3 #3 was renumbered to #2.		
Competency 3 #4 was renumbered to #3.		
Competency 3 #5 was renumbered to #4.		
Competency 3 #7 was renumbered to #5.		
Competency 3 #8 was renumbered to #6.		
Competency 3 #11 was renumbered to #7.		
Competency 3 #13 was renumbered to #8.		

Revised Course Content

- Combines lecture and clinical.
- Renamed from Medial Surgical to Adult Health as only Adult Topics covered now.
- Reproductive, Pediatric, and Mental Health content removed.
- All four Adult Health Courses have the same contact/credit hour ratio of 157.5 contact hours per TCSG calculation with (4125/50=82.5 Lecture/Regular Lab Time and 3750/50=75 clinical hours, and acceptable by GBON is 3750/60 = 62.5 clinical hours.
- Terminology associated with healthcare threaded throughout all four adult courses.
- Function of the human body threaded throughout all four courses.

PNSG 1615 (Adult Health Nursing II)

Revised Course Description

Focuses on client care and clinical client care including using the nursing process, performing assessments, developing critical thinking, engaging in client education, and displaying cultural competence in the adult population and with attention to special populations. Lecture/lab topics include functions of the human body, terminology associated with healthcare, health management and maintenance; prevention of illness; care of the individual as a whole; immunology; as well as pathological diseases, disorders, and deviations from the normal state of health, client care, treatment, pharmacology, nutrition and standard precautions with regard to the endocrine, gastrointestinal, and urinary systems. Clinical topics include but are not limited to hygiene and personal care; mobility and biomechanics; fluid and electrolytes; oxygen care; perioperative care; immunology; mental health; and oncology, and standard precautions concerning cardiovascular, hematological, immunological, respiratory, neurological, sensory,

musculoskeletal, endocrine, gastrointestinal, urinary, integumentary and reproductive systems. After this adult health course, students will have completed a minimum of $4125/50= 82.5$ lecture/lab contact hours and $3750/60=62.5$ clinical hour

Revised Course Length – PNSG 1615-Combined Didactic & Clinical.

	Lecture Contact Time	Regular Lab Type	Regular Lab Contact Time	Other Lab Type	Other Lab Contact Time	Total Contact Hrs.
Contact Hrs. per Week	1.5 hrs. (3hrs.)	Clinical Lab	9 hrs. 2 hrs.	N/A	6 hrs.	10.5 hrs. 5 hrs.
Contact Min/Hrs per Semester	1125 min 2250 min		6750 min 1500 min		4500min	158 hrs. 75 hrs.

Revised Course Length – Clinical added above under regular lab.

	Lecture Contact Time	Regular Lab Type	Regular Lab Contact Time	Other Lab Type	Other Lab Contact Time	Total Contact Hrs.
Contact Hrs. per Week	0	N/A	0.	Clinical	6hrs	6hrs
Contact Min/Hrs per Semester	0		0		4500	90hrs

Combined Course	Lecture Credit Hours	Lab Credit Hours	Clinical Credit hours	Total Credit Hours
Semester Credit Hours	1.5 hrs. 3 hrs.	4.5hrs. 1 hrs.	2 hrs	6hrs. 6 hrs.

Revised Learning Outcomes – Previous PNSG 2220 Med-Surg I to PNSG 1615 (Adult Health Nursing II)

Revised Learning Outcomes	Deleted Learning Outcomes	Added Learning Outcomes
Renamed Competency 4 to Competency 5.	Competency 1: #12- Adapt cultural competence as applicable to the endocrine system.	Added Competency #4: Nursing Care Associated with the Adult Population
Competency 1: #11- Differentiate the endocrine system with respect to the adult population.	Competency 2: #12- Adapt cultural competence as applicable to the gastrointestinal system.	Competency 4: #1- Adapt cultural competence as applicable to the adult population.
Competency 2: #11- Differentiate the gastrointestinal system with respect to the adult population.	Competency 3: #12- Adapt cultural competence as applicable to the urinary system.	Competency 4: #2- Anticipate dietary management for the prevention and treatment of disorders in the adult population.
Competency 3: #11- Differentiate the hematological and immunological system with respect to the adult population.	Competency 1: #9- Anticipate dietary management in the prevention and treatment of endocrine disorders.	Competency 4: #3- Prioritize the care for the adult individual as a whole.
Competency 1 #3 was renumbered to #2.	Competency 2: #9- Anticipate dietary management in the prevention and treatment of gastrointestinal disorders.	Competency 4: #4- Collaborate as a member of the healthcare interprofessional team in relation to the adult individual.

