

**Ralph R. Willis Career and Technical Center  
Practical Nursing Program  
PVR Syllabus**

<u>Content</u>	<u>Time</u>	<u>Testing</u>
<b>PVR I</b>		
<b>Chapter 1</b>		
Personal Resources of an Adult Learner	1	.5
<b>Chapter 2</b>		
Academic Resources (Study Skills and Test Strategies)	2	.5
<b>Chapter 3</b>		
Community Resources	1	.5
<b>Chapter 4</b>		
How Practical/Vocational Nursing Evolved 1836 to Present	2	.5
<b>Chapter 5</b>		
Critical Thinking: A Lifelong Journey	1	.5
<b>Chapter 6</b>		
Ethics Applied to Nursing: Personal versus Professional Ethics	1	.5
<b>Chapter 7</b>		
Nursing and the Law: What are the Rules?	1	.5
<b>Chapter 8</b>		
Effective Communication: Health Care Team, Patients, Faculty and Peers	1	.5
<b>Chapter 9</b>		
Assertiveness: Your Responsibility	1	.5
<b>Chapter 10</b>		
Cultural Uniqueness, Sensitivity, and Competence	1	.5
<b>Chapter 11</b>		
Spiritual Needs, Spiritual Caring, and Religious Differences	1	.5
<b>Chapter 12</b>		
The Nursing Process: Your Role	1	.5

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Content	Time	Testing
<b>Chapter 13</b>		
Nursing Theory, research, and Evidence Based Practice	1	.5
<b>Culture Project</b>	6.5	
<b>PVR II</b>		
<b>Chapter 14</b>		
The Interdisciplinary Health Care Team: The Role of the Practical/Vocational Nurse	1	.5
<b>Chapter 15</b>		
Health Care Settings: Continuum of Care	1	.5
<b>Chapter 16</b>		
The Health Care System: Financing, Issues and Trends	1	.5
<b>Chapter 17</b>		
Collaboration: Leading and Managing	2	.5
<b>Chapter 18</b>		
Workforce Trends: How to Find a First Job You Will Love	2	.5
<b>Chapter 19</b>		
Licensure and Regulation: Becoming Licensed And Understanding Your State Nurse Practice Act	1	.5
<b>Resume</b>	1	
<b>Final PVR I</b>		2
	29.5	11.5
<b>Total</b>		41

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**Placement: PVR I and II**  
**Theory Hours: 41**

**Textbooks**

knecht, Patricia; SUCCESS IN PRACTICAL/VOCATIONAL NURSING: FROM STUDENT TO LEADER, St. Louis, Elsevier; 8<sup>th</sup>. Edition; 2017.

**Course Description**

This is a beginning course for the practical nursing student. Students are aided in the development of efficient methods of study including goal setting. This course is designed to aid the student from admission to post graduation and to challenge the student to think critically. It provides techniques for both personal and professional growth while emphasizing the value of continued education. Students learn the historical roots of nursing; the differences between professional and practical nursing; ethical, legal, and behaviors associated with nursing. This course presents concepts related to effective communication through the life span and as a core tool for effective supervision, leadership and management. Leadership and Management aids the student in the transition from student nurse to graduate nurse by enhancing self-understanding, clarification of the dynamics of the health professional-patient relationship, and developing awareness of the larger societal and health care context in which the relationship takes place. It utilizes student portfolios and computer skills as unique learning tools.

**Course Objectives**

1. Describe how practical/vocational nursing evolved.
2. Discuss the roles of various members of the health care team.
3. Describe the ethical and legal responsibilities critical to nursing.
4. Explain how the state's nurse practice act governs your role as an LPN.
5. Describe the importance of effective communications skills.
6. Explain the importance of accountability.
7. Describe nursing organizations as they relate to practical nursing.
8. Identify job seeking and keeping skills.
9. Describe the role of the LPN as a charge nurse in a Long Term Care environment.
10. Submit a student portfolio/resume.
11. Explain how the LPN protects their license from disciplinary action.
12. Describe the decision making process that should accompany delegation.

**Clinical Practicum**

Completed in Acute and Long-Term Care.

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**Methods of Teaching**

1. Lecture, discussion, role playing emphasizing critical thinking
2. Videos
3. PowerPoint
4. Computer-assisted instruction- VCE – Case Studies
5. Demonstration
6. Individual and Group Conference
7. Written Exams
9. Clinical Practice
10. Evaluations

**Student Responsibilities**

1. Read assigned chapter.
2. Refer to and follow student monthly calendar for exam dates.
3. Attend lectures and demonstrations.
3. Complete activities as assigned.
5. Participate in class/lab activities.
6. Discuss critical thinking activities associated with the lesson.
7. Refer and follow the policies as outlined and discussed in the Student Handbook.
8. Pass exams with a grade of 80% or higher.

**Methods of Evaluation**

1. The following letter grade system is utilized for theory:  
A 93 - 100  
B 86 - 92  
C 80 - 85  
F 79 - 0
2. The following grading calculation is utilized for theory:  
Exams 80% Homework/Quizzes 20%
3. Evaluation Tools:
  - a. Oral Presentations
  - b. Written Exams
  - c. Laboratory Skills
  - d. Homework Assignments
  - e. Computer Exams
  - f. Clinical Skills
4. Make-up Exam:  
A student who misses an exam must be prepared to take the exam the day of return or as instructed by faculty on designated make-up day. Students will automatically have **5% deducted**. Students not making up exam on designated make-up day will receive a **(0) zero**.
5. Quizzes:  
Students who are absent during a quiz will receive a Zero. Quizzes are NOT made up.
6. See student monthly calendar for schedule of exam dates.
7. See Student Handbook for clinical grading guidelines

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**Chapter 1: Personal Resources of an Adult Learner**

**Instructor Provided**

**Lesson Content: 1 HR**

**Testing: .5 HRS**

**Lesson Content**

- I. Key Terms
- II. The Adult Learner and Resource Management
- III. Formal and Informal Educational Experiences
- IV. Geared for Success
- V. Liabilities and Hidden Dangers
  - A. Hidden Danger Shared by All Adult Learners
  - B. Dangers for the Traditional Adult Learner
  - C. Dangers for the Nontraditional Learner
- VI. Special Challenges for Practical/Vocational Nursing Students
- VII. Strengths of all Adult Learners
- VIII. Learners Have Rights
- IX. Responsibilities of Learners
  - A. Teaching versus Learning
  - B. Role of Evaluation
  - C. Dealing with Referrals
  - D. Other Responsibilities of Learners

**Lesson Objectives:**

After completion of this chapter the student will:

1. Define key terms.
2. Identify yourself as a traditional or nontraditional adult learner.
3. Identify personal resources that will facilitate your success in a practical/vocational nursing Program.
4. Using your birthdate, identify your generation and characteristics of this generation viewed as a resource for success in a practical/vocational nursing program.
5. Identify factors and issues that could interfere with your use of resources in the practical/vocational nursing program and strategies to address these factors and issues.
6. Discuss personal responsibility for learning and active participation in the learning process.
7. Discuss your rights as an adult learner.
8. Identify various types of evaluation used in a practical/vocational nursing program.
9. Create a personal plan, inclusive of your unique resources, aimed at successful completing a practical/vocational nursing program within the designated time frame.

