

Practical Nursing Supplemental Program Resources



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Introduction

This document provides supplemental information for the Practical Nursing program of study. It may be updated or revised as the base program of study, or complementary programs, are updated, added, or removed. Please contact the appropriate Education Programs Professional with any questions.

The Program of Study includes the approved courses, complementary courses, alignment(s) to industry, postsecondary options, and additional information.

The Equipment List for the Practical Nursing program of study is included and, if applicable, additional items used only in the complementary course(s) are noted.

The Crosswalks and Alignments connect and support the Practical Nursing standards for the Health Science program of study. Complementary course standards are not listed in the crosswalks and alignments.

Program of Study Information

The following program of study information sheet as well as the program structure tables for the courses are provided to be able to print separately for handouts. The information provided is based on the best available information at the time of this document and will be updated as appropriate.

Practical Nursing



The Practical Nursing program provides students with the knowledge and skills required for entry into the healthcare field. Students completing the didactic and clinical practicum are eligible for the Nevada State Board of Nursing certifying exam as a Practical Nurse.

Health Science Career Cluster

This career cluster is focused on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Postsecondary Options

Secondary

- Certificate of Skills Attainment CPR/First Aid

Certificate/License

- Home Health Aide (GBC, TMCC, WNC, CSN)

Associates Degree

- Licensed Practical Nurse (LPN) (Carrington, CSN)
- Registered Nurse (Carrington, CSN, GBC, TMCC, WNC)

Bachelor’s Degree

- Registered Nurse (CSN, GBC, Nevada State, Roseman, Touro, TMCC, UNLV, UNR)

Master’s/Doctoral Degree

- Nurse Practitioner (Roseman, Touro, UNLV, UNR)
- Nurse Anesthetists (Roseman, Touro UNLV, UNR)



For additional information on this cluster, please contact:

Jennifer Fisk at jennifer.fisk@doe.nv.gov

Website: <https://doe.nv.gov/cte/>

Approved Courses

- Practical Nursing I
- Practical Nursing II

Complementary Courses

- Practical Nursing II Lab
- Practical Nursing Advanced Studies
- CTE Work Experience – Health Science

Work-Based Learning Opportunities

- Job Shadowing / Internship / Work Experience / Career Days / Career Fairs / Field Trips / Guest Speakers

Career and Technical Student Organization

HOSA: Future Health Professionals



State Recognized Industry Certifications

Refer to the Governor’s Office of Workforce Innovation’s [Nevada Industry Recognized Credential List](#)

Aligned to Industry			
Occupation	Median Wage Per year	Annual Openings	% Growth
Registered Nurse	\$77,600	203,200	6.0%
LPN	\$48,070	58,800	6.0%
Nurse Practitioner	\$123,780	30,200	40.0%
Nurse Midwife	\$112,830	30,200	5.7%
Home Health Aide	\$29,430	711,700	25.0%

Source U.S. Bureau of Labor Statistics 2022

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Program Structure for Practical Nursing

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provide a completed program of study. The Lab is a complementary course available concurrently with the Practical Nursing II course.

Core Course Sequence (R) with Lab Course(s) (C)

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Practical Nursing I	PRAC NURS I	51.3901	14	052	G	1.00	12	14052G1.0012
R	Practical Nursing II	PRAC NURS II	51.3901	14	052	G	1.00	22	14052G1.0022

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary course(s).** A program does not have to utilize the complementary courses for students to complete their program of study.

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
C	Practical Nursing II LAB	PRAC NURS II L	51.3901	14	052	E	1.00	22	14052E1.0022
C	Practical Nursing Advanced Studies	PRAC NURS AS	51.3901	14	052	E	1.00	11	14052E1.0011
C	CTE Work Experience- Health Science	WORK EXPER HEALTH	99.0008	14	298	G	1.00	11	14298G1.0011

SCED – School Courses for the Exchange of Data that populates the State Infinite Campus System and the System for Accountability Information in Nevada (SAIN)

Course Descriptions

Practical Nursing I

Prerequisite: None

Schools must be approved by the governing State Agency in order to offer this course

This course introduces the principles and procedures employed in nursing. Students will practice nursing and patient role and responsibilities, implement pharmacological therapies, study anatomy and physiology, and will learn how to provide a safe and effective care environment. Students will compare career field and related careers to develop a personal perspective and an institutional professional growth plan to develop team building and leadership skills related to nursing.

