

Agenda Item #12.B.3

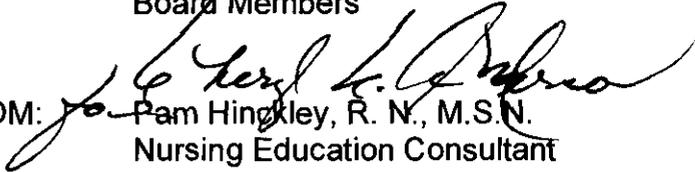


STATE AND CONSUMER SERVICES AGENCY • GOVERNOR EDMUND G. BROWN JR.
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DATE: August 17, 2012

TO: Board Members

FROM: 
Pam Hinkley, R. N., M.S.N.
Nursing Education Consultant

SUBJECT: Valley College of Medical Careers Vocational Nursing Program –
Consideration of Request to Admit Students (Director: Tricia Devin, West Hills, Los
Angeles County, Private)

On November 10, 2011, the Board placed Valley College of Medical Careers Vocational Nursing Program on provisional approval¹ for the two-year period from November 10, 2011, through November 30, 2013. That action was taken due to the program's noncompliance with Section 2530 (l) of the Vocational Nursing Rules and Regulations, which states:

In accordance with Section 2530(l) of the Vocational Nursing Rules and Regulations which states:

“The program shall maintain a yearly average minimum pass rate on the licensure examination that does not fall below 10 percentage points of the state average pass rate for first time candidates of accredited vocational nursing schools for the same period..”

The program was directed to admit no additional students unless approved by the full Board.

Further, the Board **denied** the program's request to admit **30** full-time, evening students on November 14, 2011 and **approved** the program's admission of a class of **15** full-time, evening, students on November 14, 2011, graduating on February 24, 2013, only, to **replace** a class that graduated November 18, 2011; and **denied** the program's request to admit **30** students to the full-time day class on January 16, 2012, graduating April 21, 2013 to **replace** students that graduated November 4, 2011.

On February 24, 2012, the Board **denied** the program's request to admit a class of 30 full - time evening students on March 5, 2012, graduating on June 8, 2013, to **replace** the evening class that graduated November 18, 2011.

¹ Prior to January 1, 2012, references in article 4 of the Vocational Nursing Practice Act and article 4 of the Psychiatric Technicians Law provided that the Board accredits all vocational nursing and psychiatric technicians programs. Pursuant to Business and Professions Code Sections 2883 and 4532 (Senate Bill 539, Chapter 338, Statutes of 2011), **accredit** was changed to **approve**. There was no change to the Board's authority or jurisdiction.

The Board directed the program to submit a revised instructional plan by **February 29, 2012; and** required program to perform and submit a written analysis and report to address the program's rate of attrition **by February 29, 2012**. The report shall include the program's plans to decrease its rate of attrition and increase the number of graduates taking the licensure examination.

On May 11, 2012, the Board **approved** the Valley College of Medical Career's request to admit a class of 15 full-time, day students on May 14, 2012, graduating on September 30, 2013, to **replace** a class that graduated November 6, 2011; and **denied** the program's request to admit a class of 15 full-time, evening, students on July 9, 2012, graduating on December 16, 2013, to **replace** the day class that graduated November 27, 2011; **and**,

The program requests Board approval to admit a class of 20 full-time day students on September 24, 2012, graduating on December 17, 2013, to **replace** the day class that graduated August 13, 2012. The program additionally requests approval to admit 20 full-time evening students on September 24, 2012, graduating December 17, 2013.

History of Prior Board Actions

- On July 2, 2008, the Executive Officer approved Valley College of Medical Careers' request to begin a vocational nursing program with an initial class of 30 students on July 7, 2008, only; **and** approved the program curriculum for 1,560 hours, including 580 theory, and 980 clinical hours.
- On May 5, 2009, the Executive Officer approved initial full accreditation for the Valley College of Medical Careers Vocational Nursing Program, West Hills, for the period May 5, 2009 through May 4, 2013, and directed staff to issue a certificate accordingly. Further information was requested relative to the program's request to admit additional students.
- On May 6, 2009, the Supervising Nursing Education Consultant and the assigned Nursing Education Consultant met with the Director of Education and Compliance to discuss the status of the program's requests. Based on the meeting, the program representative, in accord with the program director, amended the previous requests to include:
 1. Admission of a day class of 30 students commencing May 8, 2009, with a graduation date of July 27, 2010;
 2. Admission of an evening class of 30 students to begin May 8, 2009, with a graduation date of July 27, 2010; and
 3. Deferral of the request for ongoing admissions to a later date.
- On November 4, 2009, the Executive Officer approved Valley College of Medical Careers Vocational Nursing Program's request to admit a full-time class of 30 students to commence January 11, 2010 only, graduating March 31, 2011, to **replace** students

who graduated October 6, 2009. The program's request for **ongoing admissions** of a class of 30 students every fifteen (15) weeks commencing May 2010, was **denied** at this time.

- On June 9, 2010, the Director and Campus Director appeared at Board headquarters requesting an immediate and unscheduled meeting to discuss program concerns relative to the Executive Officer's decision denying ongoing admissions.

The assigned consultant reviewed the following documents and information with program representatives.

- a. Board decisions and rationale for each decision from July 2, 2008 through November 4, 2009.
 - b. Program Pass Rates.
 - c. Current Program Request and Attachments.
 - d. Clinical Resources.
- On June 25, 2010, the director notified the Board that commencement of the January 11, 2010 class was delayed to February 1, 2010.
 - On July 20, 2010, the program was cited for two (2) violations, Sections 2882 of the Business and Professions Code and Section 2534 of the Vocational Nursing Rules and Regulations. Both violations were corrected.

Additionally, the Executive Officer approved Valley College of Medical Careers Vocational Nursing Program's request to admit 30 students into a full-time day class to commence July 26, 2010 only, graduating December 2, 2011; and, approved the program's request to admit 30 students into an evening class to commence August 23, 2010 only, to **replace** students scheduled to graduate August 18, 2011. Additionally, the program was required to obtain Board approval prior to the admission of all classes.

- On February 11, 2011, the Executive Officer **denied** Valley College of Medical Careers Vocational Nursing Program's request to admit 30 students into a full-time, day class to commence January 24, 2011 only, graduating April 20, 2012, and; required the program to submit a report by **March 31, 2011**. The report shall include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timelines for expected results, and the effectiveness of corrective actions taken to address the following elements:
 - a. Current Student Enrollment.
 - b. Admission Criteria.
 - c. Screening and Selection Criteria.
 - d. Terminal Objectives.
 - e. Curriculum Objectives.
 - f. Instructional Plan.
 - g. Theory and Clinical Objectives for Each Course.
 - h. Lesson Plans for Each Course.
 - i. Textbooks.

- j. Attendance Policy.
- k. Remediation Policy.
- l. Evaluations of Theory and Clinical Faculty.
- m. Evaluations of Theory Presentations.
- n. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
- o. Evaluation of Student Achievement.

Additionally, the program was required to obtain Board approval prior to the admission of all classes.

- On February 28, 2011, the program submitted a written report regarding the requested comprehensive analysis.
- On April 21, 2011, the Executive Officer **denied** Valley College of Medical Careers Vocational Nursing Program's request to admit 30 students into a day class commencing April 25, 2011 and graduating August 5, 2012, to **replace** students that graduated on August 19, 2010; **and**, approved the program's admission of 20 students into the day class commencing April 25, 2011, only, graduating August 5, 2012, to **replace** students that graduated on August 19, 2010; **and**, required the program to perform an in-depth analysis of the instructional plan, textbooks, correlation of theory content to clinical application and submit a written report of findings by May 30, 2011.

The EO directed placement of the program on the November 2011 Board agenda, if the licensure pass rates do not improve by at least ten (10) percentage points (69%) by August 15, 2011; **and** required the program to continue obtaining Board approval prior to the admission of all classes.

- On May 28, 2011, the Board received the program's in-depth analysis. The assigned consultant notified the director that the analysis was incomplete as submitted.
- On August 3, 2011, the Board received a revised analysis from the assistant director. The assistant director was advised the analysis remained incomplete and was requested to have the director call the NEC.
- On August 8, 2011, the director telephoned the NEC. The director indicated she had **not** been involved in the revision of the plan submitted on August 3, 2011. The NEC advised the director she needed to be involved in the in-depth analysis of her program. Additionally, the NEC reviewed content areas the director should address in the report. A new due date of **August 26, 2011** was issued.
- On August 25, 2011, the Executive Officer **denied** Valley College of Medical Careers Vocational Nursing Program's request for approval to admit 30 students into a day class commencing September 12, 2011 and graduating August 19, 2012, to **replace** students that graduated on August 15, 2010; **and**, required the program to submit a written plan detailing the following by **September 16, 2011**:
 - a. Steps the program will take to encourage the 39 former graduates to take the licensure examination.

- b. Steps the program will take to prevent a reoccurrence of graduates not taking the licensure examination in a timely fashion.

Additionally, the EO required the program to obtain Board approval prior to the admission of all classes; **and**, directed placement of the program on the November 10, 2011 Board agenda for consideration of placement on provisional accreditation.

- On October 7, 2011, the assigned consultant forwarded correspondence requesting submission of fifteen (15) copies of pertinent documents, plan, and subsequent actions taken to correct identified problems that they desire Board members to consider.
- On November 10, 2011, the Board placed Valley College of Medical Careers Vocational Nursing Program on provisional accreditation for the two-year period from November 10, 2011, through November 30, 2013, and issued a notice to the program to identify specific areas of noncompliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations; **and**, denied Valley College of Medical Careers Vocational Nursing Program's request approval to admit a class of 30 full-time, evening students on November 14, 2011 and approved the program's admission of a class of 15 full-time, evening, students on November 14, 2011, graduating on February 24, 2013, only, to **replace** a class that graduated November 18, 2011; **and**, denied the program's request to admit a class of 30 students to the full-time day class on January 16, 2012, graduating April 21, 2013 to **replace** students that graduated November 4, 2011, at this time; **and**, required the program to admit no additional students unless approved by the full Board.

The program was required to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate; **and**, required the program to submit follow-up reports in 9 months, but no later than **August 1, 2012**, and 21 months, but no later than **August 1, 2013**. The reports must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for implementation, and the effect of employed interventions. The following elements must be addressed in the analysis.