Competency 1 #4 was renumbered to #3.	Competency 3: #9- Anticipate dietary management in the prevention and treatment of urinary disorders.	Competency 4: #5- Select standard precautions as related to care of the adult individual.
Competency 1 #5 was renumbered to #4.	Competency 1: #2- Prioritize the care for the individual as a whole with respect to the endocrine system.	Competency 4: #6- Interpret elements of fluid balance and electrolytes.
Competency 1 #7 was renumbered to #5.	Competency 2: #2- Prioritize the care for the individual as a whole with respect to the gastrointestinal system.	
Competency 1 #8 was renumbered to #6.	Competency 3: #2- Prioritize the care for the individual as a whole with respect to the urinary system.	
Competency 1 #11 was renumbered to #7.	Competency 1: #6- Collaborate as a member of the health care inter-professional team in relation to the endocrine system.	
Competency 1 #13 was renumbered to #8.	Competency 2: #6- Collaborate as a member of the health care inter-professional team in relation to the gastrointestinal system.	
Competency 2 #3 was renumbered to #2.	Competency 3: #6- Collaborate as a member of the health care inter-professional team in relation to the urinary system.	
Competency 2 #4 was renumbered to #3.	Competency 1: #10- Select standard precautions as related to care of the endocrine system.	
Competency 2 #5 was renumbered to #4.	Competency 2: #10- Select standard precautions as related to care of the gastrointestinal system.	
Competency 2 #7 was renumbered to #5.	Competency 3: #10- Select standard precautions as related to care of the urinary system.	
Competency 2 #8 was renumbered to #6.	Competency 1: #14- Interpret elements of fluid balance and electrolytes.	
Competency 2 #11 was renumbered to #7.	Competency 2: #14- Interpret elements of fluid balance and electrolytes.	
Competency 2 #13 was renumbered to #8.	Competency 3: #14- Interpret elements of fluid balance and electrolytes.	
Competency 3 #3 was renumbered to #2.		
Competency 3 #4 was renumbered to #3.		
Competency 3 #5 was renumbered to #4.		
Competency 3 #7 was renumbered to #5.		
Competency 3 #8 was renumbered to #6.		
Competency 3 #11 was renumbered to #7.		

Competency 3 #13 was renumbered to #8.		
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Revised Course Content

- Combines lecture and clinical.
- Renamed from Medial Surgical to Adult Health as only Adult Topics covered now.
- Reproductive, Pediatric, and Mental Health content removed.
- All four Adult Health Courses have the same contact/credit hour ratio of 157.5 contact hours per TCSG calculation with (4125/50=82.5 Lecture/Regular Lab Time and 3750/50=75 clinical hours, and acceptable by GBON is 3750/60 = 62.5 clinical hours.
- Terminology associated with healthcare threaded throughout all four adult courses.
- Function of the human body threaded throughout all four courses.

PNSG 1620 (Adult Health Nursing III)

Revised Course Description

Focuses on client care and clinical client care including using the nursing process, performing assessments, developing critical thinking, engaging in client education, and displaying cultural competence in the adult population and with attention to special populations. Lecture/lab topics include functions of the human body, terminology associated with healthcare, health management and maintenance; prevention of illness; care of the individual as a whole; immunology; as well as pathological diseases, disorders, and deviations from the normal state of health, client care, treatment, pharmacology, nutrition and standard precautions with regard to the neurological and sensory systems, disaster preparedness, emergency response, triage, and bioterrorism. Clinical topics include but are not limited to hygiene and personal care; mobility and biomechanics; fluid and electrolytes; oxygen care; perioperative care; immunology; mental health; and oncology, and standard precautions concerning cardiovascular, hematological, immunological, respiratory, neurological, sensory, musculoskeletal, endocrine, gastrointestinal, urinary, integumentary and reproductive systems. After this adult health course, students will have completed a minimum of 4125/50= 82.5 lecture/lab contact hours and 3750/60=62.5 clinical hours.

Revised Course Length – PNSG 1620- Combined Didactic & Clinical

	Lecture Contact Time	Regular Lab Type	Regular Lab Contact Time	Other Lab Type	Other Lab Contact Time	Total Contact Hrs.
Contact Hrs. per Week	1.5 hrs. (3 hrs.)	Clinical Lab	9 hrs. 2 hrs.	N/A	6 hrs.	10.5 hrs. 5 hrs.
Contact Min/Hrs per Semester	1125 min 2250		6750 min 1500 min		4500min	158 hrs. 165 hrs.

Revised Course Length – Clinical added above under regular lab.

	Lecture Contact Time	Regular Lab Type	Regular Lab Contact Time	Other Lab Type	Other Lab Contact Time	Total Contact Hrs.
Contact Hrs. per Week	0	N/A	0	Clinical	6 hrs	6 hrs
Contact Min/Hrs per Semester	0		0		4500	90hrs

Combined Course	Lecture Credit Hours	Lab Credit Hours	Clinical Credit hours	Total Credit Hours

Semester Credit Hours	1.5 hrs. 3 hrs.	4.5hrs. 1 hrs.	2 hrs	6hrs. 6 hrs.
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Revised Learning Outcomes- Previous PNSG 2230 Med-Surg III to PNSG 1620 (Adult Health Nursing III)