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**Chapter 2: Academic Resources (Study Skills and Test Strategies)**

**Instructor Provided**

**Lesson Content: 2 HRS**

**Testing: .5 HRS**

**Lesson Content**

- I. Key Terms
- II. Brain Dominance
  - A. Right and Left Sides of the Cerebrum
  - B. Right-Brain Dominant Individuals
  - C. Left-Brain Dominant Individuals
- III. Thinking Style
- IV. Learning Style
  - A. Perceptual Learning Styles
  - B. Perceptual Learning Style Preference
- V. Categories of Multiple Intelligences
- VI. Identifying and Using the Intelligences
  - A. Linguistic Learner (The Word Player)
  - B. Logical/Mathematical Learner (The Questioner)
  - C. Spatial Learner (The Visualizer)
  - D. Musical Learner (The Music Learner)
  - E. Bodily/Kinesthetic Learner (The Mover)
  - F. Interpersonal Learner (The Socializer)
  - G. Intrapersonal Learner (The Individual)
- VII. How We Learn
  - A. Mapping (Concept Map)
  - B. Visual Strategies to Enhance Understanding
- VIII. Undependable Memory and Learning System
  - A. Possible Behaviors
  - B. Some Suggestions for the Student with Attention Deficit Hyperactivity Disorder
- IX. More Barriers to Learning
  - A. Inability to Understand (Comprehend) Content
- X. Putting It All Together
- XI. General Hints for Learners
  - A. Concentration
  - B. Listening/Viewing
- XII. How to Understand (Comprehend) Information
  - A. Reading Assignments
- XIII. Remembering and Forgetting
  - A. From Temporary to Permanent Memory by Way of a Neural Trace
  - B. Memory Aids
- XIV. Successful Test Taking
  - A. Preparing for the Test
  - B. Taking the NCLEX PN
  - C. Reviewing Your Tests
  - D. Reducing Anxiety Before Testing
  - E. Hints for Specific Questions

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- XV. Beyond the Basics of Study Skills
- XVI. Your School's Learning Resource Center
  - A. Different Student Skill Levels and Different Resources of the Learning Resource Center
  - B. Where to Start
  - C. Locating In-House Resources
  - D. Responsible Use of Learning Strategies
  - E. Technology Use During Learning Activities
- XVII. Other Learning Resources
  - A. Syllabus and Course Outlines
  - B. Study Group
  - C. Tutoring
  - D. Nursing Skills/Simulation Lab
  - E. Study Skills Lab
  - F. Audiovisual Materials
  - G. Internet
  - H. Mobile Devices
  - I. Computer-Aided Instruction
  - J. Guest Speakers

**Lesson Objectives:**

After completion of this chapter the student will:

1. Define Key Terms.
2. Use techniques in learning situations that will increase your degree of concentration, improve your listening skills, enhance your comprehension (understanding) of information needed for critical thinking as licensed practical nurse/ licensed vocational nurse (LPN/LVN), and develop your ability to store information in long-term memory.
3. Use hints for successful test taking when taking tests in the LPN/LVN program.
4. Identify your knowledge of your school's learning resource center (LRC).
5. Discuss the value of reading assignments in periodicals.
6. Use a digital database, and locate an article related to nursing.
7. Discuss six hints used to gain full value from mini lectures and PowerPoint presentations.
8. Discuss the use of the resources such as labs, study groups, the Learning Management System (LMS), electronic devices, and mannequins in your personal learning.
  - a. System (LMS), electronic devices, and mannequins in your personal learning.
9. Describe how digital databases, nursing organizations, guest speakers, and mobile devices help you stay current in practical/vocational nursing.
10. Identify academic resources, in your local community, based on your unique personal qualities that will assist you to SUCCEED.

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**Chapter 3: Community Resources**

**Instructor Provided**

**Lesson Content; 1 HR**

**Testing; .5 HRS**

**Lesson Content**

- I. Key Terms
- II. What Types of Community Resources Exist?
  - A. Information and Referral Agencies
  - B. Housing and Shelter Programs
  - C. Financial and Legal Assistance Programs
  - D. Health and Medical Services
  - E. Food Programs
  - F. Transportation Programs
  - G. Employment/Educational/Training Programs
- III. Beyond Community Resources
  - A. Nursing Organizations
  - B. Social Media (Electronic Media) and Social Networking
  - C. Internet Academic Resources

**Lesson Objectives:**

After completion of this chapter the student will:

1. Define Key Terms.
2. Identify community resources that can contribute to your success in the practical nursing program in regard to food, utilities, housing, finances, legal, and medical needs, and transportation. Evaluate the ability of the community resource identified to effectively meet your needs.
3. Discuss why meeting your basic needs as described by Maslow's theory is critical to achieving success in the practical nursing program.
4. Discuss how the professional use of social media/social networking is a community resource.
5. Discuss how the various community resources can also support patients' needs.



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**Chapter 4: How Practical/Vocational Nursing Evolved: 1836 to Present**

**Instructor Provided**

**Lesson Content: 2 HRS**

**Testing: .5 HRS**

Lesson Content

- I. Key Terms
- II. Modern Practical Nurses
- III. Florence Nightingale (1820-1910)
  - A. Crimean War
  - B. Mary Seacole; Honored for Her Work
  - C. Death Rate Drops; Nightingale Decorated
  - D. Nightingale Establishes First School of Nursing in England
  - E. Nightingale's Core Belief about Nursing
  - F. Nightingale Museum on the Site of Her School of Nursing
- IV. Early Training Schools in America
  - A. Civil War (1861-1865)
- V. Formal Training: Practical Nursing
  - A. Nursing in the Home
  - B. From Home to Public Health Nursing
- VI. Twentieth Century
  - A. Mississippi: First to License Practical Nurses
  - B. World War I Nurses 1914-1918
  - C. Smith Hughes Act of 1917
  - D. Nurses Return Home: Acute Nursing Shortage Follows World War I
  - E. Depression of the 1930's
  - F. World War II (1939-1945)
  - G. Practical Nursing Responsibilities Increase After World War II
  - H. Practical Nursing Duties Outlined
  - I. Registered Nurse and Licensed Practical Nurse Tasks Differentiated
  - J. The Korean Conflict (Also Known as United Nations Police Action or the Second Indochina War) 1950-1953
  - K. Registered Nurses React
  - L. Public Law 911
  - M. The Vietnam War 1961-1973
- VII. National Black Nurses Association
- VIII. Iraq War 2003-2011 and the Afghan War 2001 to 2014
- IX. Nurse Leaders in U.S. Government
- X. American Nurses Association Movement Toward Two Levels of Nursing
- XI. American Medical Association Moves to Ease Nursing Shortage
  - A. Unlicensed Assistive Personnel
  - B. First Computerized Testing: NCLEX-PN
  - C. Long Term Care Certification
- XII. Twenty First Century
- XIII. You Have Come a Long Way!

