

**Hinds Community College
Division of Nursing
Associate Degree Nursing Program**

**Associate Degree Nursing Program
Curriculum Components**

Transition to RN Option

Summer/Fall 2019

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

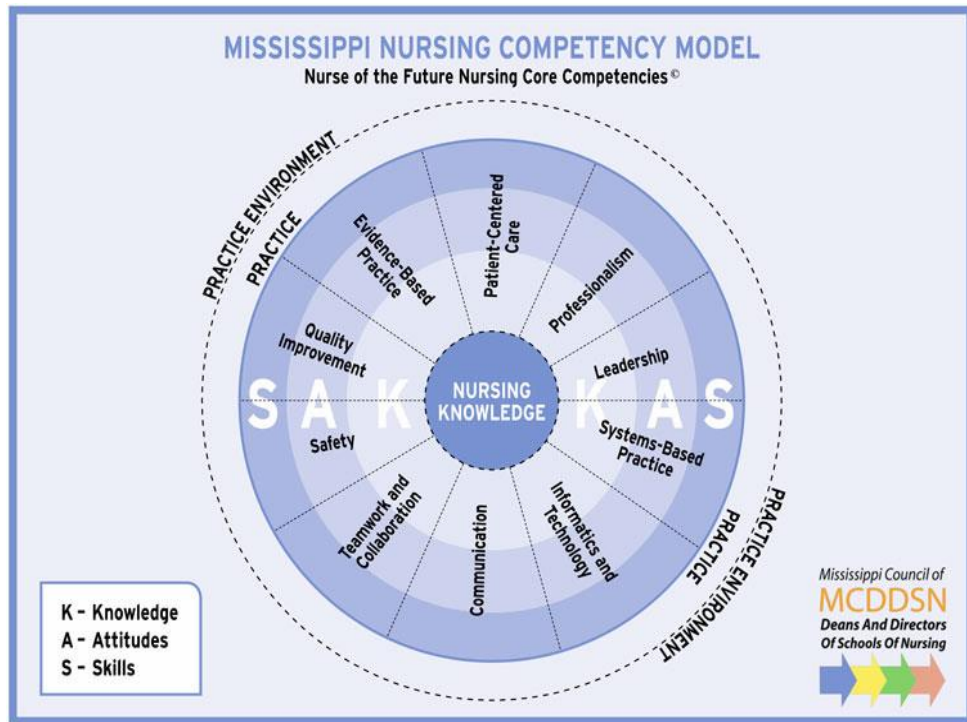
The Hinds Community College **GRADUATE** is prepared to be an accountable, adaptable generalist, functioning as a provider of care, a manager of care, and a member of the profession of nursing. The graduate can perform a range of complex interventions, incorporating core competencies into their nursing 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: 05/31/17, 12/13/13, 06/08, 01/10/03

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 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

Hinds Community College
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Curriculum Plan – Transition to RN 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.

INTRODUCTION TO TRANSITION TO PROFESSIONAL NURSING CONCEPTS
(Nursing 2114)

UNIT I

Assessment: Assessing Normal, Holistic Health Assessment Across the Life Span, Vital Signs, Lab/Diagnostic Procedures

Caring: Caring Behaviors

Caring Intervention/ Technical Skills: Medication Administration

Caring Intervention/ Technical Skills: Fundamental Nursing Skills, Enemas, Foley, Feeding, Mobility Techniques, Anti-embolic Devices, Immobilization Devices, Personal Hygiene, Sterile Technique, Wound Care – Pressure Ulcers, Heat/Cold Application

Catheterization, Catheter Irrigation, Specimen Collection, Gastrostomy (G) Tubes, Enteral

Clinical Decision Making: Critical Thinking, Decision Making, Problem Solving, Concept Mapping

Nursing Process: Assessment, Diagnosis (NANDA), Planning, Intervention, Evaluation

UNIT II

Comfort: End-of-Life Care, Fatigue

Development: Dimensions, Theories of Development, Erickson’s Growth and Development

Diversity: Abilities, Age, Gender, Individual Life Experiences, Race, Sexual Orientation, Vulnerable Populations

Elimination: Bowel Incontinence, Constipation, Impaction, Urinary Incontinence, Urinary Retention

Ethics: ANA Code of Ethics, Ethical Principles, ICN Code of Ethics

Evidenced-Based Practice: Best Practices, Community Preferences, Patient Care Guidelines

Family: Family Dynamics, Family Structure and Roles

Health, Wellness, & Illness: Health Beliefs (Individual/ Cultural), Normal Sleep & Rest Patterns, Nutrition, Self-management, Wellness/Illness Continuum