Revised Learning Outcomes	Deleted Learning Outcomes	Added Learning Outcomes
Competency 3 was renumbered to Competency 2: Nursing Care Associated with the Sensory System.	Competency 1: #12- Adapt cultural competence as applicable to the neurological system.	Added Competency #4: Nursing Care Associated with the Adult Population
Renumbered Competency 4 to Competency 5: Clinically Based Nursing Care Related to the Adult Population	Competency 2: Nursing Care Associated with the Musculoskeletal System.	Competency 4: #1- Adapt cultural competence as applicable to the adult population.
Competency 1: #3 Recognize pathological disorders of the neurological system renumbered to #2.	Competency 2: #8- Adapt cultural competence as applicable to sensory concerns.	Competency 4: #2- Anticipate dietary management for the prevention and treatment of disorders in the adult population.
Competency 2: #3 Recognize pathological disorders of the sensory system renumbered to #2.	Competency 1: #9- Anticipate dietary management in the prevention and treatment of neurological disorders.	Competency 4: #3- Prioritize the care for the adult individual as a whole.
Renumbered competency 1: #4 to #3.	Competency 1: #2- Prioritize the care for the individual as a whole with respect to the neurological system.	Competency 4: #4- Collaborate as a member of the healthcare interprofessional team in relation to the adult individual.
Renumbered competency 2: #4 to #3.	Competency 1: #6- Collaborate as a member of the health care interprofessional team in relation to the neurological system.	Competency 4: #5- Select standard precautions as related to the care of the adult individual.
Renumbered competency 1: #5 to #4.	Competency 1: #10- Select standard precautions as related to care of the neurological system.	Competency 4: #6- Interpret elements of fluid balance and electrolytes.
Renumbered competency 2: #5 to #4.	Competency 1: #14- Interpret elements of fluid balance and electrolytes.	Added Competency 3 to Emergency and Disaster Nursing Care.
Renumbered competency 1: #7 to #5.	Competency #2 and 3: 10- Integrate basic computer technology in healthcare.	Competency 3: #1- Apply common terminology used within disaster planning and emergency management.
Renumbered competency 2: #7 to #5.	Competency 2: #9- Anticipate dietary management in the prevention and treatment of sensory disorders.	Competency 3: #2- Identify the roles and responsibilities of staff members in an emergency response.
Renumbered competency 1: #8 to #6.	Competency 2: #2- Prioritize the care for the individual as a whole with respect to the sensory system.	Competency 3: #3- Discuss ethical decision-making in emergency care situations including disasters and episodes of bioterrorism.
Renumbered competency 2: #8 to #6.	Competency 2: #6- Collaborate as a member of the health care inter-	Competency 3: #4- Discuss effective collaboration techniques with members of the interdisciplinary

	professional team in relation to the sensory system.	team in caring for patients in emergency care situations including disasters and episodes of bioterrorism.
Renumbered competency 1: #11 to #7.	Competency 2: #10- Select standard precautions as related to care of the sensory system.	Competency 3: #5- Define the different agencies and levels of disaster management in the United States.
Renumbered competency 2: #11 to #7.	Competency 2: #14- Interpret elements of fluid balance and electrolytes.	Competency 3: #6- Evaluate approaches for assessing and preventing environmental hazards that pose risks to human health and the environment including surveillance, mass immunization and public information campaigns.
Renumbered competency 1: #13 to #8.		Competency 3: #7- Discuss the pathophysiology, assessment, and collaborative care of select environmental emergencies, including hyperthermia, hypothermia, submersion injury, and animal bites.
Renumbered competency 2: #13 to #8.		Added Competency 6: Clinically based nursing care associated with emergency and disaster response
		Competency 6: #1- Utilize a focused assessment to identify the difference between urgent and emergent patient priorities.
		Competency 6: #2- Use evidence-based principles and scientific knowledge for critical evaluation and decision-making in emergency and disaster response.
		Competency 6: #3- Demonstrate competence in caring for individuals experiencing emergency, disaster, or bioterrorism events.

Revised Course Content

- Combines lecture and clinical.
- Renamed from Medial Surgical to Adult Health as only Adult Topics covered now.
- Reproductive, Pediatric, and Mental Health content removed.
- All four Adult Health Courses have the same contact/credit hour ratio of 157.5 contact hours per TCSG calculation with $(4125/50=82.5$ Lecture/Regular Lab Time and $3750/50=75$ clinical hours, and acceptable by GBON is $3750/60 = 62.5$ clinical hours.
- Terminology associated with healthcare threaded throughout all four adult courses.
- Function of the human body threaded throughout all four courses.

PNSG 1625 (Adult Health Nursing IV)

Revised Course Description

Focuses on client care and clinical client care including using the nursing process, performing assessments, developing critical thinking, engaging in client education, and displaying cultural competence in the adult population and with attention to special populations. Lecture/lab topics include functions of the human body, terminology associated with healthcare, health management and maintenance; prevention of illness; care of the individual as a whole; immunology; as well as pathological diseases, disorders, and deviations from the normal state of health, client care, treatment, pharmacology, nutrition and standard precautions with regard to the integumentary and musculoskeletal systems and oncology. Clinical topics include but are not limited to hygiene and personal care; mobility and biomechanics; fluid and electrolytes; oxygen care; perioperative care; immunology; mental health; and oncology, and standard precautions with regard to cardiovascular, hematological, immunological, respiratory, neurological, sensory, musculoskeletal, endocrine, gastrointestinal, urinary, integumentary and reproductive systems. After this adult health course, students will have completed a minimum of $4125/50=82.5$ lecture/lab contact hours and $3750/60=62.5$ clinical hours.