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**Lesson Objectives:**

After completion of this chapter the student will:

1. Define Key Terms.
2. Identify the year and place the first school of practical nursing was founded.
3. Name the school's most famous pupil.
4. Discuss the contributions of this most famous nurse.
5. Discuss how the evolution of practical nursing has influenced LPN/LVN practice today.
6. Present the rationale for your personal stand on entry into nursing practice.
7. Discuss the contribution of war nurses and early pioneers in nursing to overall nursing professional development.

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**Chapter 5: Critical Thinking: A Lifelong Journey**

**Instructor Provided**

**Lesson Content: 1 HR**

**Testing: .5 HRS**

Lesson Content

- I. Key Terms
- II. Overview of Critical Thinking
- III. Ways of Thinking
  - A. Definition of Applied Critical Thinking
- IV. Critical Thinking and Licensed Practical/Licensed Vocational Nursing
- V. What You Need to Think Critically
- VI. Factors that Influence Critical Thinking
- VII. Additional Factors that Influence Critical Thinking
- VIII. Critical Thinking and the NCLEX-PN
- IX. Making it Work for You
- X. Where to Go from Here

**Lesson Objectives:**

After completion of this chapter the student will:

1. Define Key Terms
2. Discuss the difference between nonfocused and directed thinking.
3. Identify where to find evidence necessary for effective practical/vocational nursing decision making.
4. Discuss how to use evidence to assist in decision making.
5. Explain why critical thinking is essential to decision making as a practical/vocational nurse.
6. Differentiate among the terms knowledge, comprehension (understanding), application, and analysis.
7. Evaluate your personal need for help in comprehending information.
8. Identify two new suggestions for increasing reading effectiveness that you will begin to apply immediately.
9. Develop a plan using critical thinking to increase your ability to think critically.

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**Chapter 6: Ethics Applied to Nursing: Personal versus Professional Ethics**

**Instructor Provided**

**Lesson Content: 1 HR**

**Testing: .5 HRS**

Lesson Content

- I. Key Terms
- II. Description and Scope of Ethics
  - A. Morals and Values
  - B. Comparison of Legal Aspects of Nursing and Ethics
- III. Nursing Ethics
  - A. Ethical Code of the National Association for Practical Nurse Education and Service and National Federation of Licensed Nurses
- IV. Your Personal Code of Ethics
- V. Roots of Nursing Ethics
  - A. What Changed?
- VI. Ethical Decisions in Health Care
  - A. Ethics Committee
  - B. Western Secular Belief System
- VII. Ethical Responsibilities of Nurses
- VIII. Principles of Ethics
  - A. Nonmaleficence (Do No Harm)
  - B. Beneficence (Do Good)
  - C. Autonomy (Free to Choose)
  - D. Fidelity (Be True)
  - E. Justice (Fair to All)
- IX. Role of Beneficent Paternalism
  - A. Paternalism and Women's Health

**Lesson Objectives:**

After completion of this chapter the student will:

1. Define Key Terms
2. List four current ethical issues of concern in twenty-first century health care.
3. Explain the differences among ethics, morals, and values.
4. Differentiate between personal and professional ethics.
5. Identify ethical elements in your state's Nurse Practice Act.
6. Describe how the role of nursing has changed since the introduction of the nursing process and critical thinking into nursing curricula.
7. Discuss how nonmaleficence is more complex than the definition of "do no harm"
8. Differentiate between beneficence and paternal beneficence.
9. Explain the steps for autonomous decision.
10. Describe how fidelity affects nursing care.
11. Discuss how a nurse applies the principle of justice to nursing.
12. Differentiate between ethical and legal responsibilities in nursing.

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**Chapter 7: Nursing and the Law: What are the Rules?**

**Instructor Provided**

**Lesson Content: 1 HR**

**Testing: .5 HRS**

Lesson Content

- I. Key Terms
- II. Nurse Practice Act
  - A. Basic Terminology
  - B. Content of Nurse Practice Acts
- III. State Board of Nursing
  - A. Functions of the board
  - B. Disciplinary Responsibility of the Board
- IV. Disciplinary Process and Action
  - A. Nursing Licensure
  - B. Working in Other States
  - C. Verification of Licensure
  - D. Unlicensed Assistive Personnel
- V. Nursing Standard of Care
- VI. How the Law Affects Licensed Practical Nurses and Licensed Vocational Nurses
  - A. Common Law Versus Statutory Law
- VII. Criminal versus Civil Action
  - A. Intentional Torts
  - B. Unintentional Torts
- VIII. Negligence
- IX. Malpractice (Professional Negligence)
  - A. Malpractice Insurance for Nurses
  - B. Four Elements Needed to Prove Negligence
- X. Steps for Bringing Legal Action
  - A. Depositions
  - B. Attorney Procedures
  - C. Giving Testimony
- XI. Liability
  - A. Kinds of Liability
  - B. Common Causes of Nursing Liability
  - C. Responsibility and Accountability in Nursing
  - D. Liability of Student Nurses and Instructors
  - E. Functioning Beyond the Scope of Practice and Experience
- XII. Specific Patient Situations
  - A. Privacy and Confidentiality
  - B. Information that Must Be Revealed
  - C. Patient's Rights
  - D. Health Information Portability and Accountability Act
  - E. Patient Competency
  - F. Patient's Right to Consent
- XIII. End-of-Life Issues

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- A. Patient Self-Determination Act
  - B. Advance Directives
  - C. Do-Not-Resuscitate Order
  - D. Removal of Life Support Systems
  - E. Physician-Assisted Suicide and Euthanasia
  - F. Organ Donation
  - G. End-of-Life Care
- XIV. Good Samaritan Act

**Lesson Objectives:**

After completion of this chapter the student will:

1. Define Key Terms
2. Discuss the content of your state's Nurse Practice Act. (NPA)
3. Describe the responsibilities of your state's board of nursing (or nursing regulatory board), including their number one mandate.
4. Explain the limits, including prohibited acts, of a Licensed Practical Nurse/Licensed Vocational Nurse (LPPN/LVN) license within your state.
5. Compare and contrast the state regulations governing Registered Nurse (RN) practice versus LPN/LVN practice.
6. Discuss the impact of the Institute of Medicine (2010) Health's recommendation for nurses to practice to the full extent of their education and training.
7. Discuss the use of evidence-based resources such as The Joint Commission's (2015) National Patient Safety Goals to assist LPNs/LVNs in delivering safe care and avoiding potential lawsuit.
8. Define the nursing standard of care.
9. Differentiate between common law and statutory law.
10. Explain the difference between criminal and civil action.
11. Discuss the difference between intentional and unintentional torts.
12. List the four elements needed to prove negligence.
13. Discuss the typical steps in a lawsuit.
14. Differentiate between student practical nurses/student vocational nurses (SPNs/SVNs) and instructor liability in preventing a lawsuit.
15. Discuss the need for personal malpractice insurance even if provided by your employer.
16. Explain the nurse's role in disclosure (i.e., child abuse, elder abuse).
17. Describe the major focus of the Health Insurance Portability and Accountability Act (HIPAA).
18. Discuss the differences among general consent, informed consent, and authorized consent.
19. Differentiate between the living will and durable power of attorney.
20. Explain the difference between physician-assisted suicide and euthanasia.
21. Explain the key components of the Nurse Licensure Compact.
22. Explain how you would legally deal with two difficult situations that might occur in a clinical setting.