Practical Nursing II

Prerequisite: Practical Nursing I

Schools must be approved by the governing State Agency in order to offer this course

This course is a continuation of Practical Nursing I. This course provides nursing students with instruction in advanced techniques and critical thinking. This course provides instruction in the practical areas of clinical judgement, psychosocial integrity, physiological development, family nursing, and the transition to a licensed practical nurse. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Practical Nursing II LAB

Prerequisite: Concurrent enrollment in Practical Nursing II

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Practical Nursing Advanced Studies

Prerequisite: Completion of Practical Nursing Program of Study

This course is offered to students who have completed all content standards in a program and desire to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

CTE Work Experience – Health Science

Prerequisite: Completion of Level 2 course in the qualifying program of study

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.

Supplemental Program Resources

2021

Equipment List

This recommended list is based upon a classroom size of 25 students. All costs are estimated and may be adjusted once verified and justified by districts with current quotes. No specific equipment vendor or brand names are endorsed due to various possibilities, but school districts should consult with stakeholders to ensure industry-recognized equipment and software are purchased. The intent of this list is to provide school districts with guidance on the equipment needed to implement the state standards for a Practical Nursing program.

CTE Classroom Equipment

Total:

\$1,360

QTY	ITEM DESCRIPTION	UNIT	TOTAL
2	Storage Cabinets (36" x 12" x 72") (lockable)	\$300	\$600
1	Eyewash Station	\$300	\$300
2	Fire Extinguisher	\$130	\$260
1	Sink with Soap Dispenser	\$100	\$100
1	First Aid Kit	\$100	\$100

Program Equipment

Total:

\$94,600

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Computers	\$1,000	\$25,000
1	Technology Storage/Charging System	\$2,000	\$2,000
1	Birthing Manikin	\$3,000	\$3,000
1	Electrocardiogram (EKG) Machine and Accessories	\$2,000	\$2,000
1	Geriatric Manikin	\$2,000	\$2,000
5	Hospital Beds (electronic)	\$1,000	\$5,000
1	Medication Cart with Scanning Barcode	\$1,000	\$1,000
5	Medicine Infusion Pumps	\$800	\$4,000
1	Crash Cart	\$600	\$600
1	Anatomy Table (optional)	\$50,000	\$50,000

Instructional Materials

Total:

\$11,485

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Textbooks (Approved by NDE) CTE Instructional Materials list can be found here .	\$100	\$2,500
1	Teacher Textbook Edition and Resources	\$500	\$500
1	Electronic Medical Record Software	\$5,000	\$5,000

Supplemental Program Resources

2021

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Medical Terminology Software	\$3,000	\$3,000
1	Basic Life Support Cardiopulmonary Resuscitation (CPR) Instructor Kit	\$110	\$110
25	Basic Life Support Student Manuals	\$15	\$375

Instructional Supplies

Total:

