Hinds Community College
Division of Nursing
Associate Degree Nursing Program

Associate Degree Nursing Program Curriculum Components

Generic Option

Spring 2022

Hinds Community College
Division of Nursing
Associate Degree Nursing Program

Mission Statement

To educate individuals to become competent, caring, accountable registered nurses who make a positive impact on health and health care within our communities.

Goal Statements

1. Provide learning experiences that will prepare graduates for employment as a registered nurse.

2. Provide a learning environment that is conducive to student success.

3. Foster a service/learning relationship with our communities.

Hinds Community College
Division of Nursing
Associate Degree Nursing Program

Philosophy

INDIVIDUALS

INDIVIDUALS are unique, intellectual and independent. They are accountable for individual behaviors and capable of self-direction. Individuals continually interact with others and have the right and responsibility to be active partners in all decisions that will affect them. Individuals share needs, adaptive mechanisms, and certain commonalities in growth and development. Individuals are members of groups which includes families, social, self-help, support, religious, or cultural groups.

COMMUNITY

A **COMMUNITY** is a social group with common interests and values that establishes trends and a vision for the future. This group may be diverse but have a commonality that binds the individuals together. The community provides an environment in which the needs of the individual, family, and/or groups can be met through involvement and interaction of the members.

CLIENT

CLIENT is the recipient of health care services. A client can be an individual, family, group, or a community.

HEALTH

HEALTH is a state of complete physical, mental and social well-being not merely the absence of disease or infirmity (World Health Organization). Age, genetics, culture, education, gender, lifestyle, socioeconomic status and environment affect the health of clients. Clients achieve optimum functioning through health promotion, disease prevention, and health protection activities that meet physical, emotional, spiritual, and psychological needs.

EDUCATION

EDUCATION is a continuous interactive learning process that results in a change in behaviors, beliefs, or awareness. Learning is dynamic, multidimensional, and dependent on the individual's abilities, behaviors, needs, and motivations.

LEARNER

The **LEARNER** is an individual who actively utilizes available educational resources to enhance their knowledge of nursing practice, both theoretically and in the clinical setting. The learner is self-motivated, demonstrates readiness to learn, and is the sum of the individual's past experiences. The learner accepts responsibility for their learning and actions, and demonstrates the character traits of caring and integrity.

NURSE EDUCATOR

The **NURSE EDUCATOR** is a facilitator who guides and empowers the learner with self-directed opportunities for critical thinking and ethical decision making. In partnership, the nurse educator and learner facilitate the transfer of knowledge from theory to practice. As a professional role model, the nurse educator inspires the learner to incorporate caring and accountable behaviors into nursing practice. The nurse educator provides timely assessment and feedback to the learner and exercises professional judgment in evaluating performance of both the application of nursing theory and of clinical practice. The nurse educator maintains competency through on-going scholarship.

NURSING EDUCATION

NURSING EDUCATION is a systematic process of the study of the profession and practice of nursing, utilizing principles of learning and problem-solving, critical reflection, and inquiry to form the necessary knowledge, skills, and attitudes of the professional nurse. Nursing education integrates concepts from general education courses with nursing science courses to form a foundation for the practice of the art and science of the nursing profession and discipline. The nursing curriculum is client focused and promotes the application of theory and skill components to implement the nursing process.

NURSING PRACTICE

NURSING PRACTICE is client-centered and directed toward health promotion, disease prevention, and health protection across the lifespan. It involves the use of the nursing process in the care of individuals at all points along the wellness-illness continuum. Nursing practice embraces a respect for the values and diversity of others. Incorporating professional standards and practice guidelines, nurses practice in collaboration with others from varied health care disciplines. The goal of nursing practice is to provide safe, quality care. The core competencies of nursing practice include: client-centered care, professionalism, leadership, systems-based practice, informatics and technology, communication, teamwork and collaboration, safety, quality improvement, and evidence-based practice.