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**Chapter 8: Effective Communication: Health Care Team, Patient's, Faculty and Peers**  
**Instructor Provided**

**Lesson Content: 1 HR**

**Testing: .5 HRS**

Lesson Content

- I Key Terms
- II Communication Process
  - A. One-Way Versus Two-Way Communication
  - B. Essential Components of the Communication Process
  - C. Factors that Affect Communication
- III Types of Communication
  - A. Verbal Communication
  - B. Nonverbal Communication
  - C. Affective Communication
- IV Communication Strategies
  - A. Active Listening
  - B. Active Listening Behaviors
  - C. Types of Questions
  - D. Nurse-Patient Communication Evaluation
- V Blocks to Communication
  - A. Avoiding Blocks
- VI Male/Female Differences
  - A. Conversation
  - B. Other Differences
- VII Cultural Differences
- VIII Role Changes for the Patients
  - A. It Begins with "Hello, My Name is..."
  - B. Nursing Jargon
  - C. Fear of the Unknown
  - D. Personal Factors
  - E. Environmental Factors
- IX Communicating with Instructors and Staff
  - A. Respect
  - B. Trust
  - C. Honesty
  - D. Empathy
  - E. Sensitivity
  - F. Humor
  - G. Knowledge
  - H. Patience
  - I. Commitment
  - J. Self-Esteem, Thoughts, and Straightforward Communication
  - K. "I" Messages

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- X Situation, Background, Assessment, Recommendation
  - A. SBAR for the Shift Report
- XI Life Span Communication
  - A. Infants
  - B. Preschoolers
  - C. School-Age Children
  - D. Teenagers
  - E. Adults
  - F. Generational Differences
  - G. Elders
- XII Conflict Resolution
- XIII Electronic Communication
  - A. Cell Phones and Text Messaging

**Lesson Objectives:**

After completion of this chapter the student will:

1. Define Key Terms.
2. Explain how communication strategies affect your everyday practice of nursing.
3. Describe essential characteristics of effective communication.
4. Discuss the difference between one way and two-way communication.
5. Self-evaluate your usual communication style, identifying areas for growth.
6. Discuss various modes of communication, including social media.
7. Discuss potential barriers to therapeutic communication.
8. Discuss how nonverbal and affective communication can support, or cancel the meaning of, verbal communication.
9. List two common differences in male/female communication, supported by evidence.
10. Give an example of a cultural communication difference in the area in which you live.
11. List two common factors related to role change for a hospitalized patient that can create distress, impacting communication.
12. Identify a communication difference for patients in two separate age groups.
13. Compare and contrast ways to resolve conflict depending on the participants and setting.
14. Identify the four steps of situation, background, assessment, and recommendation (SBAR) and give an example of how it can be used for health care team communication.



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**Chapter 9: Assertiveness: Your Responsibility**

**Instructor Provided**

**Lesson Content: 1HR**

**Testing: .5 HRS**

Lesson Content

- I Key Terms
- II Nonassertive (Passive) Behavior
- III Aggressive Behavior
- IV Negative Interactions: Using Coping Mechanisms
  - A. Gossip Hurts
- V Guidelines for Moving Toward Assertiveness
  - A. The Problem-Solving Process
  - B. Problem-Solving Steps
  - C. Negative Manipulative Interactions
- VI Aggressiveness and Work-Related Issues
  - A. Assault
  - B. Contributing Factors
  - C. Employee Violence
  - D. Sexual Harassment
- VII Counseling and Filing Charges
  - A. Lateral Violence
  - B. Insidious Aggression

**Lesson Objectives:**

After completion of this chapter the student will:

1. Define Key Terms
2. Explain why assertiveness is a nursing responsibility.
3. Differentiate among assertive, aggressive, and nonassertive (passive) behaviors.
4. Maintain a daily journal that reflects your personal interactions and responses.
5. Self-reflect on daily interactions and create a personal plan to improve your assertiveness.
6. Discuss positive manipulation as a cultural choice.
7. Discuss how codependency can be an attempt to find relief from unresolved feelings.
8. Differentiate between lateral violence, bullying, and vertical violence in nursing.
9. Discuss dealing with sexual harassment.
10. Explain why insidious aggression is difficult to deal with.
11. List two to three behavioral changes in an individual that may be a sign of potential employee violence.
12. Identify steps you can personally implement to improve your job satisfaction, while creating a safer work environment.

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**Chapter 10: Cultural Uniqueness, Sensitivity, and Competence**

**Instructor Provided**

**Lesson Content: 1 HR**

**Testing: .5 HRS**

Lesson Content

- I Key Terms
- II Definition of Culture
- III Characteristics of Culture
- IV Danger: Ethnocentrism, Prejudice, and Discrimination
  - A. Avoiding False Assumptions
  - B. Thinking Like an Anthropologist!
  - C. Each Culture and Person is Unique
  - D. Communication
  - E. Space
  - F. Social Organization
  - G. Time
  - H. Environmental Controls
  - I. Biological Variations
- V Knowing Yourself
  - A. What Makes You Unique?
  - B. How Many Hats Do You Wear?
- VI What We Share in Common
- VII Knowing Others: Cultural Diversity
  - A. Importance of Cultural Diversity
  - B. Learning About Cultural Diversity
  - C. Areas of Cultural Diversity
- VIII Increasing Your Knowledge of Culturally Diverse Groups
  - A. Categories of Major Health Belief Systems
  - B. Diversity Profiles of Predominant Cultural Groups in the United States
- IX Developing Cultural Competence in Health Care Situations
  - A. Identify Your Agency's Cultural Groups
  - B. Modify Your Work Setting
- X Care Planning for Culturally Diverse Patients in Your Service Area
- XI Adapting Plans of Care for Culturally Diverse Patients

**Lesson Objectives:**

After completion of this chapter the student will:

1. Define Key Terms
2. Define in your own words the following terms: culture; cultural competence; cultural diversity; cultural uniqueness; ethnocentrism; cultural bias; cultural sensitivity; stereotype.
3. Explain in your own words nine basic daily needs of all persons.
4. Describe your culture in the areas of: family; religion; communication; educational background; economic level; wellness; illness; birth, and death beliefs and practices.
5. Identify how all persons are unique and similar using Giger and Davidhizar's Transcultural Model (2008).

