Advanced Placement For Licensed Practical Nurses (LPNs)

To qualify for advanced placement, the LPN applicant must meet the admission and prerequisite criteria of the School, be a graduate of an approved school of practical nursing, have a current LPN license, and have employment in a health care setting within a 2year period prior to program enrollment. Clinical experience as an LPN should be in an acute or long term care setting for at least one (1) year prior to application submission. Even with advanced placement, additional theory and clinical time may be recommended in addition to the transition course hours. All written work and testing must be met with satisfactory performance / grade in the Fundamentals transition course to maintain program enrollment and progress in the curriculum with advanced standing. The cost of the transition course is based on the number of clinical days and theory days. An evaluation of “Satisfactory” clinical performance must be achieved within a 3-week period.

The LPN who exempts the Fundamentals of Nursing course will be required to attend classes which are not taught or emphasized in a practical nursing program. These classes act as a transition course, which focuses on the role of the registered nurse, assessment, nursing process, teaching/ learning process, Watson ‘s Theory of Caring, and concepts of Relationship-Based Care.

The LPN has the ability to challenge the Maternal-Child Nursing course by successfully passing a challenge exam. This teacher-made exam requires the LPN to achieve a passing grade of 78% to be awarded the course exemption. The exam must be completed one week prior to Semester IV. A fee is charged for the exam. A “P” (Pass) grade will be recorded on the academic transcript for successful advanced placement for the LPN.

Reinstatement

Students submit a written request for readmission to the Admissions Committee. The student’s academic and performance records are reviewed prior to granting readmission. During the withdrawal period, the applicant must demonstrate continued academic ability, be viewed by the faculty as possessing an aptitude for nursing and evidence of commitment to the learning process. One readmission to the program is permitted. The Admissions Committee determines the placement and conditions under which the student may reenter. In the case of a student who earns an “F” or “unsatisfactory” clinical grade in a nursing course, eligibility for readmission is forfeited.

Acceptance Into the Program

Acceptance for admission to the School of Nursing is based on the individual applicant’s potential to complete the curriculum as indicated by the Admission criteria and availability of class openings. The Admission Committee selects the best candidate to offer program admission: one who demonstrates a commitment to the educational process and who has an aptitude for nursing. Candidates are notified in writing of the decision. All students who accept admission must pay the registration fee. Candidates are required to have scheduled laboratory tests, a dental and eye exam, immunizations (if required), and a physical examination completed. These examinations must be completed prior to admission. Any physician recommendations must be followed. One class is admitted in August of each year. A student currently enrolled at Conemaugh as a full-time student cannot be enrolled as a full-time student in any other educational program.

Provisional Acceptance means that a candidate is given conditions to be met as deemed by the Admissions and Recruitment Committee. Failure to fulfill conditions will result in non-enrollment in the program. Since admission is based on an overall view of the applicant’s record and potential for success, the committee may choose to not grant the applicant full-time admission into the two-year curriculum plan. Admission may be granted as a part-time student whereby college courses are satisfactorily completed before being enrolled as a fulltime student in the nursing courses. In the event no seats are available in a class, a qualified applicant may be accepted and placed on a waiting list. Being on a waiting list guarantees a seat in the next class. In the case whereby seats become available in the class in which the original admission is sought, the applicant may be formally offered a seat. All preadmission requirements and prerequisite college course credits with a passing grade must be met prior to enrollment.

Prerequisite to First-Year Enrollment

Anatomy and Physiology I and II - 8 college credits

An official college transcript must be received prior to program enrollment giving evidence that at least a “C-” grade was attained in the Anatomy and Physiology courses. These courses must be equivalent to eight (8) college credits and possess laboratory components.

Prerequisite to Second-Year Enrollment

Introduction to Sociology - 3 college credits

An official college transcript must be received prior to enrollment in the second-year of the curriculum plan, giving evidence that at least a “C” grade was attained in the required college course.

Human Development Across the Life Span - 3 college credits

An official college transcript must be received prior to enrollment in the second-year of the curriculum plan, giving evidence that at least a “C” grade was attained in the required college course.
Description of Courses

Taught by Pennsylvania Highlands Community College

BIO 260 Human Anatomy and Physiology
4 college credits
This course introduces the student to the basic structure and functioning of the human body. It is the first half of a yearlong introduction to Anatomy and Physiology. Course topics will include the organization of the body at the molecular, cellular, and tissue levels, the structure and function of cells, tissues, the integumentary, skeletal, muscular, and nervous systems. (Laboratory included.)