Revised Course Length – Combined Didactic & Clinical

	Lecture Contact Time	Regular Lab Type	Regular Lab Contact Time	Other Lab Type	Other Lab Contact Time	Total Contact Hrs.
Contact Hrs. per Week	1.5 hrs. (3hrs.)	Clinical Lab	9 hrs. 2 hrs.	N/A	6 hrs.	10.5 hrs. 5 hrs.
Contact Min/Hrs per Semester	1125 min 2250 min		6750 min 1500 min		4500min	158 hrs. 75 hrs.

Revised Course Length – Clinical added above under regular lab.

	Lecture Contact Time	Regular Lab Type	Regular Lab Contact Time	Other Lab Type	Other Lab Contact Time	Total Contact Hrs.
Contact Hrs. per Week	0	N/A	0.	Clinical	6hrs	6hrs
Contact Min/Hrs per Semester	0		0		4500	90hrs

Combined Course	Lecture Credit Hours	Lab Credit Hours	Clinical Credit hours	Total Credit Hours
Semester Credit Hours	1.5 hrs. 3 hrs.	4.5hrs. 1 hrs.	2 hrs	6hrs. 6 hrs.

Revised Learning Outcomes-PNSG 2240 Med-Surg IV to PNSG 1625 (Adult Health Nursing IV)

Revised Learning Outcomes	Deleted Learning Outcomes	Added Learning Outcomes
Renamed Competency 4 to Competency 5: Clinically based Nursing Care Related to the Adult Population	Competency 1: #12- Adapt cultural competence as applicable to the integumentary system.	Added Competency #4: Nursing Care Associated with the Adult Population
Renamed Competency 2 to Competency 3: Nursing Care Associated with Oncology.	Competency 2: #8- Adapt cultural competence as applicable to oncology concerns.	Competency 4: #1- Adapt cultural competence as applicable to the adult population.
Renumbered Competency 1: Nursing Care Associated with the Integumentary System.	Competency 1: #9- Anticipate dietary management in the prevention and treatment of integumentary disorders.	Competency 4: #2- Anticipate dietary management for the prevention and treatment of disorders in the adult population.

Renumbered Competency #2: Nursing Care Associated with the Musculoskeletal System	Competency 1: #2- Prioritize the care for the individual as a whole with respect to the integumentary system.	Competency 4: #3- Prioritize the care for the adult individual as a whole.
	Competency 1: #6- Collaborate as a member of the health care inter-professional team in relation to the integumentary system.	Competency 4: #4- Collaborate as a member of the healthcare interprofessional team in relation to the adult individual.
	Competency 1: #10- Select standard precautions as related to care of the integumentary system.	Competency 4: #5- Select standard precautions as related to care of the adult individual.
	Competency 1: #14- Interpret elements of fluid balance and electrolytes.	Competency 4: #6- Interpret elements of fluid balance and electrolytes.
	Competency #3: 10- Integrate basic computer technology in healthcare.	

Revised Course Content

- Combines lecture and clinical.
- Renamed from Medial Surgical to Adult Health as only Adult Topics covered now.
- Reproductive, Pediatric, and Mental Health content removed.
- All four Adult Health Courses have the same contact/credit hour ratio of 157.5 contact hours per TCSG calculation with $(4125/50=82.5)$ Lecture/Regular Lab Time and $3750/50=75$ clinical hours, and acceptable by GBON is $3750/60 = 62.5$ clinical hours.
- Terminology associated with healthcare threaded throughout all four adult courses.
- Function of the human body threaded throughout all four courses.

PNSG 1630 (Mental Health Nursing)

Revised Course Description

Presents concepts within the field of mental health nursing and their application to everyday human behavior, thinking, emotion, and communication. Focuses on health management and maintenance and the prevention of illness, care of the mental health patient as a whole, and deviations from the normal state of health. Emphasis is placed on students' understanding of mental health principles and their application within the context of family, work, and social interactions. Topics include an overview of psychological disorders and their treatments; terminology associated with health care, stress, and health; health management and maintenance and prevention of illness; care of the mental health patient as a whole, and deviations from the normal state of health in the mental health client; client care, pharmacology, and diet therapy of the mental health client; and standard precautions. The definition of client care includes using the nursing process, performing assessments, using critical thinking, providing client education, displaying cultural competence across the life span, and with attention to special populations. At completion of this mental health course, students will have completed a minimum of 75 (3750/50) lecture contact hours and 25 (1500/60) clock hours of mental health-related clinical experience.

Revised Course Length – The hours below were removed from Previous Medical-Surgical Classes PNSG 2230 & 2330- and placed into a Mental Health PNSG 1630, which is why there is no comparison data listed under the current numbers.

	Lecture Contact Time	Regular Lab Type	Regular Lab Contact Time	Other Lab Type	Other Lab Contact Time	Total Contact Hrs.
Contact Hrs. per Week	1 hr.	Clinical	6 hrs.	N/A		7 hrs.
Contact Min/Hrs per Semester	750 min		4500 min			105 hrs.