GRADUATE

The Hinds Community College **GRADUATE** is prepared to be an accountable, adaptable generalist, functioning as a provider of care, a manager of care, and a member of the profession of nursing. The graduate can perform a range of complex interventions, incorporating core competencies into their nursing practice. Personal attributes and experiential backgrounds account for the differences in the performance of the graduates. The graduate is prepared at entry level for professional nursing practice and is qualified to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN®).

Revised: 5/17, 12/13, 6/08, 1/03

Hinds Community College
Division of Nursing
Associate Degree Nursing
Curriculum Model
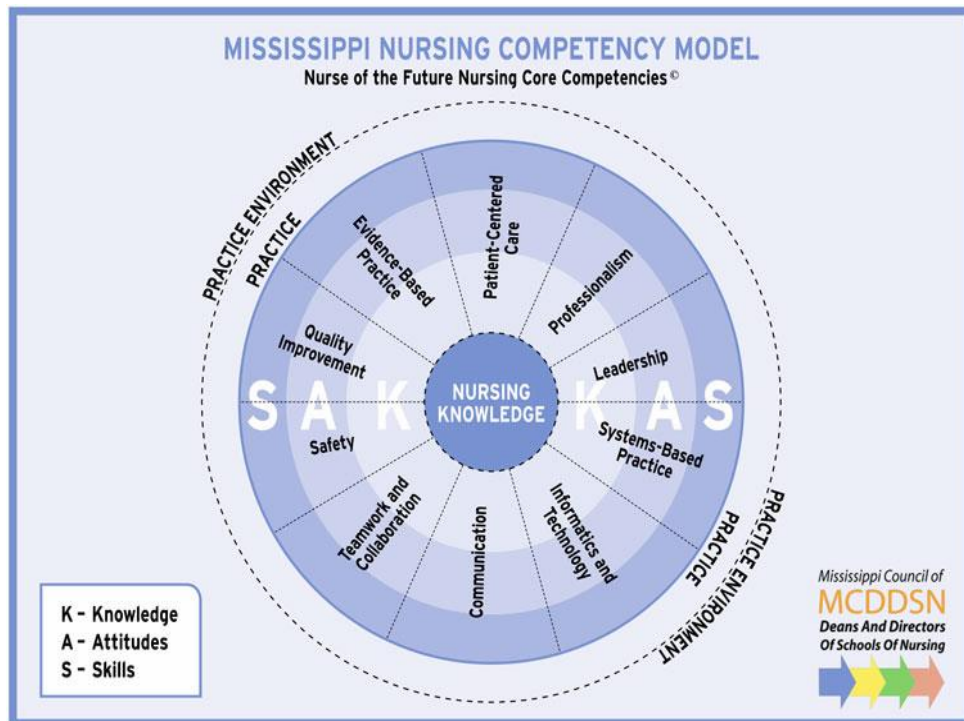
Mississippi Nursing Competency Model
The Nurse of the Future Nursing Core Competency Model

The Nurse of the Future Nursing Core Competency© model is a graphic representation of the NOF Nursing Core Competencies and their relationship to nursing knowledge. In the model, nursing knowledge has been placed at the core to represent how nursing knowledge in its totality reflects the overarching art and science of the nursing profession and discipline. The ten (10) essential competencies, which guide nursing curricula and practice, emanate from this central core and include patient-centered care, professionalism, leadership, systems-based practice, informatics and technology, communication, teamwork and collaboration, safety, quality improvement, and evidence-based practice. The order of the competencies does not indicate any hierarchy, as all the competencies are of equal importance. The competencies are connected by broken lines because distinction between individual competencies may be blurred; the competencies overlap and are not mutually exclusive. The competencies are similarly connected to the core by a broken line to indicate the reciprocal and continuous relationship between each of the competencies and nursing knowledge.

For each competency, a definition is provided that identifies expectations for all professional nurses of the future. Essential knowledge, attitudes, and skills (KAS), reflect the cognitive, affective, and psycho-motor domains of learning.