Spiritual: Higher Consciousness, Morality, Religion, Spiritual Distress, Spiritual Health, Spiritual Well-Being, Spiritual/Ethical Caring, Spirituality

Tissue Integrity: Pressure Ulcers, Wound Healing

UNIT III

Accountability: Competence, Professional Development

Communication: Documentation, Reporting

Health Policy: Regulating Organizations, Competencies/Initiatives

Legal issues: Nursing Practice Act, Obligation to Report

Managing Care: Care Coordination, Cost-Effective Care, Prioritizing Individual Care, Change of Shift Report

Professional Behaviors: Accountability, Commitment to Profession, RN Scope of Practice, Work Ethics, MS Competency Model, ANA Standards of Nursing Practice
Safety: Environmental Control, Environmental Safety, Hands-Off Communication, Injury/Illness Prevention, National Patient Safety Goals, Reporting, I-SBAR-R Format, Standard Precautions, Transmission-based Precautions
Therapeutic Communication: Therapeutic Communication
Teaching & Learning: Consumer Education/ Prevention, Client Educator, Client Teaching
Time/Management/ Organization: Care Coordination

PRIOR LEARNING

Advocacy: Patient Centered Care, Patient's Rights, Protecting Vulnerable Populations

Health Policy: Regulating Organizations

Legal issues: Advance Directives, HIPAA

Collaboration: Chain of Command, Interdisciplinary Communication, Interdisciplinary Teams

Informatics: Computers in Health Care Organizations, Electronic Health Records

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

Small Group

Discussions/Seminars

Skills Practice and Clinical

Simulations

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Curriculum Plan – Transition to RN Option

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TRANSITION TO PROFESSIONAL NURSING CONCEPTS 1 & 2 (Nursing 2228)

UNIT I

Caring Intervention/ Technical Skills: IV Medications, Nasogastric (NG) Tubes, Starting an IV, Wound Care – Surgical, Central Lines, Total Parenteral Nutrition

Cognition: Confusion, Delirium

Health Care Systems: Primary, Secondary, and Tertiary Care

UNIT II

Comfort: Pain: Acute and Chronic, Sleep-Rest Disorders

Culture: Cultural Sensitivity, Multiculturalism, Health/Health Care Disparity

Health, Wellness, & Illness: Adjustment to Health & Illness, Alternative Therapies

Perfusion: Circulatory Assessment, Deep Vein Thrombosis, Peripheral Vascular Disease (PVD)

UNIT III

Inflammation: Inflammation Process, Inflammation Response

Oxygenation: Respiratory Assessment (Abnormal), Respiratory Syncytial Virus (RSV), Pneumonia

Time/Management/ Organization: Prioritizing Care

Tissue Integrity: Cellulitis, Contact Dermatitis

UNIT IV

Fluid & Electrolytes: Electrolyte Balance, Electrolyte Imbalance, Fluid Balance, Fluid Imbalance

Health, Wellness, & Illness: Screening

Infection: Antibiotic-Resistant Infection, Conjunctivitis, MRSA, Nosocomial Infection, Otitis Media, Urinary Tract Infection (UTI)

Inflammation: Appendicitis, Gallbladder Disease, Peptic Ulcer Disease

Managing Care: Delegation

Perioperative: Preoperative, Intraoperative, Postoperative Phase

Quality Improvement: Methods to Evaluate Client Care

UNIT V

Acid-Base: Acid-Base Balance, Respiratory & Metabolic Acidosis, Respiratory & Metabolic Alkalosis

Immunity: Hypersensitivity, Immune Response, Rheumatoid Arthritis

Mobility: Back problems (Sciatica, Scoliosis, Herniated Intervertebral Disc), Osteoarthritis

Sensory Perception: Cataracts, Eye Injuries, Glaucoma, Hearing Impairment, Macular

Degeneration, Peripheral Neuropathy
Thermoregulation: Hyperthermia, Hypothermia

UNIT VI

Metabolism: Diabetes, Obesity, Osteoporosis
Oxygenation: Asthma, Chronic Obstructive Pulmonary Disease (COPD)
Perfusion: Angina, Arteriosclerosis, High Cholesterol, Hypertension,
Stress & Coping: Anxiety, Crisis

PRIOR LEARNING

Grief & Loss: Anticipatory Grieving, Death & Dying, Response to Loss Across the Life Span
Health Care Systems: Access to Health Care, Allocation of Resources, Resource Utilization
Informatics: Clinical Decision-Making Support Systems, Computer-Based Reminder Systems, Individual Information at Point of Care
Culture: Acculturation, Discrimination, Religion, Stereotyping, Values, Beliefs
Family: Community Support, Family Response to Health Alterations, Family Response to Health Promotion, Family Centered Care
Health, Wellness, & Illness: Consumer Education/ Prevention Exercise, Hospitalized Individual, Lifestyle Choices, Physical Fitness

Holistic Assessment Across the Lifespan throughout the units as appropriate to the concept.
Nursing Process integrated throughout the units as appropriate to the concept.
Self: Identity, Self-Esteem, Self-Perception and Body Image

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 | Acute Care Facilities Rehab Facilities* Community Agencies Ball Simulation Center *may be scheduled as needed |

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Curriculum Plan – Transition to RN 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.