BIO 262 Human Anatomy and Physiology
4 college credits
This course introduces the student to the structure and functioning of the human body. It is the second half of a yearlong introduction to Anatomy and Physiology. Course topics will include the organization of the body systems at the molecular, cellular, and tissue levels. The structure and function of the senses, cardiovascular, lymphatic, respiratory, digestive, reproductive, endocrine, urinary, and immune systems will be studied. (Laboratory included) Prerequisite: BIO 260.

ENG 110 English Composition
3 college credits
English Composition I emphasizes the systematic study of the techniques of writing effective expository essays with stress upon careful thinking, word choice, sentence structure, and methods of organization. Students are enabled to write clear and coherent essays that are mechanically and grammatically correct. Students are taught research skills and are required to compose an informative or argumentative research paper. This is the standard college English composition course required of all students in all programs.

PSY 100 General Psychology
3 college credits
This course is a general introduction to the scientific study of the brain, behavior, and mental processes of humans and animals, with emphasis on the goals of psychology: to describe, explain, predict, and control behavior. Students examine the substance of psychology such as biopsychology, sensation and perception, learning, memory, cognitive processes, affective behaviors, and mental illness through an examination of the theories, principles, and methods of research used in the field. Examples and applications enable the student to acquire the elements of critical thinking as adapted to the research environment. Students produce an APA formatted research paper. This course applies the fundamental principles of psychology as a natural science.

HSC 145 Pharmacology
2 college credits
This course emphasizes drug therapy as an integral part of health care. The student will develop a theoretical knowledge base of major drug classifications and relate this knowledge to the pharmacologic aspects of client/patient care. This study of pharmacodynamics assists in analyzing patient response to drug therapy.

BIO210 Medical Microbiology and Lab
4 college credits
This course is designed to introduce students to the fundamental concepts of microbiology, and the application of those concepts to human disease. Lecture will include the study of microorganisms, their metabolic processes, and their relationship to disease. Laboratory work includes culturing, staining, studying, and identifying microorganisms.

PSY 130 Human Development Across the Lifespan
3 college credits
This course covers various aspects of human development across the life span. It focuses on theoretical issues, developmental tasks, human differences, and applications of the knowledge within the area of human development. Human development is a broad field that looks at the changes, processes and challenges individuals to live their life. An examination of the biological, social, cultural and psychological events and stressors individuals experience as they grow will help the student to understand his or her own aging process and develop coping skills advantageous to personal and professional endeavors. Life span development examines the body of knowledge we call development. It exposes you, the student, to the wide range of environmental factors, from physical to multicultural, aging, typical and atypical interactions between the organism and the environment, the normal and the challenges, the successes and failures of living.

SOC 100 Introduction to Sociology
3 college credits
This is an introduction course that will familiarize the student with the basic principles and theories associated with sociology. This course is intended to enable the student to identify and analyze theoretical perspectives and how they relate to the world around them; assist the student in learning about the founders of sociology and their contributions to this field; enable the student to examine core sociological concepts. This course will emphasize critical thinking and provide the student with thought provoking opportunities by asking questions of the students challenging them to examine their diverse world.

HSC 270 Diet Therapy for Nursing Students
3 college credits
Nutrition plans a vital role in maintaining good health and preventing chronic disease. Nutritional therapy in clinical situations is an adaptation of the principles of normal nutrition. Proper application of these principles can maximize restoration of health. This course introduces the nursing student to the fundamentals of medical nutrition therapy with direct application to the nursing process. The course provides an introduction of human nutrition including nutritional requirements, metabolism, and nutritional biochemistry. Nutritional needs and problems across the lifespan are addressed. Nutritional therapeutics for specific disease states are thoroughly examined.

HSC 166 - Critical Thinking in the Health Sciences
2 College Credits
This non-clinical course examines components of critical thinking, ethico-legal principles and decision-making strategies. The learner clarifies personal values and gains increased appreciation for human uniqueness, autonomy and freedom of choice.

Use of the Term “Credit”
1. Credit assigned to nursing courses does not constitute “college credit” and does not imply nursing courses earn the equivalent of college credit.
2. The term “credit” assigned to nursing courses is for grading and/or financial purposes only.
3. Only an authorized degree-granting institution in which a student enrolls may determine whether the completed nursing courses may be accepted for “college credit.”
Description of Courses

On-line Courses Taught by Chatham University

ENG102 Expository Writing - 3 credits
A practical course for students who need to improve their grammar and usage skills, digesting and arranging ideas, marshalling suitable evidence, illustrating a point, composing distinct paragraphs, and commanding various appropriate means of reaching an intended audience. May be repeated up to three times with the permission of the English program.

