

McCann Technical School Practical Nursing Program  
2012 Syllabus  
Human Growth and Development Across the Lifespan--PN 102

**Title of Course**—Human Growth and Development Across the Lifespan—PN 102

**Placement**—Term I

**Class hours**—45

**Credits**—3

**Prerequisites**—None

**Co-requisites**

Human Biology—PN 101

Professional Foundations of Practical Nursing—PN 103

Introduction to Pharmacology—PN 104

Fundamentals of Practical Nursing—PN 105

**Instructor**

Muriel Zraunig, MSN, RN

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Office hours—by appointment

**Class Days and Times**

Week #1-- Wednesday, January 11, 4-7 PM

Week # 2--Tuesday, January 17, 4-7 PM

Week # 3--Monday, January 23, 4-7 PM

Week # 4--Monday, January 30, 4-7 PM

Week # 5--Monday, February 6, 4-7 PM

**Class does not meet Week #6**

Week # 7--Tuesday, February 21, 4-7 PM

Week # 8--Monday, February 27, 4-7 PM

Week # 9 --Monday, March 12, 7-10 PM

Week # 10—Monday, March 19, 4-7 PM

Week # 11—Monday, March 26—4-8 PM

Week # 12—Monday, April 2—4-7 PM and Tuesday, April 3, 4-7 PM

Week # 13--Monday, April 9, 4-7 PM

Week # 14--Wednesday, April 18, 5-8 PM

Week # 15--Tuesday, April 24, 4-6 PM

**Location**—Practical nursing classroom at Doctor's Building, North Adams Regional Hospital

## Course Description

This course encompasses human growth and development across the life span. Stages of individual biophysical and psychosocial development from conception to late adulthood are addressed. Theories of growth and development are introduced and examined. The family as a unit and its influences on health issues are also examined. Emphasis is put on changes and characteristics of the older adult. **3 credits**

## Course Objectives

1. Identify selected theories of psychosocial, cognitive and moral development.
2. Describe normal growth, development, and behavior in each stage of development from the prenatal period through late adulthood.
3. Describe health issues common to individuals at each stage of development.
4. Recognize the impact of physical and psychosocial changes of aging on the health of the older client
5. Describe the development of the healthy family.
6. Identify the influence of the family on the health status of individual family members.
7. Demonstrate techniques for effective communication.
8. Recognize the impact of culture, ethnicity and spiritual tradition on the development of individuals, and the family.
9. Describe the practical nurse's role in assessing growth, development, and behavior in individuals and families

## Required Textbooks

deWit, S. (2009) *Fundamental Concepts and Skills for Nursing, 3rd ed.* Philadelphia: Elsevier/Saunders.

deWit, S. (2009). *Student Learning Guide to Accompany Fundamental Concepts and Skills for Nursing, 3rd ed.* Philadelphia: Elsevier/Saunders.

Polan, E. & Taylor, D., (2011). *Journey Across the Lifespan, Human Development and Health Promotion, 4th ed.* Philadelphia: F. A. Davis.

**Teaching Methods**—Lecture, discussion, a/v media, role-playing.

**Evaluation**—Student performance will be evaluated as follows:

- Quizzes (4)--10%--lowest grade dropped
- Tests (2) —15%
- Mid-Term Exam 20%
- Class participation/workbook pages—5%
- Paper—15%
- Project—“Life Review”--15%
- Final Exam—20%

## Topics by Week

Week 1—Course Introduction  
Healthy Lifestyles

Week 2—Culture

Week 3-- The Family and Influences on Growth and Development  
**Quiz #1**

Week 4-- Communication

Week 5— **Test #1**  
Theories of Growth and Development

Week 6—PN 102 does not meet this week

Week 7— Prenatal Period to 1 Year

Week 8— **Quiz # 2**  
The Toddler  
Review for mid-term exam

Week 9— **Mid-Term Exam—**  
Preschooler

Week 10-- School Age

Week 11— **Quiz # 3**  
**Workbook assignment due**  
Puberty and Adolescence

Week 12—Early Adulthood  
**Test # 2**  
Middle Adulthood  
**Workbook assignment due**

Week 13--**Workbook assignment due**  
**Paper Due**  
Late Adulthood and End of Life

Week 14 **Quiz #4**  
Review for **Final Exam**—covers material from entire course  
**Presentation of life review project**

Week 15 **Final Exam—cumulative**

## **Attendance Policy**

The Board of Registration in Nursing stipulates that practical nursing programs allot designated amounts of time to both theory and clinical practice. Attendance will be calculated on a cumulative basis **for the year**.

Students are expected to attend all classes as scheduled. Notification of absence from class is not necessary unless a student will be absent from an exam. To report an absence from an exam, the student is required to notify the practical nursing office that she/he will be absent from the exam. It is the student's responsibility to contact the instructor within 24 hours to arrange a make-up exam. **Students may miss no more than eighteen (18) hours of classroom time for the entire program.** Attendance (including tardiness or leaving class early) is calculated on a cumulative basis. There is no opportunity to make up missed class time. Students are responsible for all material presented in classes and clinical experiences from which he/she is absent.

**Failure to call ahead on an exam day will result in an unexcused absence. The student will not be allowed to take the exam at another time and will receive a grade of zero (0) for the missed exam.**

Students will sign in to each class and laboratory session. If tardy, they will include the time they entered class. Students who leave early will sign out and include the time they left. Remember, arriving late for class or leaving early impacts the total number of hours mandated for successful completion of the program.

It is the prerogative of the instructor to lower a student's grade in cases of persistent tardiness or absence, even if the student has not exceeded the program total for time lost. It is also the prerogative of the instructor in cases of extended illness or serious accident, to determine whether or not the student will be allowed to continue in the course.