\$28,190

QTY	ITEM DESCRIPTION	UNIT	TOTAL
5	Medical Computer Carts	\$300	\$1,500
2	Otoscope Kits	\$250	\$500
5	Bedside Tables	\$250	\$1,250
1	Scale with Height and Weight	\$200	\$200
3	Linen Carts	\$200	\$600
2	Sets of Crutches	\$100	\$200
5	Newborn Manikins	\$250	\$1,250
5	Adult CPR Manikins	\$100	\$500
5	Child CPR Manikins	\$100	\$500
5	Infant CPR Manikins	\$90	\$450
5	Food Trays (overbed)	\$60	\$300
2	Denture Training Kits	\$50	\$100
5	Nebulizers	\$35	\$175
5	Stepstools	\$15	\$75
2	Dual-head Teaching Stethoscopes	\$20	\$40
Varies	Models and Posters	\$3,500	\$3,500
Varies	Simulated Medications and Liquids	\$2,100	\$2,100
Varies	Folding Walkers, Wheelchairs, Canes, Assistance Devices, Transfer Equipment	\$2,000	\$2,000
Varies	Sphygmomanometers (digital, wrist, variety of sizes, etc.)	\$2,000	\$2,000
Varies	Airway (pulse oximeter, portable oxygen, suction, O2, oxygen delivery)	\$2,000	\$2,000
Varies	Intravenous (IV) Supplies	\$1,500	\$1,500
Varies	Supplies (chest tubes, trach equipment, thermometers, bed pans, etc.)	\$1,300	\$1,300
Varies	Personal Protective Equipment (PPE) (gloves, masks, gowns, covers, etc.)	\$1,000	\$1,000
Varies	Infant Supplies (scale, feeding tubes, breastfeeding supplies, blood pressure cuffs, etc.)	\$1,100	\$1,100

Supplemental Program Resources

2021

QTY	ITEM DESCRIPTION	UNIT	TOTAL
Varies	Foot Supplies (splints, boots, files, reflex hammers, etc.)	\$1,100	\$1,100
Varies	Dressing, Wound, and Bleeding Care	\$750	\$750
Varies	Linens	\$500	\$500
Varies	Charting Supplies	\$500	\$500
Varies	Personal Hygiene Supplies	\$500	\$500
Varies	Urinary Supplies (urine bottles, catheter care, disposable pads, etc.)	\$500	\$500
Varies	Boards (transfer and CPR)	\$200	\$200

Other

Total:

\$200

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Basic Life Support Instructor Training	\$200	\$200

Category Totals:

Classroom Equipment	\$1,360
Program Equipment	\$94,600
Instructional Materials	\$11,485
Instructional Supplies	\$28,190
Other	\$200
Estimated Program Total	\$135,835

Crosswalks and Alignments for Program of Study Standards

Crosswalks and alignments are intended to assist the teacher make connections for students between the technical skills within the program and academic standards. The crosswalks and alignments are not intended to teach the academic standards but to assist students in making meaningful connections between their CTE program of study and academic courses. The crosswalks are for the required program of study courses, not the complementary courses.

Crosswalks (Academic Standards)

The crosswalks of the Practical Nursing Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Practical Nursing program connect with and support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

Alignments (Mathematical Practices)

In addition to connections with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Practical Nursing Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Practical Nursing program connect with and support academic learning.

Alignments (Science and Engineering Practices)

In addition to connections with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Practical Nursing Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Practical Nursing program connect with and support academic learning.

Crosswalks (Common Career Technical Core)

The crosswalks of the Practical Nursing Standards show connections with the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Practical Nursing program connect with and support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Practical Nursing Standards are crosswalked to the Health Science Career Cluster™ and the Research and Therapeutic Services Career Pathway.

Crosswalk of Practical Nursing Program of Study Standards and the Nevada Academic Content Standards

English Language Arts: Language Standards

Nevada Academic Content Standards		Performance Indicators
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1.5.2

English Language Arts: Reading Standards for Informational Text

Nevada Academic Content Standards		Performance Indicators
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	5.2.2, 11.3.2

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Nevada academic content standards		Performance Indicators
RST.11-12.3	Follow precisely a complex, multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	2.1.5, 6.3.1, 7.1.2, 8.3.2, 9.2.4
RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	5.3.4, 8.4.1
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	2.1.3
RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	5.1.3, 9.1.2
RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	2.2.1, 4.1.3, 6.2.5, 10.2.1, 11.2.1

English Language Arts: Speaking and Listening Standards

Nevada Academic Content Standards		Performance Indicators
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2, 2.2.1
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2; 2.1.5; 3.1.5; 4.1.5
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2; 2.1.3, 2.3.3 5.2.2
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	6.3.1