Combined Course	Lecture Credit Hours	Lab Credit Hours	Clinical Credit hours	Total Credit Hours
Semester Credit Hours	1 hr.	3 hrs.		4 hrs.

Revised Learning Outcomes-PNSG 2230 Medical-Surgical Nursing III to PNSG 1630 (Mental Health Nursing)

Revised Learning Outcomes	Deleted Learning Outcomes	Added Learning Outcomes
Course description	Competency 1: Nursing Care Associated with the Neurological System	PNSG 2330 - Medical-Surgical Nursing Clinical III (version 201003L)- Competency 10- Clinically-based Nursing Care Associated with Mental Health Concerns
	Competency 2: Nursing Care Associated with the Sensory System	Competency # 2: 13. Review how psychological, biological, social, and cultural factors influence mental processes and behavior.
	Competency 4: Nursing Care Associated with the Musculoskeletal System	Competency # 2: 14. Apply psychological principles to everyday life.
		Competency # 2: 15. Identify appropriate, logical, and objective conclusions about behavior and mental processes.

Revised Course Content – PNSG 1630- Mental Health

- Combines lecture and clinical.
- 3750/50 =75 lecture/lab and 1500/60=25 clinical hours
- Topics involving psychological health care issues threaded throughout the course.
- Terminology associated with healthcare threaded throughout the course.

PNSG 1635 (Maternal Nursing)

Revised Course Description

Focuses on maternal and newborn patient care aspects of health management and maintenance and prevention of illness, care of the individual as a whole, and deviations from the normal state of health. The definition of client care includes using the nursing process, performing assessments, using critical thinking, providing client education, displaying cultural competence across the life span, and with attention to special populations. Topics include the function of the human body systems, terminology associated with healthcare, health management and maintenance and prevention of illness; care of the individual as a whole; and deviations from the normal state of health in the reproductive system, pathological and nonpathological concerns in obstetric clients, and the newborn; client care, treatment, pharmacology, medication administration, and diet therapy related to the reproductive system, obstetric clients, and the newborn, and standard precautions. After this maternity course, students will have completed a minimum of 1500/50 (30) lecture and lab contact hours and 3000/60 (50) clock hours of reproductive, maternity, and newborn-related clinical experience.

Revised Course Length – Combined Didactic & Clinical

	Lecture Contact Time	Regular Lab Type	Regular Lab Contact Time	Other Lab Type	Other Lab Contact Time	Total Contact Hrs.

Contact Hrs. per Week	2 hrs (3hrs.)	Clinical Lab	4 hrs. 0	N/A	3 hrs	6 hrs. 3 hrs.
Contact Min/Hrs per Semester	1500 min 2250 min		3000 min		2250 min	90 hrs. 90 hrs.

Revised Course Length – Clinical added above under regular lab.

	Lecture Contact Time	Regular Lab Type	Regular Lab Contact Time	Other Lab Type	Other Lab Contact Time	Total Contact Hrs.
Contact Hrs. per Week	0	N/A	0.	Clinical	3hrs	6hrs
Contact Min/Hrs per Semester	0		0		2250	45hrs

Combined Course	Lecture Credit Hours	Lab Credit Hours	Clinical Credit hours	Total Credit Hours
Semester Credit Hours	2 hrs. 3 hrs.	2 hrs.	1 hrs	4 hrs. 4 hrs.

Revised Learning Outcomes-PNSG 2130 Maternal Nursing to PNSG 1635 (Maternal Nursing)

Revised Learning Outcomes	Deleted Learning Outcomes	Added Learning Outcomes
		Competency #1: Nursing Care of the Reproductive System- #10: Discuss cultural competence as applicable to reproductive client concerns.
		Competency #1: Nursing Care of the Reproductive System- #11: Discuss reproductive client concerns as applicable to special populations.
		Competency #2: Nursing Care of the Obstetric Client- #10: Discuss cultural competence as applicable to obstetric client concerns.
		Competency #2: Nursing Care of the Obstetric Client- #11: Discuss obstetric client concerns as applicable to special populations.
		Competency #3: Nursing Care of the Newborn Client- #10: Discuss cultural competence as applicable to newborn client concerns.
		Competency #3: Nursing Care of the Newborn Client- #11: Discuss newborn client concerns as applicable to special populations.
		PNSG 2132 Obstetric Nursing Practicum Competency #1, became competency #4
		PNSG 2132 Obstetric Nursing Practicum Competency #2, became competency #5
		PNSG 2132 Obstetric Nursing Practicum Competency #3, became competency #6
		Competency #4: Nursing Care of the Reproductive System- #10: Display cultural competence as applicable to reproductive client.

		Competency #5: Nursing Care of the Obstetric Client- #10: Display cultural competence as applicable to obstetric client.
		Competency #6: Nursing Care of the Newborn Client- #10: Display cultural competence as applicable to newborn client.
		Competency #4: Nursing Care of the Reproductive System- #11: Demonstrate clinically relevant care for individuals related to reproductive client as applicable to special populations.
		Competency #5: Nursing Care of the Obstetric Client- #11: Demonstrate clinically relevant care for individuals related to obstetric client as applicable to special populations.
		Competency #6: Nursing Care of the Newborn Client- #11: Demonstrate clinically relevant care for individuals related to newborn client as applicable to special populations.