- a. Admission Criteria.
- b. Screening and Selection Criteria.
- c. Terminal Objectives.
- d. Curriculum Objectives.
- e. Instructional Plan.
- f. Theory and Clinical Objectives for Each Course.
- g. Lesson Plans for Each Course.
- h. Textbooks.
- i. Attendance Policy.
- j. Remediation Policy.
- k. Evaluations of Theory and Clinical Faculty.
- l. Evaluations of Theory Presentations.
- m. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
- n. Evaluation of Student Achievement.
- o. Current Enrollment.

The program was required to comply with all accreditation standards in Article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code Section 2880, and Article 5 of the Board's Regulations, commencing at California Code of Regulations, Title 16, Section 2526. The program was required to demonstrate incremental progress in correcting the violations. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the program's accreditation.

The Board directed that the failure of the program to take any of these corrective actions may cause the full Board to revoke the program's accreditation. The Board placed the program on the **November 2013** Board agenda for reconsideration of provisional accreditation.

- On November 22, 2011, the Board forwarded to the director the Notice of Change in Accreditation Status.
- On December 7, 2011, the Board received the program's signed Acknowledgement of Change in Accreditation Status. The document was signed by the program director on December 5, 2011.
- On January 19, 2012, the assigned consultant forwarded correspondence requesting submission of fifteen (15) copies of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider.
- On January 24, 2012, the Board received the program's in-depth program analysis to support its request to admit students.
- On February 24, 2012, the Board **denied** the program's request to admit a class of 30 full-time evening students on March 5, 2012, graduating on June 8, 2013, to **replace** a class that graduated November 18, 2011; **and**, required the program to perform and submit a written analysis and report to address the program's rate of attrition by **February 29, 2012**. The report shall include the program's plans to decrease its rate of attrition and increase the number of graduates taking the licensure examination. The Board also required the program to submit a revised instructional plan **by February 29, 2012**.
- On February 29, 2012, the Board received the program's revised curriculum and plan to decrease attrition rates.
- On April 4, 2012 the assigned consultant forwarded correspondence requesting submission of eighteen (18) copies of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider.
- On April 12, 2012, the Board received correspondence from the program director and eighteen (18) copies of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider.

- On May 22, 2012, the Board approved a new director.
- On May 24, 2012, the Board approved the Valley College of Medical Career's request to admit a class of 15 full-time, day students on May 14, 2012, graduating on September 30, 2013, to **replace** a class that graduated November 6, 2011; **and**, denied the program's request to admit a class of 15 full-time, evening, students on July 9, 2012, graduating on December 16, 2013, to **replace** the day class that graduated November 27, 2011; **and**, continue to obtain approval by the full Board prior to the admission of additional classes.
- On July 19, 2012, Board staff, SNEC and NEC, met with Tricia Devin, program director and Marian Reyes, instructor, at the Boards offices. The focus of the meeting was to request the program be placed on the September Board agenda. The SNEC verified that the program is being placed on the September Board agenda. During the visit, it was identified that the new director had not completed the new director orientation. The SNEC advised her to complete the new director orientation as soon as possible. Additionally, the director is to send the NEC a list of problems she identified at the school and her plan to correct them, copy of faculty meetings held by the director.
- On July 26, 2012 the assigned consultant forwarded correspondence requesting submission of eighteen (18) copies of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider.
- On July 31, 2012, the Board received 2 large binders of program information relevant to the July 19, 2012 visit above.
- On August 6, 2012, the Board received correspondence from the program director and eighteen (18) CD's and one (1) paper copy of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider.

Enrollment

Each class admission to the 60-week, full-time program must have prior Board approval. The pattern of admissions for current classes is seen in the enrollment table below.

The following table represents **current and proposed** student enrollment based on the current and proposed class start dates. The table indicates a **maximum enrollment of 111** students for the period **July 2008 through March 2013**.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Completed			
7/08 (FT) AM		33	24	24
5/09 (FT – AM)		30	24	24 + 24 = 48

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Completed			
5/09 (FT - PM)		30	26	48 + 26 = 74
2/10 (FT-AM)		30	22	74 + 22 = 96
7/10 (FT-AM)		17	15	96 + 15 = 111
	10/09 (7/08 FT - AM Class)		-24	111 - 24 = 87
	8/10 (5/09 FT - AM)		-24	87 - 24 = 63
	8/10 (5/09 FT - PM)		-26	63 - 26 = 37
8/10 (FT-PM)		30	23	37 + 23 = 60
	4/11 (2/10 FT-AM)		-22	60 - 22 = 38
8/10 FT -AM		22	16	38 + 16 = 54
4/11 (FT-AM)		20	17	54 + 17 = 71
	11/11 (7/10 FT Class)		-15	71 - 15 = 56
	11/11 (8/10 FT-AM)		-16	56 - 16 = 40
	11/11 (8/10 FT-PM)		-23	40 - 23 = 17
11/11 (FT-PM)	3/13	15	12	17 + 12 = 29
6/12 (FT-AM)	9/13	9	9	29 + 9 = 38
9/12 (FT-AM) Proposed	12/13	20		38 + 20 = 58
	8/12 (4/11 FT-AM)		-17	58 - 17 = 41
9/12 (FT-PM) Proposed	12/13	20		41 + 20 = 61
	3/13 (11/11 FT- PM)		-12	61 - 12 = 49
	9/13 (6/12 FT AM)		-9	49 - 9 = 40

Licensing Examination Statistics

The following statistics, furnished by the Pearson Vue and published by the National Council of State Boards of Nursing as "Jurisdictional Summary of All First-Time Candidates

Educated in Member Board Jurisdiction,” for the period October 2009 through March 2012, specify the pass percentage rate for graduates of the Valley College of Medical Careers Vocational Nursing Program on the National Council Licensure Examination for Practical (Vocational) Nurses (NCLEX-PN®).

NCLEX-PN® Licensure Examination Data						
Quarterly Statistics				Annual Statistics*		
Quarter	# Candidates	# Passed	% Passed	State Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate
Oct - Dec 2009	2	1	50%	76%	50%	73%
Jan - Mar 2010	13	6	46%	76%	47%	74%
Apr - Jun 2010	7	4	57%	74%	50%	75%
Jul - Sep 2010	2	0	0%	76%	46%	75%
Oct - Dec 2010	15	10	67%	77%	54%	76%
Jan - Mar 2011	15	9	60%	80%	59%	77%
Apr - Jun 2011	8	6	75%	71%	63%	76%
Jul - Sep 2011	7	3	43%	74%	62%	76%
Oct - Dec 2011	6	1	17%	74%	53%	75%
Jan - Mar 2012	10	4	40%	77%	45%	74%
Apr - Jun 2012	15	6	40%	72%	37%	74%

*The Annual Pass Rate changes every quarter. It is calculated by dividing the number of candidates who passed during the current and previous three quarters by the number of candidates who tested during the same period. If no data is available for the relevant period, the statistic is carried over from the last quarter for which data is available.

Based on the most current data available (April to June 2012), the program’s average annual pass rate is 37%. The California average annual pass rate for graduates from accredited vocational nursing programs who took the NCLEX-PN® for the first time is 74%. The average annual pass rate for the Valley College of Medical Careers Vocational Nursing program is 37 percentage points below the state average annual pass rate.

Faculty and Facilities

Section 2534(d) of the Vocational Nursing Rules and Regulations states:

“For supervision of clinical experience, there shall be a maximum of 15 students for each instructor.”

The number of Board-approved faculty totals 26, including the director. The director has 90% administrative and 10% teaching duties. Of the total faculty, 23 instructors and director are approved to teach clinical.

Based on a maximum enrollment of 111 students, eight (8) instructors are needed. Therefore, the number of current faculty is adequate for the current and proposed enrollment.

Other Considerations

As noted previously, on November 10, 2011, the Board placed Valley College of Medical Careers on provisional approval for the two-year period from November 10, 2011, through November 30, 2013, due to noncompliance with regulatory requirements relative to program pass rates. Specifically, the program's average annual pass rates had been more than ten (10) percentage points below State average annual pass rates for eight (8) consecutive quarters. **At that time, the program's average annual pass rate was 62%.**

Further, the Board rendered the following decisions.

- **Denied** the program's request to admit a **30** full-time, evening students on November 14, 2011 and **approved** the program's admission of a class of **15** full-time, evening, students on November 14, 2011, graduating on February 24, 2013, only, to **replace** a class that graduated November 18, 2011; **and**
- **Denied** the program's request to admit a class of **30** students to the full-time day class on January 16, 2012, graduating April 21, 2013 to **replace** students that graduated November 4, 2011, at this time.

The Board directed that the program admit no additional students unless approved by the full Board.

On November 22, 2011, the Board forwarded to the director the Notice of Change in Accreditation Status. On December 7, 2011, the Board received the program's signed Acknowledgement of Change in Accreditation Status. The document was signed by the program director on December 5, 2011.

On February 24, 2012, the Board **denied** the program's request to admit a class of 30 full-time students into an evening class on March 5, 2012, graduating on June 8, 2013, to **replace** a class that graduated November 18, 2011; **and** required the program to submit the revised instructional plan by **February 29, 2012**; **and** required the program to perform and submit a written analysis and report to address the program's rate of attrition by **February 29, 2012**. The report shall include the program's plans to decrease its rate of attrition and increase the number of graduates taking the licensure examination.

On May 24, 2012, the Board approved the Valley College of Medical Career's request to admit a class of 15 full-time, day students on May 14, 2012, graduating on September 30, 2013, to **replace** a class that graduated November 6, 2011; **and**, denied the program's request to admit a class of 15 full-time, evening, students on July 9, 2012, graduating on December 16, 2013, to **replace** the day class that graduated November 27, 2011; **and**, continued the program's requirement to obtain approval by the full Board prior to the admission of additional classes.

Since the first class began July 7, 2008, the program has enrolled a total of 236 students. Of the total enrolled, 152 students have graduated. As such, 64.40% of the total students enrolled completed the program; 35.60% did not complete the program. Fifteen (15) students currently remain in classes.

Published program performance statistics for the most recent reporting period (April – June 2012) substantiate that the program's **current average annual pass rate is 37%**. Based on this data, the program's average annual licensure pass rate is **37 percentage points below** the state average annual licensure pass rate.

On February 29, 2012, the program submitted a revised instructional plan and plan to decrease attrition rates as required. Included in the plan was a telephone campaign to contact former graduates and offer them free of charge to come in and take the NCLEX review class, HESI predictor exams and ATI NCLEX test.