PSY101 General Psychology - 3 credits
An introduction to the scientific study of behavior with an emphasis on the origins of behavior, learning, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment.

BIO123 Nutrition - 3 credits
An introduction to nutrients, their composition, functions, and sources. Human physiology, including digestion, metabolism, and excretion, is covered, along with special nutritional needs throughout the life cycle. Integrated with this basic information are special topics pertaining to diets, organic foods, preservatives, pesticides, world hunger, and other current concerns. Two hours of lecture and two hours of laboratory per week. Additional Fee(s): Laboratory fee.

PSY152 Human Growth and Development - 3 credits
Physical, cognitive, social, and emotional development are studied throughout the life span. Major theories of development are discussed. Applications and examples are presented from applied contexts. Special needs of individuals at various stages throughout the life span are addressed. This course is not a substitute for 200- and 300-level developmental courses that apply toward majors in psychology and social work and certification in education. Does not count toward the psychology major.

SWK 101 Introduction to Sociology - 3 credits
This course will examine the impact of culture on health care services and delivery in the United States. The influence of cultural difference on patient/provider interactions will be considered within the cultural competency model. The context of health and illness for groups including African-Americans, Asian-Americans, and Latin-Americans will be included.

PHI 121 Introduction to Logic - 2 credit course (will be adapted from current 3 credit course)
An introduction to critical thinking, induction, deduction, and contemporary symbolic logic including argument symbolization, proof construction, and truth tables.

ENG 104 Academic Composition and Portfolio Development - 3 credits
The purpose of this course is to introduce or reintroduce adult learners to college-level work and study discuss and consider concepts and issues, and improve analytical writing skills. Participants also are introduced to experiential portfolio writing techniques, including a focus on the requirements and expectations of academic composition.

Taught by Memorial Medical Center

Fundamentals of Nursing - 12 Credits
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This course introduces the student to the role of the professional nurse as a member of the health care team. The theory of Relationship-Based Care and Watson’s Theory of Nursing are the foundation of providing holistic, culturally sensitive, compassionate care. Key components are data collection, assessment skills, reflective critical thinking, logical problem-solving, utilization of the nursing process, ethico-legal aspects, health promotion through the teaching-learning process, development of basic nursing knowledge, and the historical background of the nursing profession. Mathematics for drug calculation is presented and integrated in all nursing courses in the curriculum plan. The clinical practicum provides students the opportunity to demonstrate basic technical skills and accountability through the human-to-human caring transaction with the patient and family. (Prerequisite: Anatomy and Physiology BIO 260 and BIO 262)

Medical-Surgical Nursing I - 12 Credits
This course builds upon previously-learned knowledge, and technical skills, physical assessment, data collection, and interview skills are enhanced to obtain a comprehensive health history. The client’s life style and potential for rehabilitation are analyzed. A range of acute and chronic alterations in health care are addressed. Attention is given to respiratory, cardiovascular, diabetes, oncology, musculoskeletal, and gastrointestinal alterations in health. Supervised clinical experiences correlate with nursing theory. Students begin to care for a multiple patient assignment and gain experience in intravenous and phlebotomy skills. Critical thinking skills are enhanced through case studies addressing excellence in nursing care in the human-to-human interaction of nurse and patient. (Prerequisite: Semester I courses)

Medical-Surgical Nursing II - 6 Credits
This course enhances collaboration with a multidisciplinary health team. Students focus on meeting individualized health needs of every patient in an expanding patient assignment. Nursing consideration is given for patients with hematological, urinary and male/female reproductive problems. Emphasis is placed on maintaining dignity, respect and sensitivity to one’s self and others. Clinical case studies address acute and chronic situations to help the patient and family reduce health risks and make modifications in life style to reinforce basic prioritization, decision-making and delegation activities. The student begins to provide and prioritize care for multiple-patient assignment in the clinical setting. (Prerequisite: Semester II courses)

Mental Health Nursing – 7.5 Credits
This course focuses on clients with mental health needs, personality disorders, psychiatric disorders, homelessness, substance abuse, and violence. The human caring occasion allows the identification of behavioral patterns, developmental theories and therapeutic communication. The student aids the client in attaining a higher degree of harmony. Experience in 1:1 interaction as well as group
processes allow the opportunity to analyze the dynamics of client and self. Clinical experiences in the acute, chronic and community settings foster mastery of interpersonal skills based on the client’s thoughts, feelings and behaviors. Communication skills are enhanced through student participation in individual and group health teaching exercises. Clinical conferences allow discussion of ethical-legal issues, innovative treatments, political issues, holistic nursing care, healing, and giving hope in helpless situations. The student gains competency in transpersonal human care interactions to enhance harmony and openness to diversity. (Prerequisite: First-year courses, Introduction to Sociology, and Human Development Across the Lifespan)

