



Department of Teaching & Learning
Parent/Student Course Information

Practical Nursing II
(VO 8358)
One and One-half Credit, One Semester
Grade 12

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

The Practical Nursing program offers an eighteen-month course of study that begins in Grade 12 and includes one year of post-graduate training. Practical Nursing I introduces students to basic nursing skills through classroom, laboratory, and clinical settings. High school seniors receive three credits for the successful completion of the course. Practical Nursing II, taken after graduation, offers subject matter concurrent with nursing care assignments in local hospitals, clinics, nursing homes and home health care agencies.

CERTIFICATION

Workplace Readiness Skills for the Commonwealth Examination
Certified Nursing Aide

STUDENT ORGANIZATION

Future Health Professionals (HOSA)

The mission of HOSA is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill and leadership development of all health occupations education students, therefore, helping the students to meet the needs of the health care industry.

PREREQUISITES

Algebra I (parts 1 and 2) or Geometry
Overall 2.3 GPA

OPTIONS FOR NEXT COURSE

Post-graduation PNIII

REQUIRED STUDENT TEXTBOOK

Memmler's Structure and Function for the Human Body, 2016
Fundamental Concepts and Skills for Nursing, 2009
Taber's Cyclopedic Medical Dictionary, 2009
Basic Pharmacology for Nurses, 2010
Journey across the Life Span: Human Development & Health, 2015
deWit's Fundamental Concepts and Skills for Nursing, 2018

COMPETENCIES FOR PRACTICAL NURSING II

Demonstrating Professional Competencies

- 1 Demonstrate positive work ethic.
- 2 Demonstrate integrity.
- 3 Demonstrate teamwork skills.
- 4 Demonstrate self-representation skills.
- 5 Demonstrate diversity awareness.
- 6 Demonstrate conflict-resolution skills.
- 7 Demonstrate creativity and resourcefulness.
- 8 Demonstrate effective speaking and listening skills.
- 9 Demonstrate effective reading and writing skills.
- 10 Demonstrate critical-thinking and problem-solving skills.
- 11 Demonstrate healthy behaviors and safety skills.
- 12 Demonstrate an understanding of workplace organizations, systems, and climates.
- 13 Demonstrate lifelong-learning skills.
- 14 Demonstrate job-acquisition and advancement skills.
- 15 Demonstrate time-, task-, and resource-management skills.
- 16 Demonstrate job-specific mathematics skills.
- 17 Demonstrate customer-service skills.
- 18 Demonstrate proficiency with technologies common to a specific occupation.
- 19 Demonstrate information technology skills.
- 20 Demonstrate an understanding of Internet use and security issues.
- 21 Demonstrate telecommunications skills.
- 22 Demonstrate workplace safety.

Examining All Aspects of an Industry

- 23 Examine aspects of planning within an industry/organization.
- 24 Examine aspects of management within an industry/organization.
- 25 Examine aspects of financial responsibility within an industry/organization.
- 26 Examine technical and production skills required of workers within an industry/organization.
- 27 Examine principles of technology that underlie an industry/organization.
- 28 Examine labor issues related to an industry/organization.
- 29 Examine community issues related to an industry/organization.
- 30 Examine health, safety, and environmental issues related to an industry/organization.

Addressing Elements of Student Life

- 31 Identify the purposes and goals of the student organization.
- 32 Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- 33 Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- 34 Identify Internet safety issues and procedures for complying with acceptable use standards.

Exploring Work-Based Learning

- 35 Identify the types of work-based learning (WBL) opportunities.
- 36 Reflect on lessons learned during the WBL experience.
- 37 Explore career opportunities related to the WBL experience.
- 38 Participate in a WBL experience, when appropriate (optional).

Demonstrating Processes of Infection Prevention and Control

- 39 Identify Occupational Safety and Health Administration (OSHA) regulations and guidelines.
- 40 Demonstrate appropriate hand-hygiene techniques.
- 41 Demonstrate how to clean instruments and supplies.
- 42 Demonstrate isolation procedures to include personal protective equipment (PPE) as it applies to the Centers for Disease Control and Prevention (CDC) regulations on disease processes.
- 43 Demonstrate double-bagging technique.
- 44 Demonstrate the handling and disposal of contaminated material.
- 45 Demonstrate medical asepsis.
- 46 Demonstrate surgical aseptic techniques.

Mastering Nursing Competencies/Skills in the Clinical Setting

- 47 Demonstrate assessment procedures as outlined in the Board of Nursing Regulations in a laboratory and/or clinical setting.
- 48 Demonstrate measuring and recording intake and output in a laboratory and/or clinical setting.
- 49 Demonstrate alternate feeding methods and techniques in a laboratory and/or clinical setting.
- 50 Demonstrate appropriate body mechanics in a laboratory and/or clinical setting.
- 51 Explain procedures and law regarding use of mobility equipment in a laboratory and/or clinical setting.
- 52 Maintain a safe and controlled environment within laboratory and clinical environments.
- 53 Identify prevention of, and appropriate response to, situations of domestic violence within laboratory and clinical environments.
- 54 Perform procedures related to American Heart Association (AHA) first aid and emergency care in a laboratory and/or clinical setting.
- 55 Identify environmental safety precautions and procedures within laboratory and clinical environments.
- 56 Demonstrate range of motion in a laboratory and/or clinical setting.
- 57 Explain the admission, transfer, and discharge procedures of a clinical setting.
- 58 Perform procedures related to personal hygiene and activities of daily living (ADL).