On April 12, 2012, the Board received correspondence from the program director and eighteen (18) copies of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider. Included in the program's documents were the following elements:

Plan to Increase Pass Rates

- Continue to incorporate all previously submitted interventions.
- Add HESI predictor examinations, **pending** review by administration.
- Add a voluntary three (3) day intensive NCLEX review for students who are within three (3) days of taking the scheduled licensure examination.
- Replaced two (2) textbooks with preferred editions.
- Initialized a consulting relationship with Summit Career College. Based on this relationship with Summit the following policies have been revised.
 - a. Created a student academic contract identifying the student's responsibilities and the school's expectations.
 - b. Creation of a "Learning Academy". The Learning Academy will identify each student's progress and initiate interventions to assist the student to achieve their goal.
 - c. Plan to hire an NCLEX coordinator. This person would provide NCLEX review sessions, learning academies, tutorial programs, and ensure that all application paperwork is processed quickly.

Plan to Decrease Rate of Attrition

- Increased admission testing scores in an attempt to increase student success in the program.
- Implemented immediate tutoring when a student receives a low test score

On July 19, 2012, Board staff, SNEC and NEC, met with Tricia Devin, program director and Marian Reyes, instructor, at the Boards offices. The focus of the meeting was to request the program be placed on the September Board agenda. The SNEC verified that the program is being placed on the September Board agenda. During the visit, it was identified in that meeting that the new director had not completed the new director orientation. The SNEC advised her to complete the new director orientation as soon as possible. Additionally, the director is to send the NEC a list of problems she identified at the school and her plan to correct them, copy of faculty meetings held by the director.

On July 26, 2012, the assigned consultant forwarded correspondence requesting submission of eighteen (18) copies of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider. (See Attachment A)

On July 31, 2012, the Board received 2 large binders of program information relevant to the July 19, 2012. Included in the Binders were the following:

- Faculty meeting notes
- Verification of completion of the New Director Orientation.
- Enrollment table
- Procedures check list for students and faculty.
- Copy of the 2010/2011 Annual Report.
- Faculty and Facilities lists, faculty/clinical assignment form.
- Summary of hours and content worksheet forms.
- New student orientation presentation.
- Program's Philosophy, faculty and facility blank forms.
- Evaluation forms.
- Lesson plans
- List of Issues and concerns (received as a supplemental attachment on 8/1/12).
 1. Students need more time allocated for theory.
 2. ATI orientation needs to be in more detail and additional time for practice sessions. Additionally, a non-faculty member proctor was added.
 3. A review of the strengths and weaknesses of the program needed.
 4. Program Philosophy needed "to be broken down into Environmental and Educational philosophy for a better understanding of the future of the college."
 5. New examinations and quizzes are recommended.
 6. Added a clinical director who assists with placement of students and creates the schedule for clinical rotations.
 7. Ensured that Maslow's Hierarchy of needs is implemented in each level of the program.
 8. Integrate the nursing process and body systems into the conceptual framework.
 9. Admission criteria – created a level of communication for administration and informed faculty of the procedure.
 10. Reviewing the college, faculty and student handbooks.
 11. Updating policies and procedures for consistency throughout the college.
 12. Student orientation - update to offer a more stimulating and comfortable orientation. Focus on success in the program and in their personal lives.
 13. Review and revise the curriculum.

On August 6, 2012, the Board received correspondence from the program director and eighteen (18) CD's and one (1) copy of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider (see Attachment B). Included in the program's documents were the following elements:

- Same information as listed above under Issues and Concerns.

- Student and Instructor roles
- Bloom's Taxonomy
- Program Philosophy, Vision, Mission Statement, Conceptual Framework, Maslow's Hierarchy of Needs
- Terminal Objectives
- Lesson Plan for Increasing Your Success for the Future
- Admission Criteria
- Course Content
- Suggested revision to Instructional Plan
- Attendance Policy revised to 98% attendance per level
- Remediation Policy-Students falling below 86% would be placed on Probation.
- Evaluation Policy (faculty, clinical sites and students) Forms included in packet.
- Initiated mandatory faculty meetings-monthly.
- Textbook committee reviewed and updated textbooks.
- ATI format within the program.
- Revised Graduation requirements. Students must pass all four (4) levels with a minimum of 86%.
- Level one (1) Syllabus.

Since the first class began July 7, 2008, the program has enrolled a total of 236 students. Of the total enrolled, 152 students have graduated. Fifteen (15) students currently remain in classes.

Recommendation:

1. Deny the Valley College of Medical Career's request to admit a class of 20 full-time, day students on September 24, 2012, graduating on December 30, 2013, to **replace** a class that graduated August 13, 2012.
2. Deny the program's request to admit a class of 20 full-time, evening, students on September 24, 2012, graduating on December 17, 2013.
3. Continue to obtain approval by the full Board prior to the admission of additional classes.

Rationale: Since the first class began July 7, 2008, the program has enrolled a total of 236 students. Of the total enrolled, 152 students have graduated. Fifteen (15) students currently remain in classes. Seventeen (17) students, graduated August 15, 2012. Licensure data for these graduates will not be available, minimally until February 2012.

At the time of placement on provisional approval on November 10, 2011, the program's **quarterly** pass rate was **43%** and the average **annual** pass rate was **62%**. Currently, the program's **quarterly** pass rate is **40%** and the average **annual** pass rate is **37%**. As such, the program's **quarterly** pass rate remains the same and its average **annual** pass rate **decreased 25 percentage points**.

The program's performance statistics **do not** support approval of the requested two (2) classes of 20 students each. The Board approved a new program director on May 22, 2012. The program director is in the process of reviewing all areas of the program and revising the curriculum. Denying the request for additional students will allow the director time to focus on developing the curriculum, implementing reported interventions to enhance student achievement, evaluate the effectiveness of the interventions, identify and implement necessary modifications, and monitor their effectiveness. Board staff will continue to monitor the program's implemented interventions and licensure pass rates.

Attachment A: Board Correspondence dated July 26, 2012.

Attachment B: Program Correspondence and Documents dated July 26, 2012, received August 6, 2012.

Agenda Item #12.B.3.Attachment A



STATE AND CONSUMER SERVICES AGENCY • GOVERNOR EDMLIND G. BROWN JR.

BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS
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CERTIFIED MAIL

July 26, 2012

Tricia Devin
Valley College of Medical Careers
Vocational Nursing Program
8399 Topanga Canyon Blvd., Suite 200
West Hills, CA 91304

Re: Consideration of Placement on Provisional Approval

Dear Ms. Devin:

The Board is scheduled to consider **Valley College of Medical Careers, Vocational Nursing Program's** relative to consideration of placement on provisional approval at its meeting scheduled September 6, 2012. That meeting will be held at the Radisson Hotel LAX, in Los Angeles, California.

To ensure dissemination and review by individual Board members and relevant staff for timely consideration prior to the February Board meeting, please submit the following written information by **Friday, August 3, 2012:**

- Eighteen (18) copies of pertinent documents related to subsequent actions taken by the program to correct identified problems ***that you desire Board members to consider***. Please remember existing statutes require that any document considered by the Board will become a public record. Accordingly, please redact all names of students.
- In addition, please provide information on a compact disc (CD) for Board use. Again, please remember to redact any student names prior to copying information onto the CD.

Although the primary purpose of this letter is to convey the Board's need for the copies, please be assured that, if timely submitted, any correspondence and attachments will be reviewed and, if appropriate, information submitted may be included in the report of the assigned consultant.

The Board strongly recommends that you plan to attend the meeting and be prepared to respond to questions from Board members relative to your program.

Please contact the Board at (916) 263-7843 should further clarification be needed.

Sincerely,

PAM HINCKLEY, RN, MSN

Nursing Education Consultant

Board of Vocational Nursing and Psychiatric Technicians

2535 Capitol Oaks Drive, Suite 205

Sacramento, CA 95833

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BVNPT Received
on 8-8-12 with _____

VCMC



VALLEY COLLEGE OF MEDICAL CAREERS

**CONSIDERATION OF PLACEMENT ON
PROVISIONAL APPROVAL**

Received 8/8/12 from Tricia Devin

Pam Hinckley, R.N. M.S.N.

Board of Vocational Nursing and Psychiatric
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July 26, 2012

Ms. Pamela Hinckley, RN, MSN
Nursing Education Consultant
Board of Vocational Nursing
2535 Capitol Oaks Drive, Suite 205
Sacramento, CA 95833

Dear Board Members and Ms. Hinckley:

Valley College of Medical Careers appreciates the opportunity to submit materials which will provide an in-depth comprehensive presentation of our Vocational Nursing Program.

April 19th, Valley College Administration brought in a Chief Academic Officer to assist in making correct actions for issues that had been causes of the Provisional Status of the college. In 2011 corrective actions were implemented to improve the program pass rates, however, the CAO felt that this was a very good start but was not enough for students to be overall successful in the program.

Dr. Devin has been working in the health care arena for the past 30 years. She has a Ph.D. in Organizational Development, Ed.D in Education, a Masters in Public Administration, a Bachelor in Administration and Management and a Critical Care R.N. Devin has taught nursing and business courses for the past seventeen years both on-ground and online, worked with a series of different platforms utilized by students and developed programs and submitted to the following accreditation agencies for approval. Additionally, Dr. Devin has developed curriculum for different Universities for the past 15 years.

Below is a listing of Areas of Concern

1. Students need more hours allocated to their theory. The time was too short and students may have been frustrated with the time allocation.
2. ATI orientation needed to be more in detail, and practice sessions for the ATI in the computer lab.
3. Students' clinicals are satisfactory at this time.
4. College needed a SWOT review of the strengths and weaknesses of the program.
5. The philosophy of VCMC needed to be broken down in to the Environmental and Educational philosophy for a better understanding of the future of the college.
6. New Examinations and Quiz are recommended for all the weeks, the mid-terms and the final exams.

7. Proctorships of the ATI would benefited by a neutral proctor and not faculty. This has now been incorporated into the ATI.
8. Each nursing program requires a Clinical Director who assists with the placement of the students and who constructs the schedule for the faculty with DON approval.
9. The system that is very important to all students to understand the progression of success is the implementation of Maslow's Hierarchy needs in all of the cohorts and levels.
10. Two areas that needed to be more integrated into the conceptual framework are the nursing process and body systems. Each of these components must run throughout all of the cohort levels and through the clinicals and skill labs.
11. A more specific guideline of communication needed to be included in the Admissions Criteria and for all of the administration and faculty be fully aware of the process.
12. Update the College Orientation for the new Students
13. New students need to have a stimulating and comfortable orientation pertaining to how to succeed not only in the program but in their personal lives.
14. The Syllabus and Curriculum needed a complete review of all issues.
15. Committees needed to be continued on a regular basis in order that there was consistent follow up.
16. Faculty needed to have more professional development and work with the community.