Curriculum Model Definitions

Client-Centered Care
The Nurse of the Future will provide holistic care that recognizes an individual's preferences, values, and needs and respects the client or designee as a full partner in providing compassionate, coordinated, age and culturally appropriate, safe and effective care.

Professionalism
The Nurse of the Future will demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.

Leadership
The Nurse of the Future will influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition/achievement of shared goals.

Systems-Based Practice
The Nurse of the Future will demonstrate an awareness of and responsiveness to the larger context of the health care system, and will demonstrate the ability to effectively call on microsystem resources to provide care that is of optimal quality and value (Adapted from ACGME, n. D).

Informatics and Technology
The Nurse of the Future will use information and technology to communicate, manage knowledge, mitigate error, and support decision-making (QSEN, 2014).

Communication
The Nurse of the Future will interact effectively with clients, families, and colleagues, fostering mutual respect and shared decision making, to enhance client satisfaction and health outcomes.

Teamwork and Collaboration
The Nurse of the Future will function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision-making, team learning, and development (adapted from QSEN, 2014).

Safety
The Nurse of the Future will minimize risk of harm to clients and providers through both system effectiveness and individual performance (QSEN, 2014).

Quality Improvement
The Nurse of the Future uses data to monitor outcomes of care processes, and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems (QSEN, 2014).

Evidence-Based Practice
The Nurse of the Future will identify, evaluate, and use the best current evidence coupled with clinical expertise and consideration of clients' preferences, experiences and values to make practice decision.

Mississippi Council of Deans and Directors of Schools of Nursing (MCDDSN) Education
    Redesign Taskforce (ERIF) initiative. *The Mississippi Nurse of the Future Competency
    Model*. Retrieved from http://iteachnursingms.org/deans-directors/

Accreditation Council for Graduate Medical Education. (n.d.). *ACGME Outcome Project*.
    Retrieved from http://www.ACGME.org/outcome/comp/compFULL.asp

QSEN Institute. (2014). QSEN Competencies. Retrieved, from
    http://www.qsen.org/competencies/pre-licensure-ksas/

RE: 5/17

Curriculum Plan – Generic Option

> Concepts serve as the framework and are integrated throughout the curriculum. Majority areas of emphasis encompass the following core competencies of nursing practice: client centered care, professionalism, leadership, systems-based practice, informatics and technology, communication, teamwork and collaboration, safety, quality improvement, and evidenced-based practice.

PROFESSIONAL NURSING CONCEPTS I (Nursing 1119)

UNIT I

Accountability: Competence, Professional development
Advocacy: Client-centered care, Patient's Bill of Rights, Protecting vulnerable populations
Caring: Caring behaviors
Collaboration: Chain of command, Interdisciplinary communication, Interdisciplinary teams
Communication: Documentation, Reporting
Culture: Acculturation, Cultural Sensitivity/multiculturalism, Discrimination, Health/health care disparity, Religion, Stereotyping, Values, Beliefs
Diversity: Abilities, Age, Gender, Individual life experiences, Race, Sexual orientation, Vulnerable populations
Family: Community support, Family dynamics, Family response to health alterations, Family response to health promotion, Family structure and roles
Health Policy: Regulatory agencies, Competencies and initiatives, National Patient Safety Goals (NPSG)
Informatics: Computers in healthcare organizations, Electronic health records
Legal issues: Advance directives, Health Insurance Portability and Accountability Act (HIPAA), Nursing Practice Act, Obligation to report
Professional Behaviors: Mississippi Competency Model, American Nurses Association (ANA) Standards of Nursing Practice
Self: Identity, Self-esteem, Self-perception and Body image
Time Management and Organization: Care coordination

UNIT II

Assessment: Assessing normal and abnormal, Physical assessment across the lifespan, Vital signs
Safety: Hand-off communication, Injury/illness prevention, Standard precautions

UNIT III

Caring Intervention/Technical Skills: Medication administration, Catheterization, Catheter irrigation, Specimen collection (urine), Sterile technique, Fundamental nursing skills – CNA I skills (selected)
Elimination: Urinary incontinence, Urinary retention
Nursing Process: Assessment, Diagnosis (problem-focused, risk, health promotion), Planning, Implementation, Evaluation