## **Grading Policy**

1. All assignments, papers, quizzes, and exams will be graded numerically, on a scale of 0-100%, with 76% being the minimal passing grade. The student is responsible for keeping a record of his/her own grade status. Official grade records will be kept by the director. Students may review their progress with the course instructor, their faculty advisor, or the director by appointment at any time.
2. Assignments must be submitted on or before the due dates. The instructor reserves the right to deduct five (5) points from the grade of any assignment for every day that it is late. After 5 days the instructor has the right to refuse to accept the assignment and the student will receive a 0% grade.
3. Students scoring below 76% on any two (2) must meet with the instructor for advisement, including recommendations for improvement. The student will be placed on academic probation. If a student is absent on an examination day, she/he is to notify the practical nursing office that he/she will be absent. The student must contact

the faculty member who is giving the exam within 24 hours to make-up of the test. If the student fails to follow this policy, she/he will receive a 0% for the exam. It is the student's responsibility to plan with the instructor an appropriate time for making up the exam.

4. For the first exam missed, the grade for the exam will be reduced by 10%. (In other words, the highest grade the student can receive is a 90%). If more than one examination per subject is missed in the term, 15% will be taken off subsequent missed exam grades. The instructor reserves the right to give a different form of the exam for make-up.
5. Examinations may not be retaken for any reason.
6. Mid-term warnings will be issued for any of the following:
  - a. Grade at mid-term below 76%
  - b. Student has failed two (2) or more unit exams
  - c. Student failed the mid-term exam
7. Students who receive mid-term warnings are placed on probation. (See probation policy).
8. Grades are issued at the end of the term. Students are required to achieve a final grade of 76% or above.

**THE FACULTY RESERVES THE RIGHT TO CHANGE THE SYLLABUS AS NEEDED**

**DAILY CALENDAR FOR HUMAN GROWTH AND DEVELOPMENT  
ACROSS THE LIFESPAN  
PN 102--2012**

Date	Class Content	Preparation for Class	Assignment Due/Exam/Quiz	Outcomes
<p><b>Week # 1</b> Wednesday, January 11 4-7 PM</p>	<p>Course Introduction  Healthy Lifestyles</p>	<p>Bring Text—by Poland &amp; Taylor, <i>Journey Across the Lifespan</i>  Read Polan &amp; Taylor. Chapter 1</p>		<ol style="list-style-type: none"> <li>1. Review syllabus and texts—course expectations introduced.</li> <li>2. Describe the concept of health.</li> <li>3. List 5 health lifestyle practices.</li> <li>4. State the role of the practical nurse in health promotion.</li> <li>5. List 2 factors that interfere with people’s abilities to change their personal habits.</li> </ol>
<p><b>Week # 2</b> Tuesday, January 17 4-7 PM</p>	<p>Culture Video—“I’m Normal—You’re Weird”</p>	<p>Read Polan &amp; Taylor, Chapter 2</p>		<ol style="list-style-type: none"> <li>1. Define culture.</li> <li>2. Describe the difference between beliefs and values.</li> <li>3. State how culture is relevant to nursing practice.</li> <li>4. Identify the basic components in a cultural assessment.</li> </ol>
<p><b>Week # 3</b> Monday, January 23  4-7 PM</p>	<p><b>Quiz # 1</b>  The Family and Influences on Growth and Development</p>	<p>Study for Quiz # 1  Read Polan and Taylor, Chapter 3</p>	<p><b>Quiz #1</b> (on material from Week #1 -2)</p>	<ol style="list-style-type: none"> <li>1. Take and pass Quiz # 1.</li> <li>2. Give the classic definition of the word “family.”</li> <li>3. Discuss the influence of family lifestyle on child development.</li> <li>4. List 4 different stages of family development.</li> <li>5. Contrast the characteristics of functional and</li> </ol>

				dysfunctional families.
<p><b>Week # 4</b></p> <p>Monday, January 30 4-7 PM</p>	<p>Communication</p>	<p>Read Polan &amp; Taylor, Chapter 4</p>		<ol style="list-style-type: none"> <li>1. Take and pass Test #1.</li> <li>2. Define communication.</li> <li>3. Describe the difference between verbal and nonverbal communication.</li> <li>4. Distinguish between social and therapeutic communication.</li> <li>5. List responses that block effective communication.</li> <li>6. Name techniques for effective communication</li> </ol>
<p><b>Week # 5</b></p> <p>Monday, February 6 5-8 PM</p>	<p><b>Test # 1</b></p> <p>Theories of Growth &amp; Development</p> <p><b>Life Review Group Project Explained (due April 18)</b></p>	<p>Study for Test # 1</p> <p>Read Polan &amp; Taylor, Chapter 5</p> <p>Read deWit, Chapter 11, pp. 139-141</p>	<p><b>Test #1</b>—Covers material from Weeks 1-4 with emphasis on Weeks 3-4</p>	<ol style="list-style-type: none"> <li>1. Take and pass Test #1.</li> <li>2. Describe the 5 common characteristics of growth and development.</li> <li>3. Name the 2 major influences on an individual's growth and development.</li> <li>4. Compare Freud's psychoanalytical and Erikson's psychosocial theories of development.</li> <li>5. Describe Piaget's theory of cognitive development.</li> <li>6. Describe Kohlberg's theory of moral development.</li> <li>7. Describe Maslow's theory of human needs.</li> </ol>