Starting in April, Dr. Devin completed a strategic plan and a SWOT documentation which was approved by the College Board. This was done, in order to determine the weaknesses and the strengths of the College. A corrective plan was developed for not only pertaining to the issues of the provisional status, but to increase rigor of content in all areas and success for each student. The corrective plan started with the admission process and continued through all levels of the programs. The primary goal and philosophy of the College is to allow the under-served in this community to have an education and a future purpose in their lives. The mission and vision of the College allow us to move forward with students into successful completion of the program.

Included in this submission are the supportive documentation for all theories and activities that have been put into place, in-serviced and communicated to all of the faculty and students. Each outcome is supported by the specific objectives that have been set up for each day of Theory, Skills Labs, and Clinicals. Measurement tools have been developed for the program, specific to the objectives and to the measurement outcomes.

It is vital that VN integrates a special core of nursing knowledge with other disciplines and uses a nursing process framework to meet the needs of the client. In a health care system the client can be defined as an individual, a family or a community.

Students are holistic, multi-system beings in a state of dynamic change and are striving to meet their human needs and maintain their health. The individual's view of his own world, his needs and the desire to maintain health is influenced by many factors, including but not limited to: culture, spiritual connection, past experiences, genetics, environment and growth and development.

Health is a dynamic condition based upon a person's ability to adapt and is not simply the absence of disease or infirmity. Each person's perception of health along the health-illness continuum is unique and personally described, encompassing mind-body-spirit. Nurses must consider the client's personal perception of health in order to develop a therapeutic

relationship that will assist the client to participate in making decisions, care planning and the learning process.

The responsibility for learning is shared by the student and instructor. Students as well as clients and instructors come from varied backgrounds and skill levels and are influenced by values, cultural beliefs, needs, goals and learning styles; and have different potentials for growth and levels of motivation. Students are provided with tools and opportunities to learn, grow and achieve as safe practitioners.

Learning is an active process for the instructor and for the student. The instructor serves as a facilitator of the learning process by guiding student discovery, facilitating student's capabilities and motivating growth and critical thinking abilities. Various instructional techniques are utilized to promote learning and stimulate growth and critical thinking, including but not limited to, lectures, group work, role-playing, student class presentations, audiovisual presentations, computer research, and individual CD-ROM study as well as practice in the skills laboratory and in patient care settings. Students actively participate in learning by preparing for and participating in learning activities and utilizing newly acquired concepts and skills in the provision of client care.

While assisting the student the instructor serves as a role model for competent clinical practice, ethical decision-making, therapeutic communication, and professional demeanor and demonstrating the belief that learning is an ongoing, lifelong process which promotes continued competency. Personal, social and professional growth is a lifelong process. Instructors and students are committed to maintaining high standards of competency and accountability.

The instructor assists the vocational nursing student to use the nursing process in the care of clients. The student develops basic physical assessment skills and psychosocial assessment skills (data collection) and assists the client and registered nurse to plan, implement and evaluate care. The vocational nursing student assesses the client for "knowledge deficit" and assists the client and registered nurse to plan, implement and evaluate the teaching process. Assessment and reassessment are ongoing. Students learn to research all aspects of each client's care and have adequate background data before taking any action. Students are always accountable for their actions. Students also learn to recognize and respond to emergent situations and assume a role in the situation as directed by the instructor, a registered nurse or physician.

The goal for our students is to give safe and empathetic nursing care to the patient and family and advocate for the client. The student is responsible to the patient, the school, clinical facility and to vocational nursing. In total the program is prepared to serve and enrich the community.

Philosophy

Valley College of Medical Careers addresses the educational needs of a diverse and evolving population. VCMC is uniquely capable of responding to the requirements of the healthcare community. The vocational nursing program and activities of VCMC foster the individual's ability to think clearly, critically, and independently to meet the demands of an increasingly complex healthcare system. The student is the primary concern of VCMC. The curriculum, activities, and services of the College help students understand their physical, cultural, ethnic, and social environment. This philosophy is reflected in the curriculum, the student-faculty relationships, the services and resources, and the policies of the College.

Vision of Valley College of Medical Careers

The Vision of VCMC is to provide adult learners with a quality vocational nursing education leading to successful passing of the NCLEX-PN® examination and vocational nurse licensure. In addition, VCMC is dedicated to educating its students to assume the role of caregiver and to become valued members of the health team, providing safe and competent care.

Mission Statement of Valley College of Medical Careers

VCMC strives to create knowledge, to open the minds of students to that knowledge, and to enable students to take best advantage of their educational opportunities. To these ends, the College encourages students to respect ideas and their free expression, and to rejoice in discovery and in critical thought; to pursue excellence in a spirit of productive cooperation; and to assume responsibility for the consequences of personal actions. Harvard seeks to identify and to remove restraints on students' full participation, so that individuals may explore their capabilities and interests and may develop their full intellectual and human potential. Education at Harvard should liberate students to explore, to create, to challenge, and to lead. The support the College provides to students is a foundation upon which self-reliance and habits of lifelong learning are built: Harvard expects that the scholarship and collegiality it fosters in its students will lead them in their later lives to advance knowledge, to promote understanding, and to serve society.

Conceptual Framework

One of the most important the conceptual framework for VCMC has two segments that are integrated throughout the curriculum and are supported by the Valley College of Medical Careers Vocational Nursing Program Philosophy.

The Nursing Process & Body Systems

These are absolutely essential in the development and understanding of each of the courses. The Nursing Process is a tool for identifying problems related to nursing care. It is a systematic method by which nurses provide care for patients. Understanding the problem solving approach enables the vocational nurse to identify problems and potential problems and implement an appropriate plan of care under the supervision and direction of a Registered Nurse, licensed physician or licensed dentist. The nursing process consists of interrelated phases of: Assessment, Planning, Implementation and Evaluation of patient care. The Body System maintains that human beings, are holistic, with physical and psychosocial needs. The curriculum will follow a body systems approach that integrates Maslow's Hierarchy in order to meet human needs.

Maslow's Hierarchy of Needs:

The majority of student coming into a VP are very unaware of the importance of Maslow's Hierarchical structure and its importance within the structure of education.. Students come into the program, excited but anxious. Due to the fact that they have not been required to demonstrate or exercise their critical thinking skills, they tend to become confused and want to walk away from the challenge .Valley College invests in these students by providing an introductory class of how to be successful. Not only does the class allow these students to become comfortable with the path ahead, but they start see themselves in a different light. Throughout the VN program, Maslow's Hierarchy needs are integrated into all of the classes and the syllabus. Administration and Faculty are spending a great deal of time with motivating the students in the following areas. The psychological issues, the safety issue, love and belong, esteem and self-actualization. As the student continues to be supported and motivated, the fear of failure is overcome and they start believing that they can be very successful. All theory, skills lab, and clinicals are designated with Objectives that are developed for college and professional coursework as a means to provide the student an opportunity to see what the course will offer and what she can expect to learn from it. The terminal objectives for a practical nursing program would represent a list of technical and complex skills that will be taught during the course of study. It would also include professional expectations, such as licensing, and define a nurse's role as part of the health care team.

Terminal Objectives for Practical Nursing Students: All the terminal objectives for the VN program have been reviewed and updated due to the needed increase of rigor in all of the levels. Terminal objectives for practical nursing students refer to the education and skills that will be covered during the nursing program. These must be mastered before a nursing student graduates from the nursing program and will be required before she can practice as a qualified practical nurse. These are the areas that our Terminal Objectives have been broken down for all levels.

1. To Identify and Assess: Every nursing student graduate is expected to be able to identify and assess basic health conditions. Assessment means to collect subjective data in an accurate way and report it appropriately, including recording it in the medical chart. Assessment occurs when the practical nurse observes the patient's condition or a change in the condition and reports any deviations in what is a normal health status.

2. Planning as Part of Patient Care: Graduate practical nurses are expected to be able to identify health care priorities for patients and set realistic short- and long-term goals for them. To set goals for any patient, the graduate practical nurse is expected to consult with other health care professionals in the development of a patient care and goals.

3. Implementing the Patient Care Plan: The graduate practical nurse is expected to implement the patient care plan that has been developed and continue to assess the patient's response to the care. Her assessment of the care is to be recorded in the patient's medical chart along with the patient's progress and she is to communicate with members of the health care team appropriately. All care by the graduate practical nurse is done under the supervision of a registered professional nurse.

4. Evaluation of the Patient Care Plan: It is expected that the graduate practical nurse will participate in the evaluation of the patient care plan. She will monitor the patient's response to any changes in the patient care plan and document those responses appropriately. The graduate practical nurse will contribute to the evaluation and modification of the patient care plan as needed.

5. Professional Terminal Objectives: The terminal objectives for practical nursing students also include the expectation of practicing nursing within the legal boundaries and taking responsibility for her actions. It is expected that each graduate practical nurse will pursue her nursing license and obtain a position in the nursing field.

6. Practice Safe and Effective Care Nursing students learn basic nursing principles and techniques during their classroom instruction. They apply these skills during clinical. Nursing students administer medications and insert intravenous lines, and demonstrate their ability to use, and teach others to use, assistive devices such as crutches. Students are expected to encourage and assist patients to increase their mobility.

7. Students are also responsible for ensuring that their patients are well taken care of in the areas of nutrition, hydration, personal hygiene and elimination. Students are expected to utilize non-prescription methods to provide comfort and reduce pain level of patients.

8. Support Health Promotion and Maintenance: The health promotion and maintenance objectives for nursing students involved in clinical include how to handle a number of life changes and outside influences.

9. Students deal with how the aging process, sexuality, family systems and lifestyle choices affect patients and their health conditions. The evaluation of these effects can be conducted through health screenings, physical assessments and health promotion programs.

10. Immunizations, disease prevention and care of pregnant mothers and their newborns are all areas that students explore.

11. Promote Psychosocial Integrity: Nursing students in a practicum must be able to objectively determine the most effective course of treatment they can provide to their patients. In addition to observing hospital and care regulations, nurses must be able to discern how they can best interact with patients and their support systems to improve care. Considerations to care can include ethical, moral and legal issues. Students will employ skills learned about stress management, chemical dependency, crisis intervention, grief and loss among others.