Revised Course Content

- Combines lecture and clinical.
- 90 contact hours and 50 Clinical hours
- Reproductive content removed from Med-Surg Standards and placed into Maternal Nursing
- Terminology associated with health care threaded in the course.
- Simulation can be used for Pediatric /Maternity -Practical nursing education programs may substitute clinical simulation for not more than 75% of the clinical clock hours required in the study of obstetrics and pediatrics only.

PNSG 1640 (Pediatric Nursing)

Revised Course Description

Focuses on health management and maintenance and the prevention of illness, care of the child as a whole, and deviations from the normal state of health. The definition of client care includes using the nursing process, performing assessments, using critical thinking, and providing client education. Topics include health management and maintenance and prevention of illness, care of the child as a whole, and deviations from the normal state of health in the pediatric client; client, care, treatments, pharmacology, and diet therapy of the pediatric client; growth and development; functions of the human body, terminology associated with healthcare, and standard precautions. After this pediatric course, students will have completed a minimum of 45 (2250/50) lecture/lab contact hours and 25 (1500/60) clock hours of pediatric-related clinical experience.

Revised Course Length – Combined Didactic & Clinical

The hours below were removed from all four previous Medical-Surgical Classes PNSG 2210,2120,2230,2240 as this content was taught across the life span- and placed into a Pediatric Nursing PNSG 1640. The last time this course was taught as a standalone was in 2010.

	Lecture Contact Time	Regular Lab Type	Regular Lab Contact Time	Other Lab Type	Other Lab Contact Time	Total Contact Hrs.
Contact Hrs. per Week	1hr	Clinical Lab	4 hrs.	N/A		5 hrs.
Contact Min/Hrs per Semester	750 min		3000			75 hrs.

Combined Course	Lecture Credit Hours	Lab Credit Hours	Clinical Credit hours	Total Credit Hours
Semester Credit Hours	1 hr	2 hrs.		3hrs.

Revised Learning Outcomes-PNSG 2120 Pediatric Nursing to PNSG 1640 (Pediatric Nursing)

Revised Learning Outcomes	Deleted Learning Outcomes	Added Learning Outcomes
Renumbered Competency 1: #8 to #10.		Competency 1: #8- Discuss dietary regimens for the pediatric patient.
Renumbered Competency 1: #9 to #8.		Competency 1: #11- Discuss cultural competence as applicable to pediatric client concerns.
Renumbered Competency 1: #10 to #9.		Competency 1: #12- Discuss pediatric client concerns as applicable to special populations.
New Competency 1: #10- Calculate correct medication dosages using body weight.		Added PNSG 2122- Pediatric Nursing Practicum (version 201003L) competencies.
Competency 3: #10 moved to Competency 2: #2- Establish normal growth and development of the pediatric client.		Competency 3: #10- Display cultural competence as applicable to pediatric client.
		Competency 3: #11- Demonstrate clinically relevant care for individuals related to pediatric client as applicable to special populations.
		Competency 3: #12- Demonstrate oral communication skills in discussions and/or presentations as they relate to the pediatric client.

Revised Course Content

- Combines lecture and clinical.
- 75 contact hours and 25 clinical hours
- Pediatric content removed from Med-Surg Standards and placed into the Pediatric Nursing course. (last offered separately in 2010)
- Terminology associated with health care threaded in the course.
- Simulation can be used for Pediatric /Maternity -Practical nursing education programs may substitute clinical simulation for not more than 75% of the clinical clock hours required in the study of obstetrics and pediatrics only.

PNSG 1645 (Practical Nursing Capstone)

Revised Course Description

Builds on the concepts presented in prior nursing courses and develops the skills necessary for successful performance in the job market. Topics include application of the nursing process, critical thinking, supervisory skills, client education methods, group dynamics, professional oral and written communication, and conflict resolution. At completion of this nursing leadership course, students will have completed a minimum of 54 lecture/lab (2700/50 min) hours and 60 clock (3600/60 min) hours of leadership-related clinical experience.

Revised Course Length – Combined Didactic & Clinical

	Lecture Contact Time	Regular Lab Type	Regular Lab Contact Time	Other Lab Type	Other Lab Contact Time	Total Contact Hrs.
Contact Hrs. per Week	1.6 hrs. (1hrs.)	Clinical Lab	6.8 hrs.	N/A	6 hrs.	8.4 hrs. 1 hrs.
Contact Min/Hrs per Semester	1200 min 750min		5100 min		4500min	126 hrs. 105 hrs.

Revised Course Length – Clinical added above under regular lab.

	Lecture Contact Time	Regular Lab Type	Regular Lab Contact Time	Other Lab Type	Other Lab Contact Time	Total Contact Hrs.
Contact Hrs. per Week	0	N/A	0.	Clinical	6hrs	6hrs
Contact Min/Hrs per Semester	0		0		4500	90hrs

Combined Course	Lecture Credit Hours	Lab Credit Hours	Clinical Credit hours	Total Credit Hours
Semester Credit Hours	1.6 hrs. 1 hrs.	3.4hrs.	2 hrs	5hrs. 3 hrs.