<b>Week # 6</b>	PN 102 does	not meet this	week	
<p><b>Week # 7</b></p> <p>Tuesday, February 21 4-7 PM</p>	<p>Pre-Natal Period to 1 year</p> <p><b>Requirements for term paper explained (Due April 9)</b></p>	<p>Read Polan &amp; Taylor, Chapter 6</p> <p>Read deWit, Chapter 11, pp. 141-145</p>		<ol style="list-style-type: none"> <li>1. Name 3 factors that promote healthy pregnancy</li> <li>2. Name 4 factors that may have an adverse effect on pregnancy.</li> <li>3. Describe steps in prenatal development.</li> <li>4. Describe the physical and cognitive development of infants from birth to 1 year.</li> <li>5. Describe the nutritional needs of infants.</li> <li>6. List 3 interventions used to promote infant safety.</li> <li>7. List 2 concerns for health promotion during infancy.</li> </ol>
<p><b>Week # 8</b></p> <p>Monday, February 27 4-7 PM</p>	<p><b>Quiz # 2</b></p> <p>The Toddler</p> <p>Review for mid-term exam</p>	<p>Study for Quiz # 2</p> <p>Read Polan &amp; Taylor, Chapter 7</p>	<p><b>Quiz # 2</b>—(on material from Weeks 5 and 7)</p>	<ol style="list-style-type: none"> <li>1. Take and pass Quiz #2.</li> <li>2. Describe the main physical characteristics of the toddler.</li> <li>3. Name 3 developmental skills that the toddler can master independently.</li> <li>4. Describe the psychosocial task of the toddler as defined by Erikson.</li> <li>5. Describe the stage of cognitive development of the toddler, per Piaget.</li> <li>6. State 1 disciplinary method appropriate for use with toddlers.</li> <li>7. List 3 feeding</li> </ol>

				<p>recommendations for toddlers.</p> <p>8. List 2 factors that aid toddlers in development of language skills.</p> <p>9. Name 5 common safety hazards that can affect toddlers.</p> <p>10. Take and pass mid-term exam.</p>
<b>Spring</b>	<b>Break</b>	<b>Week of March 7-11</b>	<b>Spring Break</b>	<b>Enjoy!!!</b>
<p><b>Week # 9</b></p> <p>Monday, March 12</p> <p>5-8 PM</p>	<p><b>Mid-Term Exam</b></p> <p>The Preschool Child</p>	<p>Study for Mid-Term Exam</p> <p>Read Polan &amp; Taylor, Chapter 8</p> <p>Read deWit, Chapter 11, pp. 145-148</p>	<p><b>Mid-Term Exam</b> (covers all material weeks 1-8 )</p>	<ol style="list-style-type: none"> <li>1. Take and pass mid-term exam</li> <li>2. Describe physical changes that take place during the preschool years.</li> <li>3. List 2 gross motor skills characteristic of preschoolers.</li> <li>4. Describe the psychosocial task of the preschooler as defined by Erickson.</li> <li>5. Describe the state of cognitive development for the preschooler according to Piaget.</li> <li>6. List 3 appropriate snacks for preschoolers.</li> <li>7. Describe the characteristic play of the preschool child.</li> <li>8. Name 2 common behavioral concerns affecting preschoolers.</li> <li>9. List safety concerns relevant to the preschooler.</li> </ol>
<p><b>Week # 10</b></p> <p>Monday,</p>	<p>The School Aged Child</p>	<p>Read Polan &amp; Taylor,</p>		<ol style="list-style-type: none"> <li>1. List 4 physical characteristics common to school-</li> </ol>

<p>March 19 4-7 PM</p>		<p>Chapter 9</p> <p>Read deWit, Chapter 11, pp. 148-150</p>		<p>aged children. 2. Describe 3 developmental milestones common to school-age children. 3. Describe the psychosocial task for the school-aged period as defined by Erikson. 4. Describe cognitive levels of functioning seen during the school-age period. 5. Describe moral development in school-aged children. 6. List 5 factors that contribute to the health and safety of the school-aged child.</p>
<p><b>Week # 11</b></p> <p>Monday, March 26 4-8 PM</p>	<p><b>Quiz # 3</b></p> <p>Puberty &amp; Adolescence</p>	<p>Study for Quiz # 3</p> <p>Read Polan &amp; Taylor, Chapter 10</p> <p>Read deWit, Chapter 11, pp. 150-154 (Adolescents)</p> <p>Complete workbook assignment</p>	<p><b>Quiz # 3</b> (Covers material from Weeks 9-10)</p> <p><b>Workbook, deWit, Chapter 11 due pp. 87-93</b></p> <p><b>Stop at Critical Thinking Activities</b></p>	<p>1. Take and pass Quiz #3. 2. List 4 physical changes occurring during puberty. 3. List 4 physical characteristics of adolescence. 4. Describe 3 developmental milestones of the adolescent period. 5. Describe the primary psychosocial task of adolescence as identified by Erikson. 5. Describe the level of cognitive functioning of the adolescent. 6. State how teenagers develop moral reasoning. 7. List 3 factors that help to promote wellness in the</p>

				adolescent. 8. Describe 3 specific concerns that may adversely affect adolescent health and safety.
<b>Week # 12</b>  Monday, April 2 4-7 PM	Early Adulthood	Read Polan & Taylor, Chapter 11  Read deWit, Chapter 12 pp. 156-162		1. List 4 goals for the early adult period of development. 2. Describe 3 psychological changes that occur during early adulthood. 3. Describe the psychosocial task as identified by Erikson for early adulthood. 4. List 3 nutritional concerns for young adults. 5. State 2 health screening tests important to young adults.
<b>Week # 12</b>  Tuesday, April 3 4-7 PM	<b>Test # 2</b>  Middle Adulthood	Study for Test # 2  Read Polan & Taylor, Chapter 12  Read deWit, Chapter 12, pp. 162-165 Complete workbook assignment	<b>Test #2</b> (covers material from Weeks 9-11 with emphasis on Week 11)  <b>Workbook, Chapter 12, deWit, due pp. 97-102</b> <b>Stop at Critical Thinking Activities</b>	1. Take and pass Test # 2. 2. List 3 psychological changes that occur during middle age. 3. Describe the psychosocial task that Erikson identified for middle adulthood. 4. List 3 goals unique to the middle adult. 5. Describe 3 areas of health concern for the middle-aged adult.
<b>Week # 13</b>  Monday, April 9 4-7 PM	Late Adulthood  Death and Dying	Read Polan & Taylor, Chapter 13  Read deWit,	<b>Term Paper Due</b>  <b>Workbook Assignment, deWit, Chapter 13</b>	1. Describe 3 demographic changes affecting the older adult. 2. Contrast biological and psychosocial