Maternal/Child Nursing – 7.5 Credits
This course focuses on the uniqueness of mother-infant developmental process and the family structure. Conception, pregnancy, childbirth, and infant to adolescence are studied. In addition, social health issues of sexually transmitted disease and teenage pregnancy are addressed. Emphasis on prevention, promotion and maintenance of health during this developmental process foster critical thinking, anticipatory guidance, and exploration of community resources. Clinical experience in maternity, pediatrics and regional neonatal intensive care nursing settings allows the student to synthesize knowledge of normal, abnormal complications and illness. Additional clinical experience is provided in the community setting. Clinical case studies emphasize the individuality of mother, father, infant, child, adolescent, and significant others. Physical, psychosocial and cognitive development theories are integrated with the nursing care of different age groups. The course’s family-centered approach brings forth a deep respect for the wonders and mysteries of life. (Prerequisite: First-year courses, Introduction to Sociology, and Human Development Across the Lifespan)

Complex Medical Surgical Nursing - 7 Credits
The course emphasizes the complex and multiple medical-surgical problems experienced by patients. Knowledge is expanded on the acute phase of illness and the advanced nursing care of adults with acute and chronic alterations in health. Course content is focused on infection, HIV, obesity, integumentary, sensory, endocrine, hepatic, neurological, and renal difficulties. The psychosocial and spiritual dimensions involve the co-creation of coping skills for the individual and family. Community resources are stressed. The clinical practicum provides an expanded opportunity to prioritize and organize the health care needs of multiple acutely ill patients. The student anticipates and alters their plan of care to the ever-changing health status of the complex patient. Time management and a higher level of clinical judgment are required. Critical thinking and problem-solving are fostered by the use of a patient simulator and clinical case studies. (Prerequisite: All previous courses)

Critical Care Nursing – 7 Credits
This course analyzes advanced nursing concepts for the comprehensive care of individuals with life threatening illness. Central to the scope of the course is the development of advanced knowledge and clinical skills in the critical care environment. Course content consists of respiratory, cardiac, shock, traumatic brain injury, spinal cord injury, trauma emergencies, gastrointestinal emergencies, and natural or man-made disasters. Ethical-legal issues involved with life threatening illness are addressed. Critical care and emergency services foster growth in nursing judgment, prioritization of care and decision-making. The clinical practicum requires the utmost collaboration of the interdisciplinary health team for patients and families coping with a life threatening situation. Case studies and the patient simulator allow synthesis of theory to clinical practice in caring for patients at high risk for multi-system failure. (Prerequisite: All previous courses)

Advanced Nursing and Leadership – 6 Credits
This course cultivates the transition of novice to an entry-level professional nurse position who provides excellence in care provisions to every patient. It addresses theories of leadership, management and advanced concepts of nursing care. Staff scheduling, productivity, budget process, delegation, quality improvement, organizational structure, ethical-legal issues, and the power of nurses to influence public health policy is addressed. Clinical experiences involve the accountability for the total care of a group of patients. Students gain confidence with experience in leadership and management skills. Clinical judgment, collaboration with the health team, and evaluating the effectiveness of the nursing process enhances critical thinking, decision-making, and flexibility. Central to the development of independence is the demonstration of self-directed learning. Clinical case studies and the examination of advanced nursing concepts lead to preparation for the NCLEX-RN examination. (Prerequisite: All nursing courses and college courses)
### Conemaugh School of Nursing Curriculum
15 hours college theory = 1 college credit  
30 hours college lab = 1 college credit  
15 hours nursing theory = 1 credit  
45 hours nursing clinical = 1 credit  
* indicates college credit

Prerequisite: Anatomy & Physiology I & II – 8* college credits

### First Year – 38 weeks

#### Fall Semester I – 16 Weeks

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Theory</th>
<th>Lab</th>
<th>Clinical</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of Nursing</td>
<td>12</td>
<td>135</td>
<td>28</td>
<td>107</td>
<td>270</td>
</tr>
<tr>
<td>English Comp</td>
<td>3*</td>
<td>45</td>
<td>--</td>
<td>--</td>
<td>45</td>
</tr>
<tr>
<td>General Psych</td>
<td>3*</td>
<td>45</td>
<td>--</td>
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<td>45</td>
</tr>
</tbody>
</table>