12. Promote Physiological integrity: Another objective for nursing students involves maintaining the physiological integrity of their patients. This deals with how students can best honor the wishes of patients in ordinary and extraordinary medical situations, to include advanced directives, client rights, confidentiality, continuity of care and informed consent.

13. Students will be expected to understand their responsibilities to themselves, their patients and management in order to handle issues of ethics, resources and care incidents. Some of the resources at their disposal include accident prevention, error prevention, disaster planning and precautions instituted by the hospital and national organizations.

New Students tend to come into the program, with a great deal of anxiety, with self confidence issues and are not sure if they have the capability to reach their goals. In the beginning of your program, VCMC provides a fun, relaxation, and non-threaten course. This allows then to become socially adapt to the team process, gather support from their team mates and become more comfortable and secure.

Bloom's Taxonomy of Learning Domains

Bloom's Taxonomy is an essential part of curriculum development due to the three areas which students tend to lack upon entering an Vocational Nursing program. Each of these domains is threaded through the levels and the weeks of curriculum development. Each assignment, each quiz, midterm, final, ATI, and comprehensive exam have each been built to comply with the three domains.

The Three Types of Learning

Starting in Level One, students become familiar with Bloom's Taxonomy and the importance of how this is important in the development of a curriculum/syllabus

There is more than one type of learning. There are identified three domains of educational activities:

Cognitive: mental skills (*Knowledge*)

Affective: growth in feelings or emotional areas (*Attitude*)

Psychomotor: manual or physical skills (*Skills*)

Since the work was produced by higher education, the words tend to be a little bigger than we normally use. Domains can be thought of as categories. Trainers often refer to these three categories as KSA (Knowledge, Skills, and Attitude). This taxonomy of learning behaviors can be thought of as "the goals of the learning process." That is, after a learning episode, the learner should have acquired new skills, knowledge, and/or attitudes.

The committee also produced an elaborate compilation for the cognitive and affective domains, but none for the psychomotor domain. Their explanation for this oversight was that they have little experience in teaching manual skills within the college level (I guess they never thought to check with their sports or drama departments).

This compilation divides the three domains into subdivisions, starting from the simplest behavior to the most complex. The divisions outlined are not absolutes and there are other systems or hierarchies that have been devised in the educational and training world. However, Bloom's taxonomy is easily understood and is probably the most widely applied one in use today.

Cognitive Domain

The cognitive domain (Bloom, 1956) involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories, which are listed in order below, starting from the simplest behavior to the most complex. The

categories can be thought of as degrees of difficulties. That is, the first ones must normally be mastered before the next ones can take place.

Category	Example and Key Words (verbs)
<p>Knowledge: Recall data or information.</p>	<p>Examples: Recite a policy. Quote prices from memory to a customer. Knows the safety rules.</p> <p>Key Words: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.</p>
<p>Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.</p>	<p>Examples: Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet.</p> <p>Key Words: Comprehends converts, defends, distinguishes estimates, explains, extends, generalizes, gives an example, infers, interprets paraphrases, predicts rewrites, summarizes, and translates.</p>
<p>Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.</p>	<p>Examples: Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.</p> <p>Key Words: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.</p>
<p>Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.</p>	<p>Examples: Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.</p> <p>Key Words: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers,</p>

	outlines, relates, selects, separates.
Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.	<p>Examples: Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome.</p> <p>Key Words: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.</p>
Evaluation: Make judgments about the value of ideas or materials.	<p>Examples: Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.</p> <p>Key Words: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.</p>

Affective Domain

The affective domain (Krathwohl, Bloom, Masia, 1973) includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories are listed from the simplest behavior to the most complex:

Category	Example and Key Words (verbs)
Receiving Phenomena: Awareness, willingness to hear, selected attention.	<p>Examples: Listen to others with respect. Listen for and remember the name of newly introduced people.</p> <p>Key Words: asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.</p>
Responding to Phenomena: Active	Examples: Participates in class

<p>participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).</p>	<p>discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them.</p> <p>Key Words: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.</p>
<p>Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.</p>	<p>Examples: Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about.</p> <p>Key Words: completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.</p>
<p>Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system. The emphasis is on comparing, relating, and synthesizing values.</p>	<p>Examples: Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self.</p> <p>Key Words: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.</p>
<p>Internalizing values (characterization): Has a value system that controls their</p>	<p>Examples: Shows self-reliance when working independently. Cooperates in</p>

<p>behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).</p>	<p>group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look.</p> <p>Key Words: acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.</p>
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Psychomotor Domain

The psychomotor domain (Simpson, 1972) includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories are listed from the simplest behavior to the most complex:

Category	Example and Key Words (verbs)
<p>Perception: The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.</p>	<p>Examples: Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet.</p> <p>Key Words: chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.</p>
<p>Set: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).</p>	<p>Examples: Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process (motivation). NOTE: This subdivision of Psychomotor is closely</p>

	<p>related with the "Responding to phenomena" subdivision of the Affective domain.</p> <p>Key Words: begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.</p>
<p>Guided Response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.</p>	<p>Examples: Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds hand-signals of instructor while learning to operate a forklift.</p> <p>Key Words: copies, traces, follows, react, reproduce, responds</p>
<p>Mechanism: This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.</p>	<p>Examples: Use a personal computer. Repair a leaking faucet. Drive a car.</p> <p>Key Words: assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.</p>
<p>Complex Overt Response: The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.</p>	<p>Examples: Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano.</p> <p>Key Words: assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.</p> <p>NOTE: The Key Words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.</p>
<p>Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements.</p>	<p>Examples: Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do</p>

	(machine is not damaged and there is no danger in performing the new task). Key Words: adapts, alters, changes, rearranges, reorganizes, revises, varies.
Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.	Examples: Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine. Key Words: arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.

Other Psychomotor Domain Taxonomies

As mentioned earlier, the committee did not produce a compilation for the psychomotor domain model, but others have. The one discussed above is by Simpson (1972). There are two other popular versions:

Imitation — Observing and patterning behavior after someone else. Performance may be of low quality. Example: Copying a work of art.

Manipulation — Being able to perform certain actions by following instructions and practicing. Example: Creating work on one's own, after taking lessons, or reading about it.

Precision — Refining, becoming more exact. Few errors are apparent. Example: Working and reworking something, so it will be "just right."

Articulation — Coordinating a series of actions, achieving harmony and internal consistency. Example: Producing a video that involves music, drama, color, sound, etc.

Naturalization — Having high level performance become natural, without needing to think much about it. Examples: Michael Jordan playing basketball, Nancy Lopez hitting a golf ball, etc.

Reflex movements — Reactions that are not learned.

Fundamental movements — Basic movements such as walking, or grasping.

Perception — Response to stimuli such as visual, auditory, kinesthetic, or tactile discrimination.

Physical abilities — Stamina that must be developed for further development such as strength and agility.

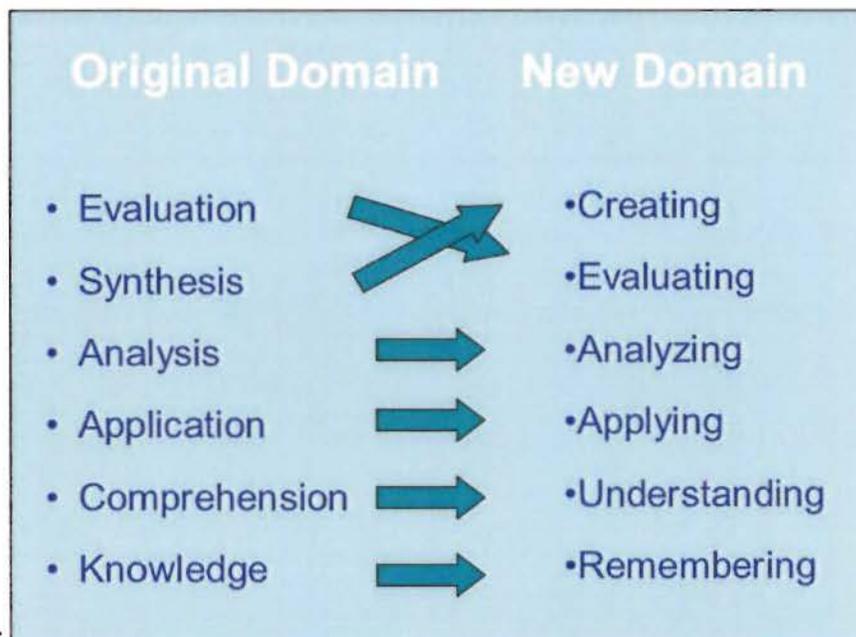
Skilled movements — Advanced learned movements as one would find in sports or acting.

No discursive communication — Effective body language, such as gestures and facial expressions.

Bloom's Revised Taxonomy

Lorin Anderson, a former student of Bloom, revisited the cognitive domain in the learning taxonomy in the mid-nineties and made some changes, with perhaps the two most prominent ones being, 1) changing the names in the six categories from noun to verb forms, and 2) slightly rearranging them (Pohl, 2000).

This new taxonomy reflects a more active form of thinking and is perhaps more



Category	Example and Key Words (verbs)
Remembering: Recall previous learned information.	Examples: Recite a policy. Quote prices from memory to a customer. Knows the safety rules. Key Words: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.
Understanding: Comprehending the	Examples: Rewrites the principles of test

<p>meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.</p>	<p>writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet.</p> <p>Key Words: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.</p>
<p>Applying: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.</p>	<p>Examples: Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.</p> <p>Key Words: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.</p>
<p>Analyzing: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.</p>	<p>Examples: Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.</p> <p>Key Words: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.</p>
<p>Evaluating: Make judgments about the value of ideas or materials.</p>	<p>Examples: Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.</p> <p>Key Words: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.</p>
<p>Creating: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.</p>	<p>Examples: Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the</p>

	<p style="text-align: center;">outcome.</p> <p style="text-align: center;">Key Words: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.</p>
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Permission To Use:

Tricia Devin tdevin@vcmc.edu

to: donclark@nwlinc.com

date: Wed, Aug 1, 2012 at 6:18 PM

subject: Blooms Taxonomy

mailed-by: vcmc.edu

References

Bloom B. S. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc.

Dave, R. H. (1975). *Developing and Writing Behavioral Objectives*. (R. J. Armstrong, ed.). Tucson, Arizona: Educational Innovators Press.

Harrow, A. (1972) *A Taxonomy of Psychomotor Domain: A Guide for Developing Behavioral Objectives*. New York: David McKay.

Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1973). *Taxonomy of Educational Objectives, the Classification of Educational Goals. Handbook II: Affective Domain*. New York: David McKay Co., Inc.

Pohl, M. (2000). *Learning to Think, Thinking to Learn: Models and Strategies to Develop a Classroom Culture of Thinking*. Cheltenham, Vic.: Hawker Brownlow.

Simpson E. J. (1972). *The Classification of Educational Objectives in the Psychomotor Domain*. Washington, DC: Gryphon House.

VCMC List of Text Books for Vocational Nursing Program

1. Elsevier/Mosby Christen & Kockrow; Foundations of Nursing (Text Book). Ed. 6th.
2. Elsevier/Mosby Christen & Kockrow; Foundations of Nursing (Study Guide). Ed 6th.
3. Clayton/Stock/Cooper; Basic Pharmacology for Nurses (Text Book), Ed 15th.
4. Clayton/Stock/Cooper; Basic Pharmacology for Nurse(Study Guide), Ed 15th.
5. Elsevier/Mosby Christen & Kockrow; Adult Health Nursing (Text Book). Ed 6th.
6. Elsevier/Mosby Christen & Kockrow; Adult Health Nursing (Study Guide). Ed 6th.
7. Silvestri/Linda Anne; Comprehensive Review for the NCLEX-PN Examination, Ed 4th.
8. F.A Davis; Drug Guide for Nurses, Ed 12th
9. F.A Davis; Taber's Cyclopedia Medical Dictionary. Ed.21st
10. ATI Box Books

Text Book Committee Meeting was held in June with the DON, Faculty, Administration, ATI Specialist.

All Books have been reviewed, updated and agreed by the committee.

Students are provided with their text on the start of class. No. 1,2,5,6, 7, 8,9.

Students are provided with the ATI box books at Level II of class and No. 3 and 4

Admissions Committee:

Interview Committee:

THE IMPORTANCE OF ATI:

ATI Centra has allowed Valley College of Medical Careers to present in their response the overall use of the ATI's Comprehensive Assessment and Review Program called (CARP). This ATI's Comprehensive Assessment and Review Program is a focused remediation resource that is with you and your students throughout the nursing program. This comprehensive learning solution goes beyond testing by offering unique and proprietary remediation on each test, whether it's practice or proctored.

It does what no other test prep can do – it ties directly back to the NCLEX®.

To address diverse learning styles, this program offers multiple remediation tools, including traditional and online reading materials, videos, practice assessments and Internet sources. You'll also receive help from your very own ATI support team.

The Comprehensive Assessment and Review Program is also an academic measuring tool and a time saver for faculty because it identifies potential problems for early intervention. It also saves time for the student by offering smart, individual remediation only where needed.

The result is that pass rates are increased and student attrition rates are decreased. Program benefits include focused remediation; customized testing that is truly customizable with detailed reporting and customer service that is second to none.

Package Features:

1. Nurse Logic helps students expand their critical thinking and problem solving skills while learning how to be test question savvy.
2. Learning System provides pre-made practice tests covering a broad range of Nursing topics with flexible features, including rationales and optional scoring. Features can be turned on or off.
3. Standard and customized tests are available to help nurse educators build their own exams. With ATI, nurse educators have access to a large bank of questions to choose from at no additional costs. These customized versions are available for use immediately.
4. Content Mastery Series® is a program designed to provide assessment data regarding a student's mastery of concepts in specific areas linked to the NCLEX test plan. Subjects addressed include the following:

Adult Medical Surgical (RN and PN)

1. Targeted Medical-Surgical for RN Student only includes:
2. Cardiovascular
3. Endocrine
4. Fluid, Electrolyte and Acid-Base Imbalances
5. Gastrointestinal
6. Immune
7. Neurosensory and Musculoskeletal
8. Perioperative

9. Renal and Urinary
10. Respiratory
11. Fundamentals (RN and PN)
12. Pharmacology (RN and PN)
13. Focused Adult Medical Surgical (RN Only)
14. Maternal-Newborn (RN and PN)
15. Nursing Care of Children (RN and PN)
16. Mental Health (RN and PN)
17. Community Health (RN Only)
18. Nutrition (RN Only)
19. Leadership and Management (RN and PN)

Content Mastery Series products available for online purchase

1. Online Practice Assessments (VN)
2. Review Modules (VN)

Each series includes multiple proctored assessments and online practice tests, as well as review materials in print and online formats. Books, online videos and Internet resources are just a few of the learning tools we provide to fit the many types of student learning styles. The assessments are followed by focused remediation that ties directly back to NCLEX. This type of remediation is only offered by ATI.

The RN Comprehensive Predictor® and PN Comprehensive Predictor® are proctored assessments comprised of multiple-choice questions to help determine student's preparedness for the NCLEX.

ATI's Reporting is a great resource tool. From Nursing Program accreditation to setting student benchmarks, helpful data is available whenever you need it. Types of reports:

Group Report – Standard report based on the group of students that have taken a specific assessment.

Individual Report – Provides a list of all students that have taken a specific assessment and allows a detailed individual report for any or all students under an assessment ID.

Combined Group/Individual Report – Combines all individual reports followed by the group report for an assessment.

Longitudinal Report – Compare assessment results of two or more groups of students.

Grade Book – Select a group of students and an assessment to create a grade book.

Critical Thinking and Analysis Report – Select a group of students and compare their critical thinking entrance and exit data.

Individual Transcript – Combined report of all the assessments (proctored and online practice) for one or more students.

Question Analysis – Shows how each student answered each question in the assessment selected.

Customized Reports – If the report you need is not already provided, ATI will help develop a customized report for your organization.

Add-on features:

1. ATI Skills Modules Series
2. Dosage Calculation and Safe Medication Administration
3. Pharmacology Made Easy
4. J&B Nurse's Drug Handbook
5. ATI Skill Building: Step to Success
6. ATI Comprehensive Live NCLEX Review
7. Virtual-ATI NCLEX Review
8. Customized Live NCLEX Review



**INCREASING YOUR
SUCCESS
FOR
THE FUTURE**

GET EXCITED ABOUT YOUR FUTURE



INCREASING YOUR SUCCESS FOR THE FUTURE

THIS IS AN IMPORTANT CLASS FOR NEW VN INTO THE PROGRAM.



Day One: Time Management: Using A Limited Resource Wisely Objectives:

1. Discuss Three Benefits Of Time Management For An Adult Student.
2. Using The Four Phases Of The Nursing Process As A Guide, Develop A Personal Time-Management Plan.
 - a. List The Activities Of The Various Roles You Fill In Daily Life.
 - b. Arrange The List Of Various Roles According To Whether They Are High Priority Or Low Priority.
 - c. Keep At Least A 1-Day Activity Log To Determine The Present Use Of Your Time.
 - d. Make A Daily "To-Do" List.
 - e. Carry Out Weekly And Daily Schedules For 2 Weeks.
 - f. Evaluate The Effectiveness Of Your Personal Time-Management Plan And Modify It, If Necessary.
1. Identify Right Brain and Left Brain Techniques To Use In You're the Management of Your Day

Day Two: Methods and Skills Used In Learning Objectives:

1. Use Techniques In Learning Situations That Will:
2. Increase Your Degree Of Concentration.
 - a. Improve Your Listening Skills.
 - b. Enhance Your Comprehension Of Information Needed For Critical Thinking As A Practical/Vocational Nurse.
 - c. Develop Your Ability To Store Information In Long-Term Memory.
3. Use Hints For Successful Test Taking When Taking Tests.

Day Three: Learning During School: Objectives:

1. Identify Your Knowledge Of Your School's Learning Resource Center, Including:
 - a. Resources
 - b. Technology
 - c. Procedures To Obtain Resources
 - d. How To Use Technology To Obtain Resources
2. Discuss The Value Of Reading

4. Discuss Six Hints Used To Gain Full Value From Lectures.
5. Discuss Your Responsibilities For Each Of The Following Course Learning Strategies:
 - a. Cooperative Learning
 - b. Distance Learning
 - c. Technology Use During Learning Activities

Day Four : Discuss The Purpose Of The Following Resources In Your Personal Learning: Objectives

- a. Syllabus Or Course Outline
- b. Skills Lab
- c. Study Skills Lab
- d. Audiovisual Materials
- e. Internet
- f. Computer-Assisted Instruction (CAI)
- g. Simulation
 - 1) Case Scenarios
 - a) Paper
 - b) Computer

Day Five: Describe How The Following Resources Help You Stay Current In Practical Objectives:

- a. Internet
- b. CD-ROMs
- c. Organizations
- d. Community Resources
- e. Guest Speakers

Day Six: Critical Thinking And Patient Care Objectives:

1. Discuss The Difference Between Non-focused And Directed Thinking.
2. Explain What Makes Critical Thinking An Advanced Way Of Thinking.
3. Use Techniques That Enhance The Understanding Of Information.
4. Differentiate Among The Terms Knowledge, Comprehension, Application, And Analysis.
5. Evaluate Your Personal Need For Help In Comprehending Information.
6. Identify Two New Suggestions For Increasing Reading Effectiveness That You Will Begin To Apply Immediately.
7. Develop A Plan Using Critical Thinking To Increase Your Ability To Think Critically.

Day Seven: How Practical/Vocational Nursing Evolved Objectives:

1. Describe The Role Of Self-Defined Practical Nurses Throughout History.
2. Discuss Four Major Events That Influenced Changes In Practical Nursing.
3. Identify The Year And Place The First School Of Practical Nursing First Began.
4. Name The Year In Which Licensing For Practical Nursing First Began.
5. Present The Rationale For Your Personal Stand On Entry Into Nursing Practice.

Day Eight: Past and Present History of Thinking : You Have a Role in Life: Objectives:

1. Discuss How the Health Care Profession Evolved From The 1950's To Now.
 - a. How Has Health Care Affected You At This Point
2. Explain Why Critical Thinking Are Important.

Day Nine: Communication Objectives:

1. Explain The Sender-Receiver Process In:
 - a. One-Way Communication
 - b. Two-Way Communication
2. Discuss How Nonverbal And Affective Communication Can Support Or Cancel The Meaning Of Verbal Communication.
3. Give An Example Of Blocking Communication.
4. List Two Common Differences In Male/Female Communication That Have Biological Roots.
5. Give An Example Of A Cultural Communication Difference In The Area In Which You Live.
6. List Two Common Factors Related To Role Change That Can Create Distress.
7. Identify A Communication Difference For Patients In Two Separate Age Groups.
8. Explain How Common Characteristics Apply To Straightforward Communication With All People.
9. Discuss Ways To Resolve Conflict With Between You And Another Individual.