Unit IV

Caring Intervention/Technical Skills: Laboratory/diagnostic procedures, CNA I skills (remaining), Mobility techniques, Anti-embolic devices, Immobilization devices, Personal hygiene, Enemas, Specimen collection (stool), Gastrostomy (G) tubes, Enteral feeding, Fundamental nursing skills – CNA I skills (selected)
Elimination: Bowel incontinence, Constipation, Impaction
Health, Wellness and Illness: Health, wellness and illness continuum, Adjustment to health and illness, Health promotion and Patterns of sleep/rest
Nutrition: Nutrition
Oxygenation: Oxygenation

UNIT V

Caring Intervention/Technical Skills: Wound care – pressure ulcers, Heat/cold application
Development: Dimensions, Theories of development (Freud, Erikson, Havinghurst, Piaget, Kohlberg and Fowler), Erikson's Theory of Psychosocial Development
Infection: Nosocomial infections (healthcare-acquired infections), Urinary tract infection (UTI)
Inflammation: Inflammation process, Inflammation response
Perfusion: Perfusion
Tissue Integrity: Pressure ulcers, Wound healing

UNIT VI

Cognition: Confusion, Delirium
Comfort: Fatigue, End-of-life care
Grief and Loss: Anticipatory grieving, Death and dying, Response to loss across the lifespan
Immunity: Immune response
Spiritual: Higher consciousness, Morality, Religion, Spiritual distress, Spiritual health, Spiritual wellbeing, Spiritual/ethical caring, Spirituality
Teaching and Learning: Consumer education/prevention, Client educator, Client teaching

Holistic Assessment Across the Lifespan throughout the units as appropriate to the concept.
Nursing Process integrated throughout the units as appropriate to the concept.

Professional Development Module

Lab Activities	Clinical Activities	Clinical Sites
Small Group Discussions/Seminars	Client Care	Long-Term Care Facilities
Critical Thinking Exercises	Clinical Focus Days	Ball Simulation Center
Skills Practice and Clinical Simulations	Pre and Post Conferences	Community Agencies (such as day care centers, senior citizen centers, homeless shelters, funeral homes, hospice, Alzheimer units, alternate communication sites)

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Curriculum Plan – Generic Option

Concepts serve as the framework and are integrated throughout the curriculum. Majority areas of emphasis encompass the following core competencies of nursing practice: client centered care, professionalism, leadership, systems-based practice, informatics and technology, communication, teamwork and collaboration, safety, quality improvement, and evidenced based practice.

PROFESSIONAL NURSING CONCEPTS II (Nursing 1229)

UNIT I

Caring Intervention/Technical Skills: Central lines, Intravenous (IV) medications, Nasogastric (NG) tubes (feeding, suction), Starting an intravenous (IV) site, Wound care – surgical, Parenteral medications, Total parenteral nutrition (TPN)
Ethics: American Nurses Association (ANA) Code of Ethics, Ethical principles, International Council of Nurses (ICN) Code of Ethics
Evidenced-Based Practice: Best practices, Community preferences, Patient care guidelines
Professional Behaviors: Accountability, Commitment to profession, Registered nurse (RN) scope of practice, Work ethics

UNIT II

Family: Family centered care
Health Care Systems: Access to health care; Allocation of resources; Primary, secondary, and tertiary care; Resource utilization
Health, Wellness, & Illness: Consumer education/prevention exercise, Hospitalized individual, Lifestyle choices, Physical fitness, Screening
Immunity: Hypersensitivity, Rheumatoid arthritis
Infection: Antibiotic-resistant infection, Conjunctivitis, *Methicillin-resistant staphylococcus aureus* (MRSA), Otitis media
Informatics: Clinical decision-making support systems, Computer-based reminder systems, Individual information at point of care
Therapeutic Communication: Therapeutic communication