Revised Learning Outcomes- Previous PNSG 2410 Nursing Capstone to PNSG 1645 (Practical Nursing Capstone)

Revised Learning Outcomes	Deleted Learning Outcomes	Added Learning Outcomes
Course description	Competency 2: #14: Demonstrate a positive working relationship with other team members.	PNSG 2415- Nursing Leadership Clinical:
Competency 2: #11: Demonstrate positive relationships with co-workers.		Competency 1: #3: Integrate the nursing process when supervising the work of allied health care team members.
Competency 4: #5: Establish appropriate standards for measuring quality care.		Competency 1: #4: Demonstrate evaluation of documentation by team members.
		Competency 1: #5: Demonstrate an understanding of the connections between planning, implementing, and evaluating client care.
		Competency 1: #6: Demonstrate differentiation between thinking and critical thinking.
		Competency 1: #7: Demonstrate ability to collect data.
		Competency 1: #8: Establish a nursing diagnosis appropriate for client problems.
		Competency 1: #9: Integrate priorities for care in a complex client situation.

		Competency 1: #10: Establish why effective interpersonal and communication skills are essential to critical thinking.
		Competency 2: #7: Demonstrate planning care for a designated group of clients during a given shift.
		Competency 2: #8: Implement care for a designated group of clients during a given shift.
		Competency 2: #9 Perform delegation of a balance of duties and tasks to team members according to their skill levels.
		Competency 2: #10: Demonstrate maintaining open lines of communication with clients, co-workers, physicians, and other health team members.
		Competency 2: #11: Demonstrate positive relationships with co-workers.
		Competency 2: #12: Demonstrate constructive, private communication with team members on areas of concern.
		Competency 2: #13: Demonstrate principles of work ethics.
		Competency 2: #14: Demonstrate preparation of a resume utilizing professional format.
		Competency 2: #15: Demonstrate writing a letter of application.
		Competency 2: #16: Demonstrate completing an employment application package.
		Competency 2: #17: Demonstrate preparation for an employment interview.
		Competency 2: #18: Demonstrate writing a thank you letter.
		Competency 2: #19: Demonstrate writing a letter of termination using correct procedures.
		Competency 2: #20: Participate in comprehensive review processes to meet external regulatory standards.
		Competency 3: #3: Establish client learning needs.
		Competency 3: #4: Use learning styles appropriate for each client.
		Competency 3: #5: Integrate family members and significant others in client teaching.

		Competency 3: #6: Demonstrate beginning discharge planning on admission.
		Competency 3: #7: Integrate a multidisciplinary approach for implementing discharge planning and client teaching.
		Competency 4: #4: Establish the members of the nursing team including a description of their major responsibilities related to client care.
		Competency 4: #5: Establish appropriate standards for measuring quality care.
		Competency 4: #6: Construct an evaluation of the effectiveness of the nursing team.
		Competency 4: #7: Establish methods to monitor continuous quality improvement.
		Competency 6: #1: Demonstrate competence in relation to the NCLEX examination

Revised Course Content

- Combines lecture and clinical (previously Leadership)
- 126 contact hours and 60 Clinical hours
- Oral, written, and communication assignments are threaded throughout the curriculum and present in these capstone courses. (i.e.- projects, papers, interviews, resumes, letters)

All Colleges were provided during the presentation with sample sequence options and selection criteria options. However, The College retains the flexibility to formulate its criteria if desired, however, please understand courses cannot be required for entry into the Practical Nursing Certificate

Sample Course Sequence- Summer

Semester	Course Sequence
Semester 1 Summer	PNSG 1600- Pharmacology PNSG 1605- Fundamentals PNSG 1630- Mental Health Nursing Hours: 13 credits/ 346 didactic contact hours/ 100 clinical contact hours
Semester 2 Fall	Term A PNSG 1610- Adult Health Nursing I PNSG 1635- Maternal Nursing Term B PNSG 1615- Adult Health Nursing II PNSG 1640- Pediatric Nursing Hours: 19 credits/ 480 didactic contact hours/ 200 clinical contact hours
Semester 3 Spring	Term A PNSG 1620- Adult Health Nursing III Term B PNSG 1625- Adult Health Nursing IV PNSG 1645- Practical Nursing Capstone Hours: 17 credits/ 441 didactic contact hours/ 185 clinical contact hour

Sample Course Sequence-Spring

Semester	Course Sequence
Semester 1 Spring	Term A PNSG 1600- Pharmacology PNSG 1605- Fundamentals Term B PNSG 1610- Adult Health Nursing I Hours: 15 credits/ 398.5 didactic contact hours/ 137.5 clinical contact hours
Semester 2 Summer	PNSG 1615- Adult Health Nursing II PNSG 1635- Maternal Nursing PNSG 1630- Mental Health Nursing Hours: 14 credits/ 352.5 didactic contact hours/ 137.5 clinical contact hours
Semester 3 Fall	Term A PNSG 1620- Adult Health Nursing III PNSG 1640- Pediatric Nursing Term B PNSG 1625- Adult Health Nursing IV PNSG 1645- Practical Nursing Capstone Hours: 20 credits/ 516 didactic contact hours/ 210 clinical contact hours