		<p>Chapter 13 and Review Chapter 41</p> <p>Read Polan &amp; Taylor, Chapter 14</p> <p>Complete Paper</p>	<p><b>due, pp. 107-111</b></p> <p><b>Stop at Critical Thinking Activities</b></p>	<p>theories of aging.</p> <ol style="list-style-type: none"> <li>3. List 4 normal age-related physical changes that occur during this stage of development.</li> <li>4. Describe 2 developmental milestones associated with aging.</li> <li>5. Describe Erikson's psychosocial task for this period of development.</li> <li>6. List 3 dietary changes important for late adulthood.</li> <li>7. List 2 ways to promote health &amp; safety for older adults.</li> <li>8. Discuss modifications of the environment that may be necessary for the geriatric adult.</li> <li>9. Discuss alternatives to nursing home care.</li> <li>10. Discuss principles of elder care and the role of the health care worker.</li> <li>11. Discuss the teaching needs of the geriatric adult.</li> <li>12. Describe different types of losses.</li> <li>13. Describe the development of a concept of death.</li> <li>14. Describe signs of approaching death.</li> <li>15. Contrast cultural aspects of death.</li> <li>16. Describe ethical concerns regarding end-of-life issues.</li> </ol>
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				17. Describe Kubler-Ross's stages of death and dying.
<b>Week # 14</b>  Monday, April 16  <b>Patriot's Day Holiday</b>	<b>No Classes</b>		_____	_____
<b>Week # 14</b>  Wednesday, April 18  5-8 PM	<b>Quiz # 4</b>  Review for Final Exam  Presentation of Life Review Project	Study for Quiz # 4  Come with questions for course review  Prepare to present Life Review Project	Quiz # 4 (covers material from Week # 12 and #13)  <b>Life Review Project Group Presentations</b>	1. Take and pass Quiz #4. 2. Present group project.
<b>Week # 15</b>  Tuesday, April 24 4-6 PM	<b>Final Exam</b>	Study for Final Exam	<b>Final Exam— Cumulative</b>	1. Take and pass final exam.

**THE FACULTY RESERVES THE RIGHT TO CHANGE THE SYLLABUS**

Human Growth and Development Term Paper  
McCann Technical School Practical Nursing Program  
2012

Due Date: Monday, April 9, 2012 at 4 PM

Weight of this paper: 15% of final course grade

For this term paper, you will choose an adult whom you either know very well, or who is a character in a book or film that gives you enough information that you feel well-acquainted with him or her. You will then choose one of the Theories of Growth and Development we have studied in this course, and you will discuss your chosen adult in terms of the theory. As a reminder, the theories we studied are as follows:

Freud's Psychoanalytical Theory  
Erikson's Psychosocial Theory  
Maslow's Human Needs Theory  
Kohlberg's Theory of Moral Development  
Jean Piaget's Cognitive Theory

1. Be sure that you give us a good picture (in words) of your character, and where you see him/her now in terms of development. Support your position with concrete examples.
2. Explain the theory you chose. Tell us why you chose the theory that you did. Does it seem especially appropriate for this character, or is it particularly appealing and sensible to you?
3. Use appropriate citations and a reference list in APA format. You should have a citation for every time you refer to the theory you have chosen. You are welcome to use your Polan and Taylor text as a reference, but you must find at least two more references so that you will have a balanced view of the theory.
4. If you know what some of the landmark happenings in this person's life have been, it will be easy to discuss him/her in terms of the theory. If you don't have all the biographical data, you can make an educated guess based on what you DO know about the person and the theory. Just say whether it is conjecture on your part (and why) or fact as you know it.
5. Lastly, tell why you believe the theory does or does not support what you know about this person.

You will all want to know how long this paper should be. It should be long enough to get the job done. Depending on the age of your character and the theory you choose, the lengths of the papers in the class will vary. It doesn't seem likely that you could accomplish this task in less than 5 pages.

Grading: Shows understanding of the theory----- 40%  
Ability to relate character to the theory----- 50%  
Spelling, grammar, punctuation, APA format-----10%

McCann Technical School Practical Nursing Program  
2012 Syllabus  
Professional Foundations of Practical Nursing—PN 103