UNIT III

Clinical Decision Making: Critical thinking, Decision making, Problem solving, Concept mapping
Comfort: Pain (acute and chronic), Sleep-rest disorders
Mobility: Back problems (sciatica, scoliosis, herniated intervertebral disc), Osteoarthritis
Safety: Hand-off communication, Injury/illness prevention, Transmission-based precautions (airborne, droplet, contact and neutropenic)
Sensory Perception: Cataracts, Eye injuries, Glaucoma, Hearing impairment, Macular degeneration, Peripheral neuropathy
Time/Management/Organization: Prioritizing care

UNIT IV

Elimination: Irritable bowel disease, Kidney stones
Fluid & Electrolytes: Electrolyte balance, Electrolyte imbalance, Fluid balance, Fluid
  imbalance
Inflammation: Appendicitis, Gallbladder disease, Peptic ulcer disease
Managing Care: Care coordination, Cost-effective care, Prioritizing individual care, Change of
  shift report
Quality Improvement: Methods to evaluate, Quality improvement cycle: plan-do-study-act,
  Reporting, Root cause analysis
Stress & Coping: Anxiety, Crisis

UNIT V

Acid-Base: Acid-base balance, Respiratory acidosis, Respiratory alkalosis, Metabolic acidosis,
  Metabolic alkalosis
Oxygenation: Respiratory Syncytial Virus (RSV), Pneumonia
Perioperative: Preoperative phase, Intraoperative phase, Postoperative phase
Thermoregulation: Hyperthermia, Hypothermia
Tissue Integrity: Cellulitis, Contact dermatitis

UNIT VI

Metabolism: Diabetes, Obesity, Osteoporosis
Perfusion: Angina, Deep vein thrombosis, Peripheral Artery Disease (PAD), Chronic venous
  insufficiency, Hyperlipidemia, Hypertension

Holistic Assessment Across the Lifespan throughout the units as appropriate to the concept.
Nursing Process integrated throughout the units as appropriate to the concept.

Professional Development Module

Lab Activities	Clinical Activities	Clinical Sites
Small Group Discussions/Seminars	Client Care	Acute Care Facilities
Skills Practice and Clinical Simulations	Clinical Focus Days	Rehab Facilities
Critical Thinking Exercises	Pre and Post Conferences	Ball Simulation Center
	Teaching Project	Community Agencies

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Curriculum Plan – Generic Option

Concepts serve as the framework and are integrated throughout the curriculum. Majority areas of emphasis encompass the following core competencies of nursing practice: client centered care, professionalism, leadership, systems-based practice, informatics and technology, communication, teamwork and collaboration, safety, quality improvement, and evidenced based practice.

PROFESSIONAL NURSING CONCEPTS III (Nursing 2139)

UNIT I

Health, Wellness & Illness: Immunizations
Infection: Influenza, Tuberculosis (TB)
Managing Care: Delegation
Perfusion: Cardiomyopathy, Health failure, Ventricular septal defect (VSD)
Violence: Child abuse, Intimate partner abuse, Rape-trauma syndrome

UNIT II

Elimination: Benign prostatic hypertrophy (BPH)
Fluid & Electrolytes: Acute renal failure, Chronic renal failure
Inflammation: Nephritis
Oxygenation: Asthma, Chronic Obstructive Pulmonary Disease (COPD), Cystic Fibrosis
Perfusion: Shock, Pulmonary embolism (PE), Pregnancy-induced hypertension (PIH)

UNIT III

Immunity: Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency
  Syndrome (AIDS)
Mobility: Fractures/hip fractures
Safety: Responsible sexual behavior, Sexually transmitted infections (STI)
Sexuality: Erectile dysfunction, Family planning and preconception care, Infertility counselling,
  Menopause, Menstrual dysfunction

UNIT IV

Caring Interventions/Technical Skills: Postpartum assessment
Reproduction: Antepartum care (normal), Antepartum care (abnormal), Intrapartum care,
  Postpartum care