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6. Explain in your own words the philosophy of individual worth as it applies to health care.
7. Describe general differences and stereotypes among cultural groups frequently served in your geographic area that may have importance in patient care situations.
8. Explain the importance of awareness, knowledge, information, and collaboration in developing an ability to provide culturally competent care.

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**Chapter 11: Spiritual Needs, Spiritual Caring, and Religious Differences**

**Instructor Provided**

**Lesson Content: 1 HR**

**Testing: .5 HRS**

Lesson Content

- I Key Terms
- II Spirituality and Religion
- III Spiritual Versus Emotional Dimension
- IV Importance of Spiritual Care
- V Who Needs Spiritual Care?
- VI Gathering Data for Spiritual Issues
- VII Meeting the Spiritual Needs of Patients and Their Families
- VIII Pastoral Care Team
- IX How Patients Meet Spiritual Needs
  - A. Patients' Spiritual Practices
  - B. Religion and the Patient
  - C. Value of Rituals and Practices
  - D. The Patient and Prayer
- X The Religious American
  - A. Religion in the United States
  - B. Avoiding False Assumptions and Stereotypes
- XI Western and Middle Eastern Religions in the United States and Canada
  - A. Judaism
  - B. Christianity
  - C. Islam
  - D. Additional Christian and Nonchristian Religious Groups
- XII Eastern Religions and Philosophies in the United States and Canada
  - A. Hinduism
  - B. Buddhism
- XIII Nursing Interventions for Eastern Religions

**Lesson Objectives:**

After completion of this chapter the student will:

1. Define Key Terms
2. Differentiate between spirituality and religion.
3. Identify the difference between the spiritual and emotional dimensions of individuals.
4. Discuss the role of the licensed practical nurse/licensed vocational nurse (LPN/LVN) in providing spiritual care to the patient and the family as a member of the health care team.
5. List members of the health care team who can help provide spiritual care for patients
6. Discuss key nursing interventions to meet the spiritual needs of patients.
7. Discuss personal religious and/or spiritual beliefs, or the absence of them, and how these beliefs will influence nursing practice.
8. Discuss the general beliefs and practices that account for the differences among various Western, Middle Eastern, and Eastern religions, philosophies, and groups in the United States and Canada.
9. Describe nursing interventions/considerations of patients of various religions, philosophies, and groups.

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**Chapter 12: The Nursing Process: Your Role**

**Instructor Provided**

**Lesson Content: 1 HRS**

**Testing: .5 HRS**

Lesson Content

- I Key Terms
- II The Nursing Process: The 1950's
- III The Nursing Process: The 1970's to the 1990's
- IV The Nursing Process: 2000 and Beyond
- V What Differentiates the Licensed Practical Nurse/Licensed Vocational Nurse Role from the Registered Nurse Role
- VI Developing Your Plan of Care for Assigned Patients
- VII Steps of the Nursing Process
  - A. Step 1: Data Collection
  - B. Step 2: Planning
  - C. Step 3: Implementation
  - D. Step 4: Evaluation
- VIII Where Are We Now in the Nursing Process?
  - A. Nursing Interventions Classification
  - B. Nursing Outcomes Classification
  - C. Linking North America Nursing Diagnosis Association International, Nursing Interventions Classification, and Nursing Outcomes Classification

**Lesson Objectives:**

After completion of this chapter the student will:

1. Define Key Terms
2. Discuss how the nursing process has evolved from the 1950's to the present.
3. Define your role in the nursing process according to the Nurse Practice Act (NPA) in your state, territory, or country.
4. Describe assisting with four out of the five steps of the nursing process for the practical/vocational nurse.
5. Describe the fifth step, nursing diagnosis, as the exclusive domain of the registered nurse (RN).
6. Explain why the nursing process and critical thinking are part of the practical/vocational nursing program curriculum.
7. Briefly describe how North American Nursing Diagnosis Association International (NANDA-I), Nursing Interventions Classification (NIC), and Nursing Outcomes Classification (NOC) can be used together to plan patient care collaboratively with the RN.

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**Chapter 13: Nursing Theory, Research, and Evidence Based Practice**  
**Instructor Provided**

**Lesson Content: 1 HRS**

**Testing: .5 HRS**

Lesson Content

- I Key Terms
- II Nursing Theories
  - A. Rationale for Theories
  - B. Florence Nightingale: The First Nursing Theorist
  - C. Abraham Maslow's Human Needs Theory
  - D. Orem's Self-Care Deficit Theory
  - E. Madeline Leininger's Culture Care Theory
  - F. Hildegard Peplau's Interpersonal Relations Theory
  - G. Rosenstock's Health Belief Theory
  - H. Sister Callista Roy's Adaptation Model
  - I. Jean Watson's Theory of Human Care
- III Nursing Research
- IV Evidence-Based Practice
  - A. Background of the Evidence-Based Practice Movement
  - B. How Best Evidence for Practice Guidelines Is Determined
  - C. Evidence-Based Practice in Nursing
  - D. Elements of Evidence-Based Practice
  - E. The Nurse's Role

**Lesson Objectives:**

After completion of this chapter the student will:

1. Define Key Terms
2. Provide one reason for the development of nursing theories.
3. Briefly describe each of the following theories as they relate to the nursing process: Maslow's Hierarchy of Human Needs Theory; Nightingale's environmental model; Rosenstock's health belief model; Orem's self-care deficit theory; Leininger's culture care theory; Peplau's interpersonal relations theory; Sister Callista Roy's adaptation model; Jean Watson's theory of human care.
4. Briefly explain the importance of nursing research.
5. Compare and contrast quantitative and qualitative research studies.
6. Define evidence-based practice (EBP).
7. Explain the three elements of EBP.
8. Briefly describe how best evidence for practice is determined by systematic reviews of research studies.
9. Discuss how your site of clinical experience adopts evidence-based guidelines for nursing interventions.
10. Explain the role of the licensed practical nurse/licensed vocational nurse (LPN/LVN) in nursing research and evidence-based practice.