**Title of Course**—Professional Foundations of Practical Nursing—PN 103

**Placement**—Term I

**Class Hours**—15

**Credits**—1

**Prerequisites**—None

**Co-requisites**

Human Biology—PN 101

Human Growth and Development across the Lifespan—PN 102

Introduction to Pharmacology—PN 104

Fundamentals of Practical Nursing—PN 105

**Instructor**

Muriel Zraunig, MSN, RN

Telephone—413-664-5494

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Office hours—by appointment

**Class Days and Times**

Week #1—Monday, January 10--8-10 PM

Tuesday, January 11--7-10 PM

Week #2--Tuesday, January 18—7-8 PM

Week # 3--Monday, January 24—9-10 PM—no class Weeks # 4, 5, 6

Week # 7—Tuesday, February 22—7-8 PM

Week # 8—Monday, February 28-- 7-8 PM

Week # 9—Monday, March 14--7-9 PM

Week # 10—Monday, March 21--7-8 PM-- no class Week # 11

Week # 12—Tuesday, April 5—7-9 PM—no class Week # 13

Week # 14—Wednesday, April 20—4-5 PM

**Location**—Practical nursing classroom at Doctor's Building, North Adams Regional Hospital

## **Course Description**

This course introduces the student to the role of practical nursing student and the expected behaviors that are inherent in the role, progressing along a continuum to that of graduate practical nurse. Professionalism and ethical and legal aspects are introduced, with emphasis on the regulation of nursing practice in Massachusetts and the standards of conduct for licensed practical nurses as determined by the Massachusetts General Laws and the regulations promulgated by the Massachusetts Board of Registration in Nursing. The history of practical nursing is explored with respect to the role of licensed practical nurses in the contemporary health care system. Concepts of health, illness and health promotion and an overview of contemporary nursing theories will culminate in the introduction of Dorothea Orem's Self-Care Deficit Theory of Nursing, on which the program is based. Students will review study skills and test-taking strategies and be introduced to the skill of critical thinking. To emphasize the concept of life-long learning as a professional expectation, students will begin to accumulate materials for a resume and portfolio to be assembled during Term III.

## **Course Objectives**

1. Recognize the influence of nursing history on the evolution of the practical nursing role.
2. Discuss the role of the licensed practical nurse in defining local, national, and global health care standards.
3. Identify nursing organizations that support the practical nurse in his/her role.
4. Discuss the legal and ethical framework of practical nursing with attention to the Massachusetts General Laws and the regulations of the Massachusetts Board of Registration in Nursing.
5. Define accountability for personal and professional conduct within the practical nurse student role as defined by Massachusetts General Laws and the regulations of the Massachusetts Board of Registration in Nursing.
6. Identify study skills and test-taking strategies for success as a practical nursing student.
7. Define the concept of critical thinking.
8. Identify three contemporary theories of nursing, other than Dorothea Orem's theory.
9. Summarize the major components of Orem's Self-Care Deficit Theory of Nursing.
10. Identify opportunities for life-long learning in nursing.
11. Begin to accumulate information to include in a resume and professional portfolio to be assembled during Term III.

## **Required Textbooks**

deWit, S. (2009). *Fundamental Concepts and Skills for Nursing, 3rd ed.* Philadelphia: Elsevier/Saunders.

Hill, S.S., and Howlett, H.S. (2009). *Success in Practical/Vocational Nursing, 6th ed.* St.Louis: Elsevier/Saunders.

Instructor Handouts will also be distributed

**Teaching Methods--** Lecture, discussion, writing, a/v media, role-playing.

**Evaluation—Student Progress will be evaluated as follows:**

- 5 Quizzes—total of 25%
- Class participation—10%
- 4 Assignments
  1. How will you care for yourself during this school year?—10%
  2. How will you affect the history of nursing?—10%
  3. Complaint form—10%
  4. Assignment for life-long learning 10%
- Project—start portfolio; select resume—10% (5% each)
- Final Exam—15%

## **Topics**

**Week # 1—**

**Night #1—History of Practical Nursing**

**Week #1—**

**Night # 2— Transitions, Empowerment  
The Adult Learner, Study Skills, Test-Taking Strategies, and Critical  
thinking  
Concepts of Health, Illness, and Health Promotion  
Personal Health Promotion  
Nursing, the Health Care Team, and the Health Care System**

**Week # 2-- Contemporary Theories of Nursing**

**Week #3— Dorothea Orem's Theory**

**Week # 4, 5 and 6—No PN 103 these 3 weeks**

**Week # 7--- Ethical Aspects of Nursing**

**Week # 8— Legal Aspects of Nursing**

**VACATION WEEK OF MARCH 5-9----ENJOY!!!!**

**Week # 9— Introduction to Massachusetts Board of Registration in Nursing and the regulation of nursing practice (BRN curriculum)**

**Standards of Conduct—(BRN curriculum)**

**Week # 10— Standards of Conduct (continued)**

**Week # 11—No PN 103**

**Week # 12—Opportunities for Life-Long Learning in Nursing  
Beginning of resume/portfolio  
Nursing Organizations**

**-**

**Week # 13—No PN 103**

**Week # 14—Final exam**

## **Attendance Policy**

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**Failure to call ahead on an exam day or presentation day will result in an unexcused absence. The student will not be allowed to take the exam or present the project and will receive a grade of zero (0) for the missed exam or presentation.**

Students will sign in to each class. If tardy, they will include the time they entered class. Students who leave early will sign out and include the time they left. Remember, arriving late for class or leaving early impacts the total number of hours mandated for successful completion of the program.

It is the prerogative of the instructor to lower a student's grade in cases of persistent tardiness or absence, even if the student has not exceeded the program total for time lost. It is also the prerogative of the instructor in cases of extended illness or serious accident, to determine whether or not the student will be allowed to continue in the course.

## **Grading Policy**

1. All assignments, papers, quizzes, and exams will be graded numerically, on a scale of 0-100%, with 76% being the minimal passing grade. The student is responsible for keeping a record of his/her own grade status. Official grade records will be kept by the director. Students may review their progress with the course instructor, their faculty advisor, or the director by appointment at any time.
2. Assignments must be submitted on or before the due dates. The instructor reserves the right to deduct five (5) points from the grade of any assignment for every day that it is late. After 5 days the instructor has the right to refuse to accept the assignment and the student will receive a 0% grade. Students should request extensions for reasonable situations at least 24 hours in advance of the due date of the assignment.
3. Students scoring below 76% on any two (2) exams must meet with the instructor for advisement, including recommendations for improvement. The student will be placed on academic probation. If a student is absent on an examination day, she/he is to notify the practical nursing office that he/she will be absent. The student must contact

the faculty member who is giving the exam within 24 hours to make-up of the test. If the student fails to follow this policy, she/he will receive a 0% for the exam. It is the student's responsibility to plan with the instructor an appropriate time for making up the exam.