UNIT V

Caring Interventions/Technical Skills: Newborn assessment
Development: Cerebral Palsy, Down Syndrome, Failure to thrive
Grief and Loss: Perinatal loss, Sudden Infant Death Syndrome (SIDS)
Metabolism: Diabetes, Diabetic ketoacidosis (DKA), Hyperosmolar Hypoglycemic Nonketotic
  Syndrome (HHNS), Thyroid disease

Reproduction: Newborn care, Prematurity
Thermoregulation: Newborn thermoregulation

UNIT VI

Caring Interventions/Technical Skills: Blood transfusion, Wound care: ostomy
Cellular Regulation: Cancer (breast cancer, colon cancer, leukemia, lung cancer, prostate cancer, skin cancer), Anemias (sickle cell anemia, B/12/pernicious, folic acid deficiency, aplastic anemia)
Inflammation: Inflammatory bowel disorders & diseases

Holistic Assessment Across the Lifespan throughout the units as appropriate to the concept.
Nursing Process integrated throughout the units as appropriate to the concept.

Professional Development Module

Lab Activities	Clinical Activities	Clinical Sites
Small Group Discussions/Seminars	Client Care	Acute Care Facilities
Skills Practice and Clinical Simulations	Clinical Focus Days	Community Agencies
Critical Thinking Exercises	Pre and Post Conferences	Ball Simulation Center
	Teaching Project	

Hinds Community College
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Curriculum Plan – Generic Option

Concepts serve as the framework and are integrated throughout the curriculum. Majority areas of emphasis encompass the following core competencies of nursing practice: client centered care, professionalism, leadership, systems-based practice, informatics and technology, communication, teamwork and collaboration, safety, quality improvement, and evidenced based practice.

PROFESSIONAL NURSING CONCEPTS IV (Nursing 2249)

UNIT I

Caring Interventions/Technical Skills: Chest tubes, Nasopharyngeal/oral suctioning, Tracheostomy care (suctioning)
Infection: Sepsis
Stress & Coping: Generalized Anxiety Disorder, Obsessive-Compulsive Disorder, Panic Disorder, Phobias, Post-Traumatic Stress Disorder

UNIT II

Communication: Assertive communication, Conflict resolution, Group process
Mood & Affect: Bipolar disorder, Depressive disorders (including postpartum depression), Suicide
Oxygenation: Acute Respiratory Distress Syndrome (ARDS)
Perfusion: Myocardial infarction (MI), Life-threatening dysrhythmias

UNIT III

Development: Attention Deficit Hyperactivity Disorder (ADHD), Autism
Inflammation: Pancreatitis
Leadership/Management: Delegation
Metabolism: Liver disease
Perfusion: Multiple system injury/failure, Disseminated intravascular coagulation (DIC)

UNIT IV

Healthcare Systems: Disaster and emergency preparedness
Intracranial Regulation: Increased intracranial pressure (ICP), Seizures
Perfusion: Cerebrovascular accident (CVA)/stroke
Safety: Unintentional injury
Tissue Integrity: Burns
Violence: Assault and homicide

UNIT V

Behaviors: Nicotine use, Substance abuse
Immunity: Lupus, Transplant rejection
Self: Eating disorders, Personality disorders

Teaching and Learning: Staff education

UNIT VI

Cognition: Alzheimer's Disease/dementia, Schizophrenia
Ethics: Ethical dilemmas
Mobility: Multiple Sclerosis, Parkinson's Disease, Spinal cord injuries
Professional Behaviors: Leadership principles, Professional standards, Licensure,
    Professional/unprofessional conduct
Quality Improvement: Sentinel events, Risk management, Whistleblowing

Holistic Assessment Across the Lifespan throughout the units as appropriate to the concept.
Nursing Process integrated throughout the units as appropriate to the concept.