Sample Course Sequence-Fall

Semester	Course Sequence
Semester 1 Fall	Term A PNSG 1600- Pharmacology PNSG 1605- Fundamentals Term B PNSG 1610- Adult Health Nursing I Hours: 15 credits/ 398.5 didactic contact hours/ 137.5 clinical contact hours
Semester 2 Spring	Term A PNSG 1615- Adult Health Nursing II PNSG 1635- Maternal Nursing Term B PNSG 1620- Adult Health Nursing III PNSG 1640- Pediatric Nursing Hours: 19 credits/ 480 didactic contact hours/ 200 clinical contact hours
Semester 3 Summer	PNSG 1625- Adult Health Nursing IV PNSG 1630- Mental Health Nursing PNSG 1645- Practical Nursing Capstone Hours: 15 credits/ 388.5 didactic contact hours/ 147.5 clinical contact hours

Options for Selection Criteria

PN Certificate Program Selection Process

Options for Selection Criteria for Practical Nursing Certificate

To qualify for enrollment in the PN Certificate Program, students must successfully pass the designated nursing assessment chosen by your college (TEAS, HESI, NLN). The scoring criteria for this examination should be determined collaboratively by your college, considering the recommended proficiency level provided by the company (e.g., 58.7% ATI Proficiency, 70% HESI A2, 100 Composite/50% Rank NLN). The length of time that scores remain valid should be determined collaboratively by your college.

5 Selection Criteria Options:

- **Direct Acceptance:**

- **Option A:** Students who pass the Nursing Assessment exam on their **initial** attempt are granted direct admission into the PN Certificate program on a first-apply, first-accepted criteria.
 - Students who pass the Nursing Assessment exam on subsequent attempts are considered for direct admission after all applicants who passed the exam the first time. This is your waitlist.
- **Option B:** Students who pass the Nursing Assessment exam on **any** attempt are granted direct admission into the PN Certificate program on a first-apply, first-accepted criteria.
- **Option C:** Students who **take** the Nursing Assessment exam and complete the TEAS Launch Nursing Academic Readiness Program are granted direct admission into the PN Certificate program on a first-apply, first-accepted criteria. This allows for direct admission after remediation.

- **Competitive Acceptance:**
 - **Option D:** Students who pass the Nursing Assessment exam on the **first** attempt are **considered** for admission into the PN Certificate program. The highest exam scores of all applicants are admitted into the PN Certificate program.
 - Students who pass the Nursing Assessment exam on subsequent attempts are considered for acceptance after all applicants who passed the exam the first time. This is your waitlist.
 - **Option E:** Students who pass the Nursing Assessment exam on **any** attempt are **considered** for admission into the PN Certificate program. The highest exam scores of all applicants are admitted into the PN Certificate program.

Remediation Pathways for Non- Passing Students:

- **Retesting Option:**
 - Students who do not meet the established criteria for the Nursing Assessment exam may retest after a 30-day waiting period, with no additional requirements, then re-apply under the college's selection criteria. (Note: As recommended by some testing companies, there is a 3-time limit per year on the Nursing Assessment exam with two weeks to 30 days between attempts.)
 - **College TCC Completion Path:**
 - Students may choose to complete your college's TCC (Transferable Core Curriculum). However, a satisfactory GPA, determined by the college, must be achieved.
 - Examples of TCCs include Advanced Patient Care Assistant (AN71) making students eligible for the Hope Grant.
 - After completion of the TCC, students would still need to retake the Nursing Assessment exam, and then reapply under the college's selection criteria.
- **Associate of Applied Science (AAS) in Health Professions Degree:**
 - Students may choose to pursue the Proposed AAS in Health Professions Degree.
 - For students deficient in specific Nursing Assessment Exam areas, individual courses can be taken and later transferred into an ASN program. A satisfactory GPA, determined by the college, must be achieved for recommended courses. Successful completion makes students eligible for Pell Grants.
 - After completion of the courses or degree, students would still need to retake the Nursing Assessment exam, and then reapply under the college's selection criteria.
 - Interdisciplinary Studies AF53 is eligible for HOPE Scholarship and PELL
- **TEAS Launch Nursing Academic Readiness Program:**
 - Non-passing students are encouraged to enroll in the self-paced ATI Launch Nursing Academic Readiness program, involving 5 review modules. This program, conducted over 6 weeks with asynchronous one-on-one support from an ATI Educator, concludes with a certificate of completion.
 - Students would still need to retake the Nursing Assessment exam, and then reapply under the college's selection criteria.
 - Students cannot purchase this directly from ATI. The college must add Launch to its contract and offer it as either a cohort or stand-alone option.

The creation of the AAS in the Health Profession was in response to emerging regulations mandating that every course within the PN program should contribute toward a degree. Consequently, a new proposal for an Associate of Applied Science in Health Professions has been introduced, providing an option for PN students not inclined toward an RN-Bridge Program.

- **The College retains the flexibility to formulate its criteria if desired, however, please understand courses cannot be required for entry into the Practical Nursing Certificate.**