4. For the first exam missed, the grade for the exam will be reduced by 10%. (In other words, the highest grade the student can receive is a 90%). If more than one examination per subject is missed in the term, 15% will be taken off subsequent missed exam grades. The instructor reserves the right to give a different form of the exam for make-up.
5. Examinations may not be **retaken** for any reason.
6. Mid-term warnings will be issued for any of the following:
  - a. Grade at mid-term below 76%
  - b. Student has failed two (2) or more unit exams
  - c. Student failed the mid-term exam
7. Students who receive mid-term warnings are placed on probation. (See probation policy).
8. Grades are issued at the end of the term. Students are required to achieve a final grade of 76% or above.

### **Disabilities Statement**

Students requiring special accommodations should set up an appointment to meet with the instructor at the beginning of the course. (See Practical Nursing Student Handbook for policy.)

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Professional Foundations of Practical Nursing

Writing Assignment—Nursing History

Due Tuesday, January 17, 2012 at 4 PM

Write a 3-5 paragraph essay on the subject—“My Contribution to the History of Nursing”, utilizing the format described in your Practical Nursing Student Handbook. This does not have to be an academic paper. It is intended to be similar to the essay you wrote the day you were interviewed, only this time you have a chance to write a final draft. It will be graded as follows:

Content—80%

Grammar, spelling, punctuation, capitalization, format—20%

Have fun projecting yourself into your future!

Professional Foundations of Practical Nursing  
Writing Assignment

**Self-Care Essay**

**Due Friday, January 27, 2012 at 4 PM**—note the PN 103 does not meet this day, but you will have had time to get feedback from your first essay and apply any suggestions to this one.

Write a 3-5 paragraph essay on the subject—“How I Will Care for Myself as a Practical Nursing Student”, utilizing the format described in your Practical Nursing Student Handbook, page 49.

As with the first paper, this one does not have to be an academic paper. It is intended to give you the opportunity to enhance your writing skills while making sure that you pay attention to your health and well-being during this challenging year in your life. Look back at the reading assignments on personal health promotion for January 11 if you need some ideas. Creativity and humor are welcome but not required. Your paper will be graded as follows:

Content-----80%

Grammar, spelling, punctuation, capitalization, basic APA format—20%

We will check in with you towards the end of the program to see how well you took care of yourself!

McCann Technical School Practical Nursing Program  
PN 103—Professional Foundations of Practical Nursing  
**Lifelong Learning Assignment**

**Due Tuesday, April 3, 2012 at 4 PM**

Find 3 different continuing education classes or courses that would be appropriate for practicing LPNs and that would qualify as continuing education for relicensure. The classes/workshops/ courses should be on 3 different subjects and be from 3 different types of sources (i.e., internet, live, or through professional journal). You may make copies from pamphlets, internet pages, journal pages, etc. The instructor should be able to ascertain how many credits the course is worth, how to access it, costs involved, etc. You should write at least a sentence on each explaining why you chose it. The assignment should have a title page and your explanation should be typed, but otherwise it does not have to be APA format.

McCann Technical School Practical Nursing Program  
PN 103—Professional Foundations of Practical Nursing

**Resume and Portfolio Choice Assignment**  
**Due Wednesday, April 18, 2012 at 4 PM**

**1. Find examples of 3 resume designs and choose one that you plan to use for your resume in Term III. You do not have to write the resume at this time, but you should be thinking about what you have to include in one. You only need to submit the formats and write a sentence or 2 to explain why you chose the template that you did.**

**2. Also, by now you have learned a little bit about formats for professional portfolios, i.e., notebook style, electronic format. Write another sentence or 2 to tell me which format you will choose for your portfolio and why you made that decision. This is to help get you started as you collect items for the portfolio over the rest of the year. You are not locked into your choice. If you change your mind in Term III, that's OK.**

**This assignment should be typed using the format in your handbook. You should include copies of examples of the 3 types of resumes you considered, but you only have to state the format of the portfolio, along with your reason.**

**Daily Calendar for Professional Foundations of Practical Nursing—Term I—2012**

<b>Date</b>	<b>Class Content</b>	<b>Preparation for Class</b>	<b>Assignment Due/ Exam/Quiz</b>	<b>Objectives</b>
<p align="center"><b>Week # 1</b></p> <p>Monday, January 9</p> <p align="center">8-10 PM</p>	<p>History of Nursing; (Video—“Sentimental Women Need Not Apply”)</p> <p>History of Practical Nursing</p>	<p>Hill &amp; Howlett, Chapter 7</p> <p>deWit, Chapter 1, pp. 1-3</p> <p>Handout for Week 1</p>		<ol style="list-style-type: none"> <li>1. Describe the role of self-defined practical nurses throughout history.</li> <li>2. Discuss 4 major events that influenced changes in practical nursing.</li> <li>3. Discuss the influence of history on the role of the practical nurse in the 21<sup>st</sup> century.</li> </ol>
<p>Tuesday, January 10</p> <p align="center">7-10 PM</p>	<p>Nursing, the Health Care Team, and the Health Care System</p> <p>Concepts of Health, Illness, and Health Promotion</p> <p>Personal Health Promotion</p> <p>Transitions; Empowerment The Adult Learner</p> <p>Study Skills, Test-Taking &amp; Critical Thinking</p>	<p>deWit, Chapter 1, pp. 3-11 and Chapter 2</p> <p>Hill &amp; Howlett, Chapters 10 &amp; 11</p> <p>Hill &amp; Howlett Chapters 1-3 and Appendix D, pp. 461-466</p> <p>Hill &amp; Howlett, Chapters 4-6</p>		<ol style="list-style-type: none"> <li>1. Identify the educational ladder that is available to nurses.</li> <li>2. Identify 4 goals of nursing practice.</li> <li>3. Define wellness and illness from both traditional and holistic points of view.</li> <li>4. Identify Maslow’s Hierarchy of Needs and give an example of each of the 5 basic human needs.</li> <li>5. Identify 5 nursing and non-nursing members of the health care team and describe their role.</li> <li>6. Define empowerment</li> <li>7. Describe 3 ways in which current customs in our society limit opportunities for women.</li> <li>8. Identify 2 forms of oppression that nurses are likely to experience.</li> <li>9. Identify 2 forms of oppression that patients often experience.</li> <li>10. Identify 3 activities that will increase</li> </ol>