Professional Development Module

Lab Activities	Clinical Activities	Clinical Sites

Small Group
    Discussions/Seminars
Skills Practice and Clinical
    Simulations
Critical Thinking Exercises
	Client Care
	Clinical Focus Days
	Pre and Post Conferences
	Teaching Project
	Service Learning
		Acute Care Facilities
		Rehab Facilities
		Community Agencies
		Ball Simulation Center
		Mental Health Facilities

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Curriculum Plan – Generic Option

Concepts serve as the framework and are integrated throughout the curriculum. Majority areas of emphasis encompass the following core competencies of nursing practice: client centered care, professionalism, leadership, systems-based practice, informatics and technology, communication, teamwork and collaboration, safety, quality improvement, and evidenced based practice.

Course provides assessment and skill enhancement for the NCLEX-RN®, the national licensing exam for registered nurses.

NCLEX-RN® PREPARATION (Nursing 2243)

Test blueprint for NCLEX-RN®
Enhanced test-taking skills for the NCLEX-RN®
Standardized NCLEX-RN® assess test

Class/Lab Activities
Small Group Discussions/Seminars
Critical Thinking Exercises
Skills Practice and Clinical Simulations
Case Studies
Practice Questions
Computer Activities

Hinds Community College
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End-of-Program Student Learning Outcomes

Client-Centered Care
The student will provide holistic care that recognizes an individual's preferences, values, and needs and respects the client or designee as a full partner in providing compassionate, coordinated, age and culturally appropriate, safe and effective care.

Professionalism
The student will demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, legal, ethical, regulatory, and humanistic principles.

Leadership
The student will demonstrate leadership skills that impact the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition/achievement of shared goals.

Systems-Based Practice
The student will demonstrate the ability to effectively utilize multiple system resources to provide quality client care (Adapted from ACGME, n.d.).

Informatics and Technology
The student will use information and technology to communicate, manage data, mitigate error, and support decision making (QSEN, 2014).

Communication
The student will interact effectively with clients, families, and colleagues, fostering mutual respect and shared decision making, to enhance client satisfaction and health outcomes.

Teamwork and Collaboration
The student will function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making to achieve quality client care (adapted from QSEN, 2014).

Safety
The student will minimize risk of harm to clients and providers through both system effectiveness and individual performance (QSEN, 2014).

Quality Improvement
The student uses data to monitor outcomes of care processes and to improve the quality and safety of client care (QSEN, 2014).

Evidence-Based Practice

The student will integrate the best current evidence and clinical experience, along with consideration of clients' preferences, experiences, and values to make clinical decisions (Adapted from QSEN, 2014).

Mississippi Council of Deans and Directors of Schools of Nursing (MCDDSN) Education Redesign Taskforce (ERIF) initiative. *The Mississippi Nurse of the Future Competency Model*. Retrieved from http://iteachnursingms.org/deans-directors/

Accreditation Council for Graduate Medical Education. (n.d.). *ACGME Outcome Project*. Retrieved from http://www.ACGME.org/outcome/comp/compFULL.asp

QSEN Institute. (2014). *QSEN Competencies*. Retrieved from http://www.qsen.org/competencies/per-licensure-ksas/

RE: 5/17, 5/16

Hinds Community College
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PROGRAM OUTCOMES

REQUIRED OUTCOMES	DEFINITION	LEVEL OF ACHIEVEMENT
PROGRAM COMPLETION	The percentage of students who complete the nursing program within 150% of the time of the stated program length.	• At least 60% of students entering the program will complete the nursing program within 150% of stated program length.
PERFORMANCE ON LICENSURE EXAM	The percentage of graduates who pass the NCLEX-RN® as first time writers.	• ACEN: The program's most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period. • IHL: Annual NCLEX pass rates for all test takers (1st and repeat) will be at 80 percent or above over a three (3) year period.
JOB PLACEMENT	The percentage of graduates employed in nursing practice.	• Approximately 90% of the graduates will indicate employment in nursing practice within six (6) months after passing NCLEX-RN®.