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

Nevada Academic Content Standards		Performance Indicators
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1.2.5, 1.4.1
WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	1.4.4
WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	1.4.5
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	8.4.1
WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	1.1.2, 1.1.3, 1.4.2, 1.4.3 1.5.2; 3.1.2; 4.1.3; 5.3.4 8.2.1; 10.2.1

Science HS: Earth and Human Activity

Nevada Academic Content Standards		Performance Indicators
HS-ESS3-5	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.	8.1.3

Science HS: Engineering Design

Nevada Academic Content Standards		Performance Indicators
HS-ETS1-1	Design a solution to complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.	6.2.3
HS-ETS1-4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interaction within and between systems relevant to the problem.	5.3.3

Science HS: From Molecules to Organisms- Structure and Processes

Nevada Academic Content Standards		Performance Indicators
HS-LS1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.	10.2.2, 4.1.1
HS-LS1-6	Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.	4.1.4, 4.1.5

Science HS: Ecosystems- Interactions, Energy, and Dynamics

Nevada Academic Content Standards		Performance Indicators
HS-LS2-2	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.	3.1.2

Science HS: Earth's Place in the Universe

Nevada Academic Content Standards		Performance Indicators
HS-LS4-3	Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.	4.1.2
HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.	9.1.1

Alignment of Practical Nursing Standards and the Mathematical Practices

Mathematical Practices	Practical Nursing Performance Indicators
1. Make sense of problems and persevere in solving them.	3.1.2, 3.1.3, 3.1.4, 6.1.1
2. Reason abstractly and quantitatively.	8.1.1, 10.1.4
3. Construct viable arguments and critique the reasoning of others.	10.2.3
4. Model with mathematics.	4.1.4, 4.1.5, 8.1.1
5. Use appropriate tools strategically.	6.1.4
6. Attend to precision.	3.1.1, 3.1.5, 8.1.1, 8.3.1
7. Look for and make use of structure.	4.1.3
8. Look for and express regularity in repeated reasoning.	8.1.3

Alignment of Practical Nursing Standards and the Science and Engineering Practices

Science and Engineering Practices	Practical Nursing Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	7.1.2, 9.2.5
2. Developing and using models.	2.1.5, 4.1.1
3. Planning and carrying out investigations.	8.1.4
4. Analyzing and interpreting data.	2.1.2, 2.1.3, 6.1.1, 10.1.4
5. Using mathematics and computational thinking.	2.1.3, 2.1.5, 8.3.1
6. Constructing explanations (for science) and designing solutions (for engineering).	5.1.6, 5.2.1
7. Engaging in argument from evidence.	6.1.1
8. Obtaining, evaluating, and communicating information.	2.3.7, 6.3.4

Crosswalks of Practical Nursing Standards and the Common Career Technical Core

Health Science Career Cluster	Performance Indicators
1. Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.	2.1.1, 2.1.3
2. Explain the healthcare worker’s role within their department, their organization, and the overall healthcare system	2.1.5, 2.2.4; 9.2.3
3. Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace	5.2.1, 5.2.5; 6.2.5
4. Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care	2.2.1-2.2.3
5. Analyze the legal and ethical responsibilities, limitations, and implications of actions within the healthcare workplace.	6.2.1, 6.2.3, 6.2.5
6. Evaluate accepted ethical practices with respect to cultural, social, and ethnic difference within the healthcare workplace.	2.3.1; 3.3.1, 3.1.2

Therapeutic Services Career Pathway	Performance Indicators
1. Utilize communications strategies to answer patient/client questions and concerns on planned procedures and goals.	3.2.1-3.2.3
2. Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.	7.1.4, 7.2.1, 7.3.1
3. Utilize processes for assessing, monitoring, and reporting patient’s/clients’ health status to the treatment team within protocol and scope of practice.	3.3.4; 4.1.2, 4.1.3
4. Evaluate patient/client needs, strengths, and problems in order to determine if treatment goals are being met.	6.2.5; 7.1.1, 7.1.2