Understanding Fluid and Electrolyte Balance

- 59 Explain the role of fluids in maintaining homeostasis.
- 60 Describe the major types of acid-base imbalances.
- 61 Describe the principles of intravenous (IV) therapy.

Applying Concepts Related to Wellness and Illness

- 62 Explain physiological and psychosocial aspects of the illness and disease process.
- 63 Demonstrate a head-to-toe assessment.
- 64 Identify common diagnostic procedures.
- 65 Identify common treatment modalities.
- 66 Apply the nursing process as it relates to the surgical patient/client.
- 67 Apply the nursing process to a client with neoplastic disease (cancer).
- 68 Apply the nursing process to a client with acquired immunodeficiency syndrome (AIDS).

Understanding Principles of Growth and Development

- 69 Identify global health influences on growth and development across the lifespan.
- 70 Examine principles of growth and development across the lifespan.
- 71 Summarize theories of growth and development across the lifespan.
- 72 Describe the influences of heredity and environment on growth and development across the lifespan.
- 73 Explain growth and development of the infant.
- 74 Explain growth and development of the toddler.
- 75 Explain growth and development of the preschooler.
- 76 Explain growth and development of the school-aged child.

- 77 Explain growth and development of the adolescent.
- 78 Explain growth and development of the young adult.
- 79 Explain growth and development of the middle adult.
- 80 Explain growth and development of the older adult.

Understanding Concepts of Grief, Death, and Dying

- 81 Describe the stages of death and dying.
- 82 Identify the major fears of the dying client.
- 83 Identify signs and symptoms of approaching death.
- 84 Describe the grieving process.
- 85 Identify a nurse's responsibilities associated with the death of a client.
- 86 Apply the nursing process for a client with palliative care needs.

Introducing Concepts of Medication Administration

- 87 Identify general principles of pharmacology.
- 88 Identify principles of pharmacodynamics/pharmacokinetics.
- 89 Explain the principles of medication administration.
- 90 Calculate medication dosages.

Describing the Opioid Crisis

- 91 Describe the history and current state of the opioid crisis in the United States.
- 92 Describe the history and current state of the opioid crisis in Virginia.
- 93 Define the pharmacological components and common uses of opioids.

Examining the Key Factors of Drug Addiction

- 94 Examine the science of addiction.
- 95 Explain prevention and early intervention strategies.
- 96 Identify addiction and its behavioral elements, as defined by the Diagnostic and Statistical Manual of Mental Disorders (DSM-5).
- 97 Describe the treatment models of addiction therapy.
- 98 Describe the medication management antidote used to prevent fatal opioid overdoses.

Understanding Pain Management Protocols

- 99 Explain the science of physiological and mental pain.
- 100 Describe the diagnostic tools used in developing pain management plans.
- 101 Describe pain treatment options available to various populations of patients.
- 102 Describe the effects of opioid dependency on the human body systems.
- 103 Explain the mechanism and physical effects of opioids on the human body.
- 104 Explain the use of opioids in practice settings, the role of opioids in pain management, and risk factors associated with the use of the medication.
- 105 Describe the withdrawal and tapering side effects of opioid use.
- 106 Describe storage and disposal options for opioids.
- 107 Explain community resources for education about opioid use.

Working with Patients and Caregivers

- 108 Describe key communication topics involving opioids for patients.
- 109 Describe communication topics for caregivers and family members.

Aaron C. Spence, Ed.D., Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

Produced by the Department of Teaching and Learning.
For further information, please call (757) 263-1070.

Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs, activities, employment, or enrollment, and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 5-7, 5-19, 5-20, 5-44, 6-33, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, enrollment, counseling services, physical education and athletic, vocational education, instructional materials, extracurricular activities and employment.

Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, Mary.Dees@vbschools.com (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (757) 263-1088, Elizabeth.Bryant@vbschools.com (employee complaints). Additional information regarding Virginia Beach City Public Schools' policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policy 5-44 and School Board Regulations 5-44.1 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees), and on the School Division's website at [Diversity, Equity and Inclusion/Title IX](#). Concerns about the application of [Section 504 of the Rehabilitation Act](#) should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.

The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy 5-7 addresses non-discrimination and anti-harassment, Policy 5-44 addresses sexual harassment and discrimination based on sex or gender. Policy 5-36 and its supporting regulations address other forms of harassment.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write The Department of Teaching and Learning, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email at Kathleen.Vuono@vbschools.com.

vbschools.com
your virtual link to Hampton Roads' largest school system



No part of this publication may be produced or shared in any form without giving specific credit to Virginia Beach City Public Schools.

August 2021