TRANSITION TO PROFESSIONAL NURSING CONCEPTS 3 & 4 (Nursing 2248)

UNIT I

Caring Interventions/Technical Skills: Newborn Assessment, Postpartum Assessment

Development: Cerebral Palsy, Down Syndrome, Failure to Thrive

Grief & Loss: Perinatal Loss

Reproduction: Antepartum Care/Prenatal Care, Intrapartum Care, Newborn Care, Placental Abruption, Placenta Previa, Postpartum Care, Prematurity

Safety: Anticipatory Guidance, Responsible Sexual Behavior

Sexuality: Erectile Dysfunction, Family Planning & Preconception Care, Infertility Counselling, Menopause, Menstrual Dysfunction, Sexually Transmitted Diseases

Thermoregulation: Newborn Thermoregulation

Violence: Child Abuse, Intimate Partner Abuse, Rape-Trauma Syndrome

UNIT II

Caring Interventions/Technical Skills: Blood Transfusion, Wound Care – Ostomy

Cellular Regulation: Breast Cancer, Cancer, Colon Cancer, Leukemia, Lung Cancer, Prostate Cancer, Skin Cancer, Anemias (Sickle Cell Anemia, B12 - Pernicious Anemia, B9 - Folic Acid Deficiency, Aplastic Anemia)

Health, Wellness, & Illness: Immunizations

Immunity: HIV/AIDS

Infection: Influenza, Pneumonia, Tuberculosis (TB)

Inflammation: Inflammatory Bowel Disorders & Diseases, Nephritis

Oxygenation: Cystic Fibrosis, Sudden Infant Death Syndrome (SIDS)

UNIT III

Elimination: Irritable Bowel Disease, Kidney Stones

Fluid & Electrolytes: Acute Renal Failure, Chronic Renal Failure

Metabolism: Diabetes (DKA, HHNS), Liver Disease, Thyroid Disease

Mobility: Fractures, Hip Fractures, Multiple Sclerosis, Parkinson's Disease

Perfusion: Cardiomyopathy, Heart Failure, Pregnancy Induced Hypertension (PIH), Pulmonary Embolism, Shock, Ventricular Septal Defect

UNIT IV

Caring Interventions/Technical Skills: Chest Tubes, Nasopharyngeal/Oral Suctioning, Tracheostomy Care

Cognition: Alzheimer's Disease/Dementia, Schizophrenia

Immunity: Lupus, Transplant Rejection

Mood & Affect: Bipolar Disorder, Depressive Disorders (including Postpartum Depression)

Quality Improvement: Benchmarking, Sentinel Events

Self: Eating Disorders, Personality Disorders

Stress & Coping: Generalized Anxiety Disorder, Obsessive-Compulsive Disorder, Panic Disorder, Phobias, Post-Traumatic Stress Disorder

UNIT V

Behaviors: Addiction, Alcohol Abuse, Assaultive Behaviors, Nicotine Use, Substance Abuse

Development: Attention Deficit Hyperactivity Disorder (ADHD), Autism

Elimination: Benign Prostatic Hypertrophy

Grief & Loss: Situational Loss

Infection: Septicemia

Mobility: Spinal Cord Injuries

Oxygenation: Acute Respiratory Distress Syndrome (ARDS)

UNIT VI

Inflammation: Pancreatitis

Intracranial Regulation: Increased Intracranial Pressure, Seizures

Perfusion: Cerebrovascular Accident (Stroke), Disseminated Intravascular Coagulation (DIC), Life Threatening Dysrhythmias, Myocardial Infarction

Thermoregulation: Multiple System Injury/Failure

Tissue Integrity: Burns

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 | Client Care | Acute Care Facilities |
| Discussions/Seminars | Clinical Focus Days | Rehab Facilities* |
| Skills Practice and Clinical Simulations | Pre and Post Conferences | Community Agencies |
| Critical Thinking Exercises | Teaching Project | Ball Simulation Center |
| | | *may be scheduled as needed |

**Hinds Community College
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Associate Degree Nursing**

Curriculum Plan – Transition to RN 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.