	<p><b>Students will take ATI Critical Thinking Entrance Assessment in Fundamentals Lab or clinical time when exams arrive</b></p>			<p>personal empowerment.</p> <ol style="list-style-type: none"> <li>11. Identify 3 ways to facilitate empowerment of patients.</li> <li>12. Begin to identify personal learning preferences, style.</li> <li>13. Identify areas of strength that will help to ensure success in PN program.</li> <li>14. Identify challenges that could interfere with success in PN program.</li> <li>15. Utilize time management techniques that will help to ensure success in PN program.</li> <li>16. Identify 2 suggestions for increasing reading effectiveness.</li> <li>17. Discuss 3 hints used to gain full value from lecture-type classes.</li> <li>18. Discuss the student’s responsibility in cooperative learning and laboratory learning activities.</li> <li>19. Define test-taking strategies that lead to success on objective and subjective test questions.</li> <li>20. Define critical thinking.</li> <li>21. Discuss the importance of developing critical thinking skills.</li> <li>22. Begin to display the skills of a critical thinker.</li> </ol>
<p><b>Week #2</b> Tuesday, January 17  7-8 PM</p>	<p>Contemporary Theories of Nursing</p>	<p>Handout for Week # 2  deWit, Chapter 1, page 4, Table 1-1</p>	<p><b>Quiz # 1—Nursing History</b>  <b>“My Contribution to the History of</b></p>	<ol style="list-style-type: none"> <li>1. Take and pass Quiz #1.</li> <li>2. Identify 3 contemporary theories of nursing.</li> <li>3. Describe ways in which nursing theories influence nursing practice.</li> </ol>

		Study for Quiz # 1	<b>Nursing” essay due at 4 PM</b>	
<b>Week # 3</b> Monday, January 23 7-8 PM	Orem’s Theory of Nursing	McCann Practical Nursing Student Handbook pp. 13-15	<b>“How I will Care for Myself as a Practical Nursing Student” essay due Friday, January 27 at 4 PM</b>	1. Define Dorothea Orem’s Self-Care Deficit Theory of Nursing. 2. Describe ways in which Orem’s theory is incorporated into the nursing process.
<b>Weeks # 4, 5 &amp; 6</b>	<b>No PN 103 in Weeks 4, 5 &amp; 6</b>			
<b>Week # 7</b> Tuesday, February 21 7-8 PM	Ethical Aspects of Nursing	Hill & Howlett, Chapter 19  Handout for Week # 7  Study for Quiz # 2	<b>Quiz #2—Nursing Theory</b>	1. Take and pass Quiz #2. 2. Name 4 ethical issues of concern in 21 <sup>st</sup> century healthcare. 3. Explain nursing ethics. 4. Identify ethical elements in the Massachusetts General Laws relating to nursing. (Nurse Practice Act) 5. Discuss how nonmaleficence is more complex than “do no harm.” 6. Differentiate between beneficence and paternal beneficence. 7. Explain the steps in making an autonomous decision. 8. Describe how fidelity affects nursing care. 9. Discuss how a nurse applies the principle of justice to nursing. 10. Differentiate between ethical and legal responsibility in nursing. 11. Explain the differences among ethics, morals, and values.

<p><b>Week #8</b> Monday, February 27 7-8 PM</p>	<p>Legal Aspects of Nursing</p>	<p>Hill &amp; Howlett Chapter 20</p> <p>Review handout from Week # 7</p> <p>Study for Quiz # 3</p>	<p><b>Quiz # 3 Nursing Ethics</b></p>	<ol style="list-style-type: none"> <li>1. Take and pass Quiz #3.</li> <li>2. Differentiate between common law and statutory law.</li> <li>3. Explain the difference between a criminal and a civil action.</li> <li>4. Discuss difference between intentional and unintentional torts.</li> <li>5. List the 4 elements needed for negligence.</li> <li>6. Review the steps for bringing legal action.</li> <li>7. Differentiate between practical nursing student and instructor liability in preventing a lawsuit.</li> <li>8. Summarize patient rights mandated by the Patient Bill of Rights, HIPAA Privacy Rule, and JCAHO Patient Safety Goals.</li> <li>9. Discuss the differences among general consent, informed consent, and authorized consent.</li> <li>10. Differentiate between the living will and durable power of attorney.</li> <li>11. Describe the difference between active and passive euthanasia.</li> <li>12. Explain how you would legally deal with 2 difficult situations that might occur in a clinical setting.</li> </ol>
<p><b>Vacation</b></p>	<p><b>Week of</b></p>	<p><b>March 7-11</b></p>	<p><b>Enjoy!!</b></p>	
<p><b>Week # 9</b> Monday, March 12 8-10 PM</p>	<p>Introduction to Massachusetts Board of Registration in Nursing and the regulation of nursing practice</p> <p>Standards of Conduct</p>	<p>BRN Handouts for Week # 9 &amp; 10</p> <p>Study for Quiz # 4</p>	<p><b>Quiz # 4—Legal Aspects of Nursing</b></p>	<ol style="list-style-type: none"> <li>1. Take and pass Quiz #4.</li> <li>2. Describe the constitutional basis for the regulation of nursing practice by the federal and state government and the purpose of nurse licensure.</li> <li>3. Discuss the key milestones in nurse regulation history.</li> <li>4. Describe the mission of the Massachusetts Board of Registration in Nursing (BRN) in public health protection.</li> <li>5. List the duties of the BRN as specified at General</li> </ol>