Semester I: Average weekly contact hours: 23  
Total college credits: 6  
Total nursing credits: 12  
Total semester credits: 18  
Nursing theory/clinical ratio: 1:1  
Holidays: Labor Day, Thanksgiving Recess  
Semester Break: 1-2 weeks

#### Spring Semester II – 16 weeks

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Theory</th>
<th>Lab</th>
<th>Clinical</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical-Surgical Nursing I</td>
<td>12</td>
<td>135</td>
<td>0</td>
<td>135</td>
<td>270</td>
</tr>
<tr>
<td>Medical Micro</td>
<td>4*</td>
<td>40</td>
<td>38</td>
<td>0</td>
<td>78</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>2*</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>30</td>
</tr>
</tbody>
</table>

Semester II: Average weekly contact hours: 25  
Total college credits: 6  
Total nursing credits: 12  
Total semester credits: 18  
Nursing theory/clinical ratio: 1:1  
Spring Break: 1 week  
Semester Break: 1 week

#### Summer Semester III – 6 weeks

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Theory</th>
<th>Lab</th>
<th>Clinical</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical-Surgical Nursing II</td>
<td>6</td>
<td>60</td>
<td>0</td>
<td>90</td>
<td>150</td>
</tr>
</tbody>
</table>

Semester III: Average weekly contact hours: 28.5  
Total college credits: 0  
Total nursing credits: 6  
Total semester credits: 6  
Nursing theory/clinical ratio: 1:1.5  
Holiday: Memorial Day  
Semester Break: Summer  
* = college course

### Program Hours

Nursing Theory hours 630  
Nursing Clinical Hours 1,035  
Science Lab hours 38  
College theory hours 235  
Total Program Hours 1,938

Prerequisites to second year:  
- Introduction to Sociology – 3* college credits  
- Human Development Across the Lifespan – 3* college credits

### Second Year – 38 weeks

#### Fall Semester IV – 16 Weeks

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Theory</th>
<th>Lab</th>
<th>Clinical</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maternal-Child Nursing</td>
<td>7.5</td>
<td>67.5</td>
<td>0</td>
<td>135</td>
<td>202.5</td>
</tr>
<tr>
<td>Mental Health Nursing</td>
<td>7.5</td>
<td>67.5</td>
<td>0</td>
<td>135</td>
<td>202.5</td>
</tr>
<tr>
<td>Diet Therapy</td>
<td>3*</td>
<td>45</td>
<td>--</td>
<td>--</td>
<td>45</td>
</tr>
</tbody>
</table>

Semester IV: Average weekly contact hours: 29  
Total college credits: 3  
Total nursing credits: 15  
Total semester credits: 18  
Nursing theory/clinical ratio: 1:2  
Holidays: Labor Day, Thanksgiving Recess  
Semester Break: 1-2 weeks

#### Spring Semester V – 16 weeks

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Theory</th>
<th>Lab</th>
<th>Clinical</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex Medical-Surgical Nursing</td>
<td>7</td>
<td>60</td>
<td>0</td>
<td>135</td>
<td>195</td>
</tr>
<tr>
<td>Critical Care Nursing</td>
<td>7</td>
<td>60</td>
<td>0</td>
<td>135</td>
<td>195</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>2*</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>30</td>
</tr>
</tbody>
</table>

Semester V: Average weekly contact hours: 27  
Total college credits: 2  
Total nursing credits: 14  
Total semester credits: 16  
Nursing theory/clinical ratio: 1:2.25  
Spring Break: 1 week  
Semester Break: 1 week

#### Summer Semester VI – 6 weeks

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Theory</th>
<th>Lab</th>
<th>Clinical</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Nursing and Leadership</td>
<td>6</td>
<td>45</td>
<td>0</td>
<td>135</td>
<td>180</td>
</tr>
</tbody>
</table>

Semester VI: Average weekly contact hours: 30  
Total college credits: 0  
Total nursing credits: 6  
Total semester credits: 6  
Nursing theory/clinical ratio: 1:3  
Holiday: Memorial Day

The weekly class schedule may vary because of final examination week and holidays. Vacation periods are incorporated throughout the Curriculum Plan. While the credit hours listed for the Pennsylvania Highlands Community College are accurate, the number of class hours may vary due to departmental policy and holidays. Time may be allotted for lab set up and clean up.