Day Ten: Personal Health Promotion: Objectives:

1. Discuss The Personalized Approach To Healthy Eating And Physical Activity.
2. Provide Three Examples Of Chronic Symptoms And Diseases Related To Obesity And Lack Of Exercise.
3. Discuss The Importance Of Adding Moderate Physical Activity To Your Day.
4. List Three To Four Moderate Activities That Will Fit Your Lifestyle.
5. Explain Why Proper Body Mechanics Help, But Do Not Prevent All Back, Shoulder, And Other Injuries Nurses May Develop.
6. Differentiate Between Stress And Burnout.
7. Discuss Resources Available At School To Assist In Dealing With Overwhelming Stress Or Feelings Of Hopelessness.
8. Identify Possible Clues That May Indicate A Nurse Is Chemically Impaired By Alcohol And/Or Other Drugs While On Duty.
9. Discuss The Difference Between Recreation And Relaxation.
10. Describe Which Source Of Relaxation Is Most Effective For You.

Day Eleven: The Team Objectives:

1. Explain In Your Words The Goal Of The Health Care Team.
2. List Ten Members Of The Team.
3. Identify The Professional Who Are Part Of The Team, According To The Following Criteria:
 - a. Education
 - b. Role And Responsibilities
 - c. Licensing
 - d. Sites Of Employment
4. Discuss Solutions To The Professional.

Day Twelve: Cultural Uniqueness, Sensitivity, and Competence Objectives:

1. Define In Your Words The Following Terms:
 - a. Culture
 - b. Cultural Competence
 - c. Cultural Diversity
 - d. Cultural Uniqueness
 - e. Ethnocentrism
 - f. Cultural Bias
 - g. Cultural Sensitivity
 - h. Stereotype

Day Thirteen: Explain In Your Own Words Nine Basic Daily Needs Of All Persons Objectives

1. Describe Your Culture In The Areas Of:
 - a. Family
 - b. Religion
 - c. Communication
 - d. Educational Background
 - e. Economic Level
 - f. Wellness, Illness, Birth, And Death Beliefs And Practices

Day Fourteen: Learning About Your Own Philosophy and the World: Objectives:

1. Identify How All Persons Are Unique And Similar.
2. Explain In Your Own Words The Philosophy Of Individual Worth As It Applies To any profession.
3. Describe General Differences Among Cultural Groups Frequently Served In Your Geographical Area .

Day Fifteen: Explain the Importance Of The Following In Developing An Ability To Provide Culturally Competent Care Objectives

- a. Increasing Awareness Of Your Own Cultural Self
- b. Obtaining General Knowledge About Culturally Diverse Groups

- c. Gathering Data About Specific Beliefs And Health Practices Of Individual Patients To Be Used In Care Plan Development
- d. Negotiating Plans Of Care For Culturally Diverse Patients.

Day Sixteen Spiritual Needs, Spiritual Caring, and Religious Differences Objectives

1. Differentiate Between Spirituality And Religion.
2. Identify The Difference Between The Spiritual And Emotional Dimensions Of Individuals.

Day Seventeen: Discuss Providing Spiritual Care To Individuals And The Family Objectives

1. Discuss Nursing Interventions That Can Be Used To Meet The Spiritual Needs Of Patients.
2. List Members Of The Health Care Team Who Can Help Provide Spiritual Care For Patients
3. Discuss Personal Religious and/Or Spiritual Beliefs, Or the Absence Of Them
4. Discuss The General Beliefs And Practices That Account For The Differences Among Various Western, Middle Eastern, And Eastern Religions, Philosophies, And Groups In The United States

Day: Eighteen: Assertiveness And Your Responsibility: Objectives

1. Explain Why Assertiveness Is A Nursing Responsibility.
2. Differentiate Among Assertive, Aggressive, And Nonassertive (Passive) Behavior.
3. Describe Three Negative Interactions In Which Nurses Can Get Involved.
4. Maintain A Daily Journal That Reflects Your Personal Interactions And Responses.
5. Explain The Use Of The Problem-Solving Process To Make A Personal Plan For Change Toward Assertive Behavior.

Day Nineteen: Dysfunctional Roles: Objectives

1. Discuss Positive Manipulation As A Cultural Choice.
2. Discuss Codependency As An Attempt To Find Relief From Unresolved Feelings.
3. Discuss The Prevalence Of Physical Assault Against In The Workplace.
4. Discuss Dealing With Sexual Harassment.
5. List Two To Three Behavioral Changes In An Individual That May Clue You In To Possible Employee Violence.
6. Identify Steps You Can Personally Take To Make The Place You Work A Happier And Safer Environments

Day Twenty: Leadership Skills: Objectives:

1. Identify the Definition of Leadership.
2. Identify The Location Of The Charge Nurse On The Organizational Chart Of Long-Term Care Facility.
3. Explain The Difference Between Leadership And Management.
4. Identify Your Personal Leadership Style.
5. Explain The Following Leadership Styles In Your Own Words:
 - a. Autocratic
 - b. Democratic
 - c. Laissez-Faire

Day Twenty-Two: Identify Ways To Attain Competency: Objectives

1. Motivate Team Members To Accomplish Goals.
2. Communicate Assertively.
3. Problem Solve Effectively
4. Build A Team Of Cooperative Workers.
5. Manage Stress Effectively.
6. Identify Ways To Obtain Competency In The Following Three Specific Areas.
7. Occupational Skills
8. Organization Skills
9. Time Management
10. Continuous Improvement
11. Human Relationship Skills
 1. Anger Management
 2. Performance Evaluations For Nursing Assistants.
 3. Empowering Team Members

Day Twenty-Three: Building Leadership Objectives:

1. Leader Influences To Motivate Themselves.
2. Identify The Importance Of Documenting Objective, Not Subjective
3. Use The Problem-Solving Approach To Solve Problems
4. Using Suggestions, Write A Plan That Could Be Used To Build A Team.
5. Develop A Plan To Decrease Stress In The Work Environment.
6. In Your Own Words, Explain Specific Skills Required Of The Leader.
7. Identify Areas To Improve Efficiency In Your Current Area Of Clinical Assignment.
8. Practice Giving Positive and Negative Feedback, In Measurable Terms, To Peers
In A Mock Clinical Situation.
9. Develop A Plan For Personal Growth.

Day Twenty-Four: Management, Including Assignment and Delegation Objectives:

1. Setting up a Resume
2. Review Job Descriptions. What To Know.
3. Identify Specific Institutional Policies, Regulations, And Routines That The Practical/Vocational Nurse Needs To Clarify
4. Discuss Ways to Handling The Following Common Problems.
 - a. When Employees Bring Problems From Home
 - b. Encouraging Individuals To Be Accountable For Learning Skills
 - c. The Demanding/Complaining Individual
5. Discuss The Delegation Of Duties With Regard To The Following Factors:
 - a. Differences Between Assigning Tasks And Delegating Duties
 - b. Legal Aspects Of Assigning Tasks And Delegating Duties
 - c. Criteria To Be Considered That Need To Be Considered:
 - 1) Right Task
 - 2) Right Person
 - 3) Right Circumstance
 - 4) Right Direction/Communication
 - 5) Right Supervision (Monitoring), Feedback, and Evaluation.

Day: Twenty Five: Networking and Agencies: Objectives:

1. Differentiate Between Official And Voluntary Agencies.
2. Explain By What Is Meant By Private Agencies
3. Describe The Responsibility Of The World Health Organization (WHO).
4. Provide Examples Of Two Voluntary Health Care Agencies In Your Area
5. Explain The Difference Between Profit and Nonprofit Health Care Agencies.
6. Discuss How Primary Care Relates To Family Practice Physicians.
7. Explain The Purpose Of Rehabilitation.

Day Twenty-Six : Community and Nursing: Objectives

1. What Opportunities For Advancement in Your Community.
2. Explain The Difference Between Community Health Nursing Services And Home Health Agencies.
3. List Six Possible Nursing Skills That A Licensed Practical/Vocational Nurse (LPN/LVN) Might Perform Under Registered Nurse (RN) Supervision, As A Part Of Home Health Nursing.
4. Describe Two Circumstances For Using Adult Day Care.
5. List Three Examples Of Wellness Centers In Your Area.
6. Explain The Purpose Of Hospice.

Day Twenty-Seven: Health Care System: Obama Health Care Plans For You: Objectives:

1. Describe Two General Methods Of Health Care Costs, As Follows:
 - a. Fee-For-Service
 - b. Capitation

2. Explain The Following Methods Of Payment Options For Patients Of Health Care:
 - a. Personal Payment (Private Only)
 - b. Nongovernment (Private) Health Insurance
 - c. Government-Sponsored (Public) Health Insurance
3. Discuss The Following Issues And Trends That Affect Financing Of Health Care:
 - a. Cost Of Health Care
 - b. Need For Cost Containment:
 - 1) Deficit Spending
 - c. Cost Of Health Insurance
 - d. Cost Of Prescription Drugs
 - e. Uninsured Persons
 - f. Uncompensated Care
 - g. Government Health Insurance

Day Twenty Eight: Ethics Applied To Nursing: Objectives

1. Give Examples Of Comprehensive And Incremental Changes In Health Care.
2. Discuss The Effect Of The Restructuring Of The Health Care System On Health Care And Employment Opportunities For Licensed Practical/Vocational Nurses
3. Identify Your Reaction To Change Involving Your Nursing Career And Personal Life.
4. Develop A Personal Plan To Help You Adapt To Change In Your Nursing Career And Personal Life.

Day Twenty Nine: Ethics Applied To Nursing Objectives:

1. List Four Current Ethical Issues Of Concern In Twenty-First Health Care.
2. Explain The Differences Among Ethics, Morals, And Values.
3. Explain Ethics in different disciplines
4. Identify Ethical Elements In Your State's Nurse Practice Act.
5. Describe How The Role Of Nursing Has Changed Since The Introduction Of The Nursing Process And Critical Thinking Into Nursing Curricula.
6. Explain The Steps For A Decision..
7. Discuss How A Nurse Applies The Principle Justice In Any Profession.
8. Differentiate Between Ethical And Legal Responsibility

Day Thirty: Health Care And The Law: Objectives:

1. What is Harassment?
2. What is HIPPA?
3. What is FERPA?
4. List The Four Elements Needed For Negligence.
5. The Living Will and The Durable Power Of Attorney.
6. Physician-Assisted Suicide and Euthanasia.
7. CPR and Individual Responsibility

Wrapping Up!