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**Chapter 14: The Interdisciplinary Health Care Team: The Role of the Practical/Vocational Nurse**

**Instructor Provided**

**Lesson Content: 1 HR**

**Testing: .5HRS**

Lesson Content

- I Key Terms
- II Who is Responsible for Mrs. Brown's Discharge?
  - A. Mrs. Brown's Emergency Care
  - B. The Surgical Experience
  - C. Postanesthesia Care Unit
  - D. Intensive Care: A Time for Close Observation
  - E. Surgical Unit: An Eye to Discharge
  - F. Extended-Care Unit: On the Road to Rehabilitation
  - G. Home Care: Smooth Transition to Previous Family Roles
- III Interdisciplinary Health Care Team
  - A. What is Nursing?
  - B. Nursing's Place on the Health Care Team
- IV Diversity in Educational Preparation of Nurses
  - A. Registered Nurses
  - B. Licensed Practical Nurse/Licensed Vocational Nurses
  - C. Student Nurses
  - D. Nursing Assistants
  - E. Unlicensed Assistive Personnel
  - F. Clerk Receptionists (Unit Secretary)
  - G. Unit Managers
- V Delivery of Nursing Care in Acute Care Settings
  - A. Total Patient Care (Case Method)
  - B. Functional Nursing
  - C. Team Nursing
  - D. Primary Nursing
  - E. Nursing Case Management
  - F. Skill Mix
- VI Patient-Centered---Relationship –Centered Care--- A Philosophy
- VII The Hidden Nursing Shortage

**Lesson Objectives:**

After completion of this chapter the student will:

1. Define Key Terms
2. Explain in your own words what the interdisciplinary health care team is.
3. List 10 members of the interdisciplinary health care team.
4. Identify the nursing personnel who are part of the interdisciplinary health care team, according to education role and responsibilities, licensing, and sites of employment.
5. Discuss the different roles and responsibilities between the direct care worker, licensed practical nurse (LPN), registered nurse (RN), and other members of the interdisciplinary health care team.

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6. Describe in your own words the following methods used to deliver nursing service: total patient care (also referred to as case nursing); functional nursing; team nursing; primary nursing; case management.
7. Describe the role of the licensed practical nurse/licensed vocational nurse (LPN/LVN) in the methods used to deliver the nursing services listed in objective number 6.
8. Describe how the philosophy of relationship-centered care impacts nursing care.
9. Discuss how the Affordable Care Act (ACA) and the supply of nurses (LPNs and registered nurses (RNs) impact jobs for LPN/LVN.



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**Chapter 15: Health Care Settings: Continuum of Care**

**Instructor Provided**

**Lesson Content: 1 HR**

**Testing: .5 HRS**

Lesson Content

- I Key Terms
- II Public Versus Private Health Care Agencies
  - A. Public Health Care Agencies
  - B. Examples of Public Health Care Agencies
  - C. Voluntary Health Care Agencies
  - D. Private Health Care Agencies
- III Types of Hospitals
  - A. Community Hospitals
  - B. Federal or State Government Hospitals (Public Hospitals)
  - C. Teaching and Research Hospitals
  - D. Critical Access Hospitals
- IV Beyond the Hospital Setting
- V Ambulatory Services
  - A. Outpatient Clinics
  - B. Urgent Care Centers
  - C. One-Day Surgical Care Centers
  - D. Free Clinics
- VI Alternatives to Nursing Homes
  - A. Community Based Care
  - B. Institutional Settings
- VII How the Omnibus Budget Reconciliation Act Relates to Skilled Nursing Facilities
- VIII Types of Care
  - A. Long-Term Care Facilities
  - B. What is Skilled Nursing Care?
  - C. Personal Care
- IX Other Types of Facilities/Services
  - A. Rehabilitation Services
  - B. Hospice Care

**Lesson Objectives:**

After completion of this chapter the student will:

1. Define Key Terms.
2. Compare public and private health care agencies according to source of funding, services provided, examples of agencies, and possible places of employment for licensed practical/licensed vocational nurses (LPNs/LVNs).
3. Differentiate between official and voluntary agencies.
4. Explain what is meant by private health care agencies as the usual entry into the health care delivery system in the United States.

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5. Give an example of: official government public health care agency in your area; official government public health care agency in your state; official government public health care agency at the federal level.
6. Identify the federal health care agency in the United States that is headed by an appointee of the president and advises the president in health matters.
7. List eight agencies that make up the U.S. Public Health Services (USPHS).
8. Describe the responsibility of the World Health Organization (WHO).
9. Explain the difference between for-profit (proprietary) and nonprofit health care agencies.
10. Discuss how primary care relates to family practice physicians.
11. Differentiate between general and specialized hospitals.
12. Explain the purpose of teaching and research hospitals.
13. Discuss the difference between ambulatory and acute care settings.
14. Describe free clinics as a source of primary care.
15. Differentiate among the types of long-term care.

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**Chapter 16: The Health Care System: Financing, Issues and Trends**

**Instructor Provided**

**Lesson Content: 1 HR**

**Testing: .5 HRS**

Lesson Content

- I Key Terms
- II The United States Health Care System
  - A. Health Care Reform: The Affordable Care Act
- III Financing Health Care Costs
  - A. Fee-for-Service
  - B. Capitation
- IV How Patients Pay for Health Care Services
  - A. Personal Payment
  - B. Private Health Insurance
  - C. Public Health Insurance
  - D. Cost of Health Insurance
  - E. The Uninsured
- V Quality, Safety, and Cost of Health Care
  - A. Improving Quality in Health Care
  - B. Improving Quality in Health Care: Payment Methods/Penalties
  - C. Improving Safety in Health Care
  - D. Improving the Cost of Health Care
- VI Restructuring the Health Care System
  - A. Dealing with Change

**Lesson Objectives:**

After completion of this chapter the student will:

1. Define Key Terms
2. Discuss the provisions of the Affordable Care Act.
3. Describe two general methods of financing health care costs.
4. Explain the different methods of payment options for patients (personal payment, private health insurance, health care exchanges, and public health insurance).
5. Identify sources of funding for public (government) health programs and private health insurance.
6. Discuss how quality, safety, cost, and access affect the direction of health care.
7. Explain how the licensed practical nurse/licensed vocational nurse (LPN/LVN) participates in increasing the quality and safety of health care and decreasing the cost of care.
8. Discuss the effect of the restructuring of the health care system on health care and employment opportunities for LPNs/LVNs.
9. Identify your reaction to change involving your nursing career and personal life.
10. Develop a personal plan to help you adapt to change in your nursing career and personal life.

