The Daytona State College practical nursing program curriculum framework was developed by faculty and guided by the Daytona State College School of Nursing mission & values, and practical nursing program philosophy. The framework provides the foundation upon which the practical nursing curriculum and student outcomes are based.

The Daytona State College practical nursing program commits to providing quality instruction, guidance and opportunities for student success. The faculty believes that a sound nursing curriculum is based on educational theory and a philosophy that focuses on the student as an Adult learner. Faculty believes that learning is a behavioral change and requires active interaction between instructor and learner. The purpose of the instructor is to serve as a role model and a learning facilitator. As a facilitator, the teacher establishes the program of learning and creates an environment to foster student inquiry and development of logical thought processes. The teacher uses a variety of learning methods and encourages students to assume primary responsibility for his/her learning by participating actively in the learning process. The nursing process is utilized to provide patient-centered nursing care to clients of various ages. Nursing care is provided along the health-illness continuum to individuals and families in a variety of settings. The nursing curriculum is designed to provide learning opportunities that increase in complexity and skill level as it progresses.

The five organizing concepts that extend from the student centered learning are safe & effective care, health promotion & maintenance, the nursing process, psychosocial integrity, and physiological integrity. These concepts have been used to develop the courses and program outcomes. The higher level concepts of professionalism, role of the practical nurse, critical thinking, and pharmacology, form the outer circle of the conceptual model. The basic concepts that help build the foundation of the curriculum; infection control, culture & communication, client care through the life cycle and computer technology, connect the five concepts to guide the delivery of content and facilitate attainment of the program outcomes.

The Constructivist learning theory, which is based on a student centered approach, where students become active in their search of knowledge rather than passive receivers, and asserts that students develop new understandings through inquiry, reflection, problem solving and application of information, was used along with the state of Florida curriculum framework and the NCLEX PN test plan to develop the curriculum and student learning outcomes.

The conceptual model is a visualization of the interrelationship of the philosophy and five organizing concepts (see figure page 8). The form was chosen to illustrate a student centered approach and the interconnectedness of the concepts in the curriculum. The outer circles of the form illustrate the later concepts in the program and the growth of the student. This form gives structure to the delivery of content and facilitates attainment of program outcomes.
PROGRAM OUTCOMES

Upon completion of the Practical Nursing program, the graduate will:

1. Demonstrate professional behaviors of accountability and professionalism according to the ethical, legal, and regulatory framework for the licensed practical nurse.

2. Communicate effectively with client, family, significant other, and members of the health care team.

3. Utilize the nursing process to provide safe and effective care to clients across the life span under the supervision of a registered nurse or physician.

4. Promotes the physical, spiritual and psychosocial well-being of clients and reduces risk potential for clients.

5. Demonstrate a caring and empathetic approach to the safe, therapeutic and individualized care of the client.