Nursing Science – Associate Degree Nursing Program, AAS (AAS-ADN)

Program Description

Associate Degree Nursing is a program that prepares the graduate as a generalist capable of providing competent, accountable client care in diverse settings. Health promotion, disease prevention, and health protection, across the lifespan, are integrated throughout the curriculum. The core competencies for nursing practice include: client centered care, professionalism, leadership, system-based practice, informatics and technology, communication, teamwork and collaboration, safety, quality improvement, and evidence-based practice. Two (2) options are available: the Generic Option and the Transition to RN Option.

Upon successful completion of the program, the graduate will be eligible to take the National Council Licensure Exam for Registered Nurses (NCLEX-RN®). Licensing of registered nurses is regulated by each state's board of nursing. Conviction of a misdemeanor or felony offense may be grounds for refusal by the Board to issue a license. This program is accredited by the Mississippi Board of Trustees of State Institutions of Higher Learning, 3825 Ridgewood Road, Jackson, Mississippi 39211, 601.432.6501, and the Accreditation Commission for Education in Nursing (ACEN): 3343 Peachtree Road, NE, Suite 850, Atlanta, Georgia 30326. Phone: (800) 669.1656, www.acenursing.org.

Progression/Graduation Requirements

1. Test average of 78 or above.
2. Grade of "C" or above on validation of selected nursing skills.
3. Satisfactory level of achievement of course outcomes and math calculation tests.
4. Delivery of safe, ethical client care.
5. Course grade of "C" or above in Professional Nursing Concepts and co-requisite science courses.
6. Successful completion of all prerequisite and/or co-requisite academic support courses.
7. Completion of all required assignments/projects.

Generic Option

The Generic Option program of study is designed to be completed in two (2) years.

Note: Refer to Admissions for Admission Requirements for Nursing and Allied Health Programs; and Special Admission and Progression Requirements for Nursing and Allied Health Programs, Associate Degree Nursing Program - Generic Option.

Locations

Jackson Campus - Nursing/Allied Health Center and Rankin Campus.

Prerequisites to Professional Nursing Concepts Courses (AA-GPS)

- BIO 2511 - Anatomy and Physiology I, Laboratory - 1 SH
- BIO 2513 - Anatomy and Physiology I, Lecture - 3 SH
- BIO 2521 - Anatomy and Physiology II, Laboratory - 1 SH
- BIO 2523 - Anatomy and Physiology II, Lecture - 3 SH
- SOC 2113 - Introduction to Sociology - 3 SH

Total: 11 SH

1st Semester – Freshman
(AAS-ADN - when selected or admitted to Professional Nursing Concepts)
- ENG 1113 - English Composition I - 3 SH
- NUR 1119 - Professional Nursing Concepts I - 9 SH
- PSY 1513 - General Psychology I - 3 SH

Total: 15 SH

2nd Semester – Freshman
(Second Semester in Professional Nursing Concepts)
- ENG 1123 - English Composition II - 3 SH
- EPY 2533 - Human Growth and Development - 3 SH
- NUR 1229 - Professional Nursing Concepts II - 9 SH
- Fine Arts or Humanities Elective - 3 SH

Total: 18 SH

3rd Semester – Sophomore
(Third Semester in Professional Nursing Concepts)
- BIO 2921 - Microbiology, Laboratory - 1 SH
- BIO 2923 - Microbiology, Lecture - 3 SH
- NUR 2139 - Professional Nursing Concepts III - 9 SH

Total: 13 SH

4th Semester – Sophomore
(Fourth Semester in Professional Nursing Concepts)
- NUR 2249 - Professional Nursing Concepts IV - 9 SH
- NUR 2243 - NCLEX-RN® Preparation - 3 SH
- SPT 1113 - Public Speaking I 3 SH or SPT 2173 - Interpersonal Communication - 3 SH

Total: 15 SH

 **Additional Graduation Requirement: Any student (first-time, transfer, and part-time) who begins at Hinds Fall 2007 and later will be required to take LLS 1312/RST 1312/RSV 1312 - Orientation course in order to graduate from the College. Exception: Orientation credit (1-3 hrs) transferred to Hinds from another college will satisfy our orientation requirement.

Completion Award: Associate in Applied Science Degree - 74 SH