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**Chapter 17: Collaboration: Leading and Managing**

**Instructor Provided**

**Lesson Content: 2 HRS**

**Testing: .5 HRS**

Lesson Content

- I Key Terms
- II Licensed Practical Nurse/Licensed Vocational Nurse as First-Line Leader
  - A. Mission Statements
- III The Diverse Role of the Newly Licensed Practical Nurse/Licensed Vocational Nurse
- IV Expanded Role of Licensed Practical/Licensed Vocational Nursing
  - A. Review the Current Nurse Practice Act of Your State
- V Preparing for a Leadership and Management Role
- VI Difference Between Management and Leadership
- VII What Kind of Leader Are You?
- VII Leadership Styles
  - A. Benefits and Disadvantages of Leadership Styles
- VIII Using the Leadership Continuum as a Guide
- IX Core Knowledge and Skills Needed for Leadership
  - A. The Four “I”s of Transformational Leadership Can Help Lead the Way
  - B. Understanding Motivation and Human Needs
  - C. Applying Communication Skills as a Licensed Practical Nurse/Licensed Vocational Nurse Leader
  - D. Applying Problem Solving as a Licensed Practical Nurse/Licensed Vocational Nurse Leader
- X Team Building
  - A. Stress Management
- XI Specific Knowledge and Skills Needed for Leadership
- XII Occupational Skills for First-Line Licensed Practical Nurse/Licensed Vocational Nurse Leaders
  - A. Organizational Skills for First-Line Licensed Practical Nurse/Licensed Vocational Nurse Leaders
  - B. Additional Resources for the Licensed Practical Nurse/Licensed Vocational Nurse to Develop Organizational, Occupational, and Human Relationship Skills
- XIII Where to Begin? Job Description for Charge Nurse
- XIV How Long Will it Take Me to Prepare to Be a Charge Nurse?
  - A. How this Text Can Help You to Prepare for a Future Charge Nurse Position
- XV A Checklist of Policies, Regulations, and Routines for the Licensed Practical/Licensed Vocational Charge Nurse
  - A. Facility Organizational/Legal Aspects
  - B. Federal, State, and Private Agency Regulations
  - C. Personnel Policies
  - D. Records and Unit Routines
  - E. Unit Administration

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- F. Safety Policies
- G. Housekeeping, Maintenance, and Supplies
- H. Equipment: How to Use it and Where to Obtain it
- I. Food Service for Residents
- J. Nursing Care Procedures/Assisting Physician
- K. Medications
- L. Documentation
- M. Special Area
- N. Miscellaneous
- XVI Collecting Data as a Charge Nurse
  - A. Signs and Symptoms
  - B. The Report that Wasn't
- XVII Common Problems of Licensed Practical/Licensed Vocational Charge Nurse
  - A. When Nursing Assistants Bring Problems from Home
  - B. Encouraging Personal Responsibility in Nursing Assistants
  - C. Dealing with Demanding/Complaining Families
- XVIII Assignments and Delegation
  - A. Checking Your Nurse Practice Act
- XIX General Considerations
  - A. Differences Between Assigning and Delegating
  - B. Why Delegating is Important
  - C. Legal Aspects of Delegating
- XX Using the Nursing Process as a Guide for Assigning Tasks and Delegating Duties
  - A. Collecting Data
  - B. Planning
  - C. Implementation
  - D. Evaluation
- XXI Putting it all Together
- XXII Reporting at the End of Your Shift

**Lesson Objectives:**

After completion of this chapter the student will:

1. Define Key Terms
2. Discuss the importance of understanding institutional mission and beliefs statements as an employee and as a front-line defender.
3. Discuss how the role (team member, charge nurse) of the newly graduated practical/vocational nurse can vary in a long-term facility.
4. Explain the difference between leadership and management.
5. Explain the following leadership styles in your own words: autocratic, democratic, laissez-faire, and situational.
6. Explain the four "I"s of transformational leadership: idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation.
7. Discuss how the four "I"s can guide you to develop as a strong team member.
8. Discuss your role as a licensed practical (LP) charge nurse or team member in understanding how the four "I"s of transformational leadership can help build an

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- effective interdisciplinary health care team in a long-term care or community setting, resulting in improved patient outcomes.
9. Identify how to develop core areas of intellectual stimulation essential to be an effective first-line leader.
  10. Identify ways to obtain competency in occupational organizational, and human relationship skills in which knowledge and skills are needed to be an effective first-line leader.
  11. Describe how the Howlett hierarchy of work motivators can help the licensed practical nurse/licensed vocational nurse (LPN/LVN) leader influence direct care workers (DCWs) to motivate themselves.
  12. Discuss how you can use the Knecht (2014) job satisfaction puzzle to improve your team's job satisfaction and decreases job dissatisfaction in a long-term care setting.
  13. Using the ABCD method of Ellis, identify an irrational thought you have had on the clinical area, and convert it to a rational thought.
  14. Focusing on intellectual stimulation, develop a plan for personal growth as a practical/vocational charge nurse.
  15. Discuss the role of the LPN/LVN, as written in your state's Nurse Practice Act (NPA) with special focus on the following: the members of the health care interdisciplinary team who can supervise the LPN; the members of the health care interdisciplinary team who the LPN can supervise in collaboration with the registered nurse (RN); any additional requirements in your NPA that must be met to be an LPN charge nurse; the difference between supervising the assigned work of a DCW and delegating an assignment to a DCW.
  16. Discuss the key skills necessary to effectively manage a team in a long-term care or community setting.
  17. Discuss the assignment of tasks versus the delegation of duties with regard to the following factors: your state's laws regarding the role of the LPN/LVN and the delegation of duties in the charge nurse position; differences between assigning nursing tasks and delegating nursing duties; legal aspects of assigning nursing tasks and delegating nursing duties.

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**Chapter 18: Workforce Trends: How to Find a 1<sup>st</sup> Job You Will Love**

**Instructor Provided**

**Lesson Content: 2 HRS**

**Testing: .5 HRS**

Lesson Content

- I Key Terms
- II Licensed Practical Nurse/Licensed Vocational Nurse Demographics
- III Nursing:the Licensed PRacticla Nurse/Licensed Voational Nurse as a Door to Many Workforce Options and Life-Long Learning
- IV Countless Workforce Settings Exist: Finding the Right Fit Is a Rewarding Challenge
  - A. Long-Term Care Facilities (Including Sub-Acute Units)
  - B. Assisted Living Facilities
  - C. Independent Living Facility
  - D. School Related Positions
  - E. Home Health Nursing
  - F. Mental Health Nursing
  - G. Military Services
  - H. Hospital Nursing
  - I. Outpatient Clinics, Doctors' Offices, Urgent Care Centers, and Chiropractic Offices
- V Operating Room Nursing
  - A. Veterans Health Administration Medical Careers
  - B. Hospice and Palliative Care
  - C. Other Job Opportunities
  - D. Helpful Personal Attributes
- VI Using Interpersonal Styles to Your Benefit
- VII Potential References
- VIII Networking Your Way to Success
- IX Informational Interviews to Create Future Expectations
  - A. Searching for Employment Openings
- X References: A Timeless Treasure
- XI Resumes: The Contributions You Will Make
- XII Cover Letters: Tailored to Fit the Job You Want
- XIII Answers to Application Questions
- XIV Preparing for the Interview
- XV Interview Questions and Answers: A Challenging Opportunity
- XVI Making a Lasting Impression
  - A. Personal Hygiene
  - B. Clothing
  - C. Makeup
  - D. Accessories
  - E. Eyewear
  - F. Posture
  - G. Manner
  - H. Courtesy

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- I. Habits
- XVII Discussing Pregnancy Issues
- XVIII Preemployment Physical Examination, Drug Screening, and Background Checks
  - A. Physical Examination
  - B. Drug Screening
  - C. Background Checks
  - D. After the Interview
- XIX Resignation with Style
- XX National Council of State Boards of Nursing Transition to Practice Model
- XXI Staying Satisfied at Your Job
- XXII Professional Organizations
  - A. National League for Nursing
  - B. The American Nurses Association
  - C. National Association for Practical Nurse Education and Service, Inc
- XXIII National Federation of Licensed Practical Nurses
- XXIV Continuing Education
  - A. Inservice Training
  - B. Workshops
  - C. Continuing Education Units
  - D. Internet Resources
- XXV Certification Opportunities
  - A. NAPNES Certification Programs
  - B. NFLPN Certification Programs
  - C. American Board of Managed Care Nursing Certification in Managed Care
- XXVI Registered Nurse Career Pathway
  - A. Mobility
  - B. Registered Nurse Programs: Do LPNS Get Advanced Stranding?