				<p>Law, chapters 13 and 112.</p> <p>6. Discuss how the BRN’s regulations provide a framework for safe and effective nursing care.</p> <p>7. Explain the eligibility criteria to qualify for Massachusetts licensure as a Licensed Practical Nurse and a Registered Nurse.</p> <p>8. Define the terms “Competence and Standards of Nursing Practice” as specified at 244 CMR 9.02</p> <p>9. Discuss how the BRN’s Standards of Conduct provide a framework for safe and effective nursing care.</p> <p>10. Differentiate between legal regulation and professional standards of nursing practice</p> <p>11. Discuss the licensed nurse’s responsibility and accountability for:</p> <ul style="list-style-type: none"> <li>• Assuming only those duties and responsibilities within his or her scope of practice and for which he or she has acquired and maintained the necessary competencies;</li> <li>• Performing nursing techniques and procedures only after appropriate education and demonstrated clinical competency;</li> <li>• Adhering to standard precautions and principles of asepsis and infection control;</li> <li>• Safeguarding patient information as well as the patient’s dignity and right to privacy</li> <li>• Participating in research protocols in accordance with standards for the protection of human subjects; and</li> <li>• Making complete, accurate and legible entries in all records required by federal and state laws and regulations, and accepted standards of nursing practice .</li> </ul> <p>12. Describe the licensed nurse’s role in:</p> <ul style="list-style-type: none"> <li>• Providing non-discriminatory nursing care</li> </ul>
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				<ul style="list-style-type: none"> <li>Establishing and maintaining professional boundaries with any patient with whom he or she has a nurse/patient relationship; and</li> <li>Limiting one's own practice when self-restrictions and/or accommodations are not sufficient to enable safe nursing practice due to physical or mental illness including substance abuse.</li> </ul> <p>13. Explain the licensed nurse's responsibility for maintaining the security of controlled substances under his or her control.</p> <p>14. Recognize 3 clinical situations which reflect patient abandonment according to 244 CMR 9.15.</p> <p>15. Cite 3 examples of patient abuse as defined at 244.CMR 9.02</p> <p>16. List 3 clinical situations as specified at 244 CMR 9.03(26) in which a licensed nurse is required to report the practice of another nurse to the BRN.</p> <p>17. Describe the non-disciplinary and disciplinary actions the Board may take when a complaint is filed against a licensed nurse as identified at 244 CMR 7.03, 7.04 and 7.05.</p>
<p><b>Week # 10</b></p> <p>Monday, March 19</p> <p>7-8 PM</p>	Standards of Conduct (continued)	<b>BRN Handouts on Standards of Conduct for Weeks 9 &amp; 10</b>		See Objectives # 8-17 from Week # 9.
<p><b>Week # 11</b></p> <p>No PN 103 in Week # 11</p>	No PN 103 this week	<b>Remember,</b>	<b>remember</b>	<b>remember, there are 3 assignments due in this course next week, so be working on them. There is also a quiz to study for.</b>

<p><b>Week # 12</b></p> <p>Tuesday, April 3</p> <p>7-8 PM</p>	<p>Life-Long Learning in Nursing</p> <p>Start portfolio and resume</p>	<p>Handouts for Week # 12</p> <p>Complete Take home quiz</p> <p>Hill &amp; Howlett, Chapter 23, pp. 440-442</p>	<p><b>Quiz # 5 (Take home quiz on Standards of Conduct) due at 4 PM</b></p> <p><b>Lifelong Learning Assignment Due at 4 PM</b></p>	<ol style="list-style-type: none"> <li>1. Take and pass Quiz #5.</li> <li>2. Define what it means to be a lifelong learner.</li> <li>3. List 3 ways an LPN can fulfill the responsibility of being a lifelong learner.</li> <li>4. Choose a format for a resume to be completed in Term III.</li> <li>5. Determine a format for professional portfolio to be completed in Term III.</li> <li>6. Acquire at least 3 items for a professional portfolio.</li> </ol>
<p>Wednesday, April 4</p> <p>6-7 PM</p>	<p>Nursing Organizations</p>	<p>Hill &amp; Howlett, pp. 442-446</p>	<p><b>Complaint Form (from BORN handouts on Standards of Conduct) due at 4 PM</b></p>	<ol style="list-style-type: none"> <li>1. Identify 3 professional organizations that support the LPN in his/her role.</li> <li>2. Discuss 3 advantages of belonging to LPN/LVN related professional organizations</li> </ol>
<p><b>No PN 103 in Week #13</b></p>				
<p><b>Week # 14</b></p> <p>Wednesday, April 18</p> <p>4-5 PM</p>	<p><b>Final Exam</b></p>	<p>Study for final exam</p>	<p><b>Resume and portfolio assignment due at 4 PM</b></p>	<ol style="list-style-type: none"> <li>1. Take and pass final exam.</li> </ol> <p>YOU HAVE NOW COMPLETED YOUR SECOND COURSE!!!!CONGRATULATIONS!</p>

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**At the end of this document are instructor handout readings for those assignments that indicate handouts. Please keep them with this syllabus so they will be available to you when needed. You will also find instructions for papers and assignments that are due throughout the course. These instructions will be verbally reinforced in class.**