TRANSITION TO PROFESSIONAL NURSING CONCEPTS 5 (Nursing 2254)

UNIT I

Communication: Assertive Communication, Group Process

Ethics: Ethical Dilemmas

Legal issues: Civil law, Criminal law, Duty to Care, Licensure, Professional/Unprofessional Conduct, Risk Management, Whistle Blowing

Quality Improvement: Quality Improvement Cycle: Plan-Do-Study-Act, Reporting, Root Cause Analysis

UNIT II

Collaboration: Case Management, Conflict Resolution, Management Theories

Leadership/Management: Cost-Effective Care, Delegation, Interdisciplinary Collaboration, Mentoring, Skills/Personal Traits, Workplace Goals

Professional Behaviors: Leadership Principles, Professional Standards

Teaching & Learning: Staff Education

UNIT III

Health Care Systems: Diagnosis-Related Groups, Nursing Care Delivery Systems

Health Care Systems: Disaster and Emergency Preparedness

Health Policy: Accrediting Bodies (TJC), Healthy People 2010/2020, Professional Organizations, Types/Systems of Reimbursement

Violence: Assault/Homicide, Sexual Abuse, Suicide, Unintentional Injury

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 | Client Care | Acute Care Facilities |
| Discussions/Seminars | Clinical Focus Days | Rehab Facilities* |
| Skills Practice and Clinical Simulations | Pre and Post Conferences | Community Agencies |
| Critical Thinking Exercises | Service Learning | Ball Simulation Center |
| | | *may be scheduled as needed |

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Curriculum Plan – Transition to RN 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 2312)

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

Class/Lab Activities

Critical Thinking Exercises
Case Studies
Practice Questions
Computer Activities
NCLEX-RN® Live Review Course

Hinds Community College
Division of Nursing
Associate Degree Nursing Program

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*.

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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: 05/17, 05/16

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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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-year period. |
| JOB PLACEMENT | The percentage of graduates employed in nursing practice. | <ul style="list-style-type: none"> • Approximately 90% of the graduates will indicate employment in nursing practice within 6 months after passing NCLEX-RN®. |

Nursing Science - Associate Degree Nursing Program, AAS

(AAS-ADNTRAN)

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 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 Transition to 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.
8. Valid or current unencumbered professional license or certification (Transition to RN option).

Transition to RN Option

The Transition to RN Option Program of Study is designed to assist the licensed practical nurse, paramedic, and respiratory therapist in making the transition to registered professional nurse. This option offers a part-time evening and weekend schedule to accommodate the needs of the employed licensed practical nurse, paramedic, and respiratory therapist. The Transition to RN option consists of two (2) 8-week courses and two (2) 16-week courses; this option is designed to be completed in 14 months.

Credit for previous experience is awarded upon successful completion of the program.

Note:

Refer to Admission Requirements for Nursing and Allied Health Programs, and Special Admission and Progression Requirements for Nursing and Allied Health Programs, Associate Degree Nursing Program -Transition to RN Option.

Locations:

Jackson Campus - Nursing/Allied Health Center and Vicksburg-Warren Campus.

Prerequisites to Nursing Science 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**
- BIO 2921 - Microbiology, Laboratory **1 SH**
- BIO 2923 - Microbiology, Lecture **3 SH**
- ENG 1113 - English Composition I **3 SH**
- ENG 1123 - English Composition II **3 SH**
- EPY 2533 - Human Growth and Development **3 SH**
- PSY 1513 - General Psychology I **3 SH**
- SOC 2113 - Introduction to Sociology **3 SH**
- SPT 1113 - Public Speaking I **3 SH** or SPT 2173 - Interpersonal Communication **3 SH**
- Fine Arts or Humanities Elective **3 SH**

***Total Prerequisites: 33 SH**

Nursing Science Courses (AAS-ADNTRAN- When Admitted)

- NUR 2114 – Introduction to Transition to Professional Nursing Concepts 4SH
- NUR 2228 - Transition to Professional Nursing Concepts 1&2 **8 SH**
- NUR 2248 - Transition to Professional Nursing Concepts 3&4 **8 SH**
- NUR 2254 - Transition to Professional Nursing Concepts 5 **4 SH**
- NUR 2312 - NCLEX-RN® Assessment **2 SH**
- Credit by Validation **13 SH**

Completion Award: Associate in Applied Science Degree 74 SH

***Additional Graduation Requirement: Any student (first-time, transfer, and part-time) who began 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.