**Lesson Objectives:**

Upon completion of this chapter the student will:

1. Define Key Terms
2. Discuss the current and projected workforce trends for licensed practical nurses/licensed vocational nurses (LPNs/LVNs) in your local area, state and nation.
3. Based on workforce trends, list employment opportunities available to LPNs/LVNs.
4. Discuss professional growth opportunities for LPNs/LVNs that can increase your marketability.
5. Based on your program outcomes, self-confidence, values, and professional expectations, identify job options that will be a good fit for your first job.
6. Discuss how to use your personal and professional network to identify job opportunities.
7. Determine interpersonal styles and how to use them to improve your interview skills.
8. Effectively participate in an informational interview.
9. Effectively role-play an interview, preparing for complex interview questions.
10. Develop a resume, including a cover letter that will result in an interview.
11. Use verbal and nonverbal messaging effectively during an interview.
12. Describe the diverse social media sources to assist with your job search.
13. Discuss the importance of employer follow up both at the time of application and after the interview.



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14. Investigate if Transition to Practice or residency programs are available for you at local sites of employment when you graduate.
15. Discuss how Transition to Practice or residency programs can decrease reality shock during your first year of employment as a LPN/LVN.
16. Write an effective resignation letter.
17. Discuss three advantages of belonging to professional organizations.
18. Describe your postgraduate career goals. (Review your answer periodically.)

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**Chapter 19: License and Regulation: Becoming Licensed and Understanding Your State Instructor Provided**

**Lesson Content: 1 HR**

**Testing: .5 HRS**

Lesson Content

- I Key Terms
- II What is The State Nurse Practice Act?
- III How Does the Nurse practice Act Guide/Govern Nursing Practice?
- IV Variability of the State's Nurse Practice Act, Applicable to Licensed Practical Nurse/Licensed Vocational Nurse
- V Applying for a Practical Nursing License or a Temporary Permit
- VI What is the National Council Licensing Examination for Practical Nursing?
  - A. How the National Council Licensing Examination for Practical Nurses is Kept Up to Date
  - B. Core Content
  - C. Types of Test Questions
  - D. Test Framework: Client Needs
  - E. Integration of Nursing Concepts and Processes
- VII Overview of Application Process
  - A. National Council Licensing Examination for Practical Nurses Process Overview
  - B. Authorization to Test
  - C. Fees and Other Important Information
  - D. How to Register (Internet or Telephone)
- VIII National Council Licensing Examination for Practical Nurses Administration In the United States and Its Territories
  - A. Examination Security
  - B. During the Test
  - C. Reporting the Results of the Examination
- IX A Word about National Council Licensing Examination for Practical Nurses Review Books and National Council Licensing Examination for Practical Nurses Preparation Programs

**Lesson Objectives:**

Upon completion of this chapter the student will:

1. Define Key Terms
2. Explain the purpose of the National Council Licensing Examination for Practical Nurses (NCLEX-PN)
3. Explain the significance of the Authorization to Test (ATT).
4. Describe how Computerized Adaptive Testing (CAT) determines whether you pass or fail the NCLEX-PN.
5. Discuss the proven way of preparing for the NCLEX-PN.
6. Explain the legal implications of ignoring the NCLEX-PN confidentiality agreement and sharing information about the NCLEX-PN content with others.
7. Discuss the requirements of your state board of nursing for eligibility to take the NCLEX-PN.

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8. Explain the requirements of your state board of nursing for licensure renewal.
9. Explain the process of endorsement.
10. Differentiate between a temporary work permit and licensure.
11. Discuss how your state's nurse practice act speaks to the issue of assessment, supervision, and delegation.
12. Discuss how your state's nurse practice act regulates the LPN's role in the administration of intravenous therapy, including via a central line.
13. Explain why a state may be "silent" to a particular LPN job role, such as delegation, and how this impacts the LPN's practice.
14. Discuss why it is critical for the LPN to fully understand their state nurse practice act.

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**Culture Presentation:  
Lesson Content: 6.5 HRS**

**Religion Presentation  
Instructions**

1. Pick a partner
2. Pick a religion
3. Research Religion, tell about the religion and beliefs, diet used and ways that it would affect the care provided in the healthcare setting.
4. Develop a presentation on PowerPoint to present to classmates.
5. Props are encouraged, may bring a food to share with class, may use poster board for props, you may dress in costumes. Use your imagination.
6. Be creative and HAVE FUN!

## Religions

1. Jehovah Witness
2. Catholic
3. Christianity
4. Muslim
5. Islam
6. Buddhism
7. Taoism
8. Wicca
9. Mormon
10. Hinduism
11. Jainism
12. Judaism
13. Shinto
14. Sikhism
15. Jewish
16. Seventh Day Adventist
17. Mennonites
18. Native American
19. African American
20. Church Jesus Christ of Latter-Day Saints

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<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content</b>	Shows a full understanding of the topic, how it pertains to nursing, and the care of patients.	Shows a good understanding of the topic, how it pertains to nursing, and the care of patients.	Shows a good understanding of parts of the topic, how it pertains to nursing, and the care of patients.	Does not seem to understand the topic very well, how it pertains to nursing, and the care of patients.
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<b>Comprehension</b>	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
<b>Quality of Information</b>	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
<b>Time Limit</b>	Presentation is 10-15 minutes long.	Presentation is 9 minutes long.	Presentation is 8 minutes long.	Presentation is less than 7 minutes OR more than 15 minutes.
<b>Enthusiasm</b>	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
<b>Props</b>	Student uses several props (could include costume) that show considerable work/creativity and which make the presentation better.	Student uses 1 prop that shows considerable work/creativity and which make the presentation better.	Student uses 1 prop which makes the presentation better.	The student uses no props OR the props chosen detract from the presentation.
<b>Speaks Clearly</b>	Speaks clearly and distinctly all (100-95%) of the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) of the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
<b>Posture and Eye Contact</b>	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
<b>Listens to others Presentations</b>	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises and movements

**Ralph R. Willis Career and Technical Center  
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**Final**

**2hr.**

Students will take and pass the final exam with a minimum of 80% for the overall combined score.

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