- a. Overall Review and Discussion
- b. Questions and Answers
- c. Lunch
- d. Seminar Evaluation
- e. Facilitator Evaluation
- f. Completion Certificates



VALLEY COLLEGE OF MEDICAL CAREERS' ADMISSIONS PROCESS: FROM START TO FINISH

Admission Criteria

Valley College of Medical Careers has completed a full review and follow-up pertaining to following of a strict guidelines for admission. Admission criteria require that prospective students have proof of 12th grade education or evidence of completion of the equivalent thereof, a diploma, or GED, CA High School Proficiency Exam, and in case of foreign transcripts, they must be formally evaluated and deemed equivalent to 12th grade education in U.S. These guidelines mimic the Board's admission requirements. When a student comes to the campus, there is an initial visit with the student and the Admission Director. After the initial visit there is a tour of the campus and the introduction to Administrative Staff. This positions the student for a comfortable environment.

- A. Scholastic Level Exam (SLE) published by Wonderlic as its official entrance exam to the vocational nursing program. The minimum passing score to be admitted is 20, recommended by Wonderlic.
- B. Specific Actions: Whereas applicants could retest twice on this entrance exam, the number of retests was reduced to one. Applicants who did not pass the second attempt were refused admission into the program.
- C. Assessment Technology Institute (ATI) Test of Essential Academic Skills (TEAS) in Reading Comprehension and Math Skills Examinations.

Specific Actions: The minimum scores that the student must achieve on these two tests are 70% for Reading and 60% minimum for Math which was increased from 60% and 51% respectively. Applicants who scored less than 70% in the Reading exam or less than 60% in the Math exam were refused admission into the program.

- D. Prospective Vocational Nursing Student Written Essay and Comprehensive Interview.

Specific Actions: Whereas applicants could achieve admittance by passing the above mentioned exams and participating in a comprehensive one-to-one interview with our Director or Assistant Vocational Nursing Director. There is a written essay that the student is required to complete and hand in to the DON or Assistant. The written essay is to be one page long, and is scored by a rubric and must meet a passing score of 75% for basic writing skills.

This Written Essay is scored by both Directors and if it is scored less than 70% by one Director, a third administrative reader is required to determine if the applicant's writing skills are indeed equal to or above 70% prior to offering a prospective candidate admission. The interview is meant to obtain reasonable assurances that the student is a viable candidate for the program. Applicants who score less than 75% are refused admission into the program.

In summary, our overall analysis of the current admission, screening and selection criteria indicates that more applicants are refused admission into our Vocational Nursing Program as compared to the previously required criteria. Our policy does permit applicants to re-apply every six months and we encourage applicants to re-apply if a prior attempt was unsuccessful.

The establishment and implementation of more stringent admission criteria are the specific actions taken in an effort to improve our licensure pass rates. These revised admission, screening and selection policies went into effect with the class start of July 26, 2010 and continues through the program.

Course Content:

The components of each level of the VN program consists of the following.

1. Terminal Course Objectives
2. Weekly Objectives
3. Content Outline
4. Instructional Materials
5. Daily Quizzes Weekly Assignments
6. Daily Work Study Guides for FON and Adult Health
7. Critical Thinking Quizzes
8. Weekly Assignments
9. Grading Allocation For Theory
10. Grading Allocation for Clinical
11. Student Oral Presentation
12. Group Oral Presentation

Level One - Week One - Monday- Day One-Theory
Below is a sample of Level One

WEEKLY OBJECTIVES:

Evolution of Nursing

1. Describe the evolution of nursing and nursing education from early civilization to the 20th century.
2. Identify the major leaders in nursing history.
3. List major developments of practical and vocational nursing.
4. Identify the components of the healthcare system.
5. Describe the complex factors involved in the delivery of patient care.
6. Define practical and vocational nursing.
7. Describe the purpose, role and responsibilities of the practical or vocational nurse.

CONTENT OUTLINE:

Evolution of Nursing

1. Understand The Evolution Of Nursing
2. The History Of Nursing And Nursing Education
3. Development Of Practical And Vocational Nursing
4. Health Care Delivery Systems
5. Nursing Care Models
6. Contemporary Practical And Vocational Nursing Care

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Faculty PowerPoint
3. Quiz 1
4. Faculty Lecture
5. Quiz 2
6. Video On Topic Area
7. Student Daily Presentation
 - a. 15 Minutes
 - b. Two Students
8. Group Activity
9. Guest Speakers
10. Field Trips To Medical Events
11. Videos specific to week 1 content

WEEKLY ASSIGNMENTS/HOMEWORK

1. Read Chap. 1 Foundations of Nursing **before class begins**.
2. Complete Chapters 1 Foundations of Nursing Workbook by Friday.
3. Prepare a 15-minute presentation pertaining to one topic in the Foundations textbook.
 - a. Topics are to be chosen by the faculty. Topics are to be different.
 - b. Sign up for the topic and the week of presentation.
 - c. You will have 15 weeks in order to complete all student presentations.
4. Review Videos for week 1 content.

Each Day in the Syllabus is planned out for the faculty, the student, guest speakers, quizzes, midterm and final examination.

Theory Testing:

1. Daily Quizzes are developed by the Faculty
2. Midterm Exam is developed by the Faculty and the DON
3. Final Exam is developed by the Faculty and the DON
4. No quiz or examination is the same.
5. If students fail and want to retake a test, they are provided with a second exam that is not the same as the first. Each exam is developed individual.
6. Exams are locked up in the DON office.

Grade Allocation:

**For Each Level The Grading Allocation Will be
The Same: However, Faculty needs will be accommodated.**

LEVEL ONE:

Grading Allocation of Grades for First Eight Weeks

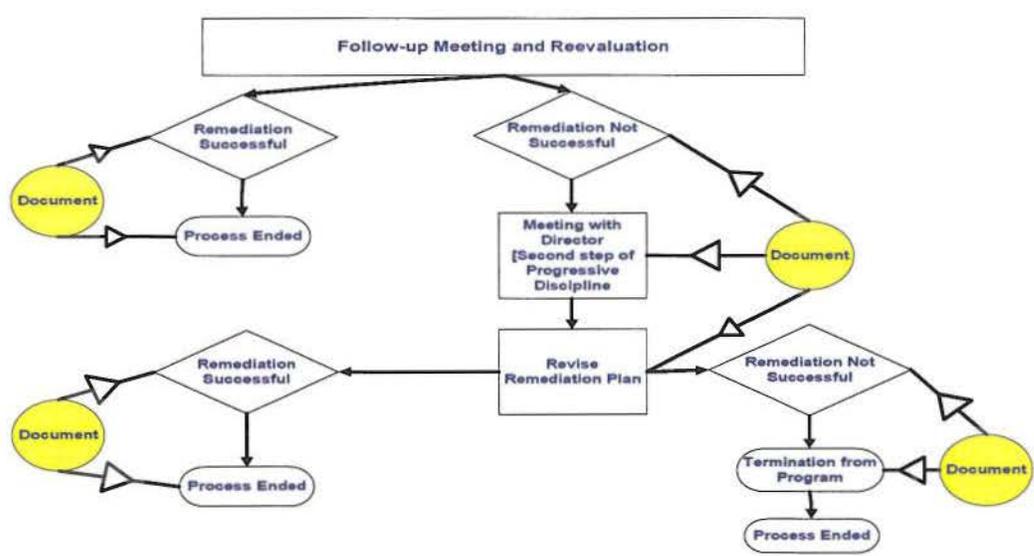
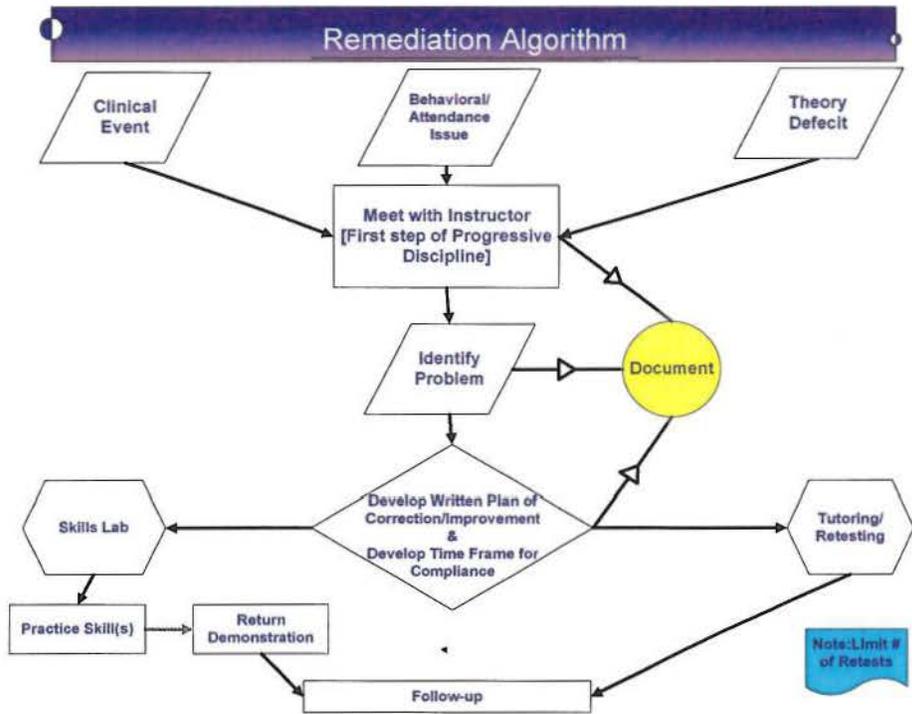
Day One	Monday	Theory	Quiz One	5 points	
		Theory	Quiz Two	5 points	
Day Two	Tuesday	Theory	Quiz One	10 points	
		Theory	Quiz Two	10 points	
Day Three	Wednesday	Theory	Quiz One	10 points	
		Theory	Quiz Two	10 points	
Day Four	Thursday	Skills Lab	Eight Weeks	5 points	
Day Five	Friday	Skills Lab	Eight Weeks	5 points	TOTAL: 60

Grading Allocation of Grades for Nine To Fifteen Weeks

Day One	Monday	Theory	Quiz One	10 points	
		Theory	Quiz Two	10 points	
Day Two	Tuesday	Theory	Quiz One	10 points	
		Theory	Quiz Two	10 points	
Day Three	Wednesday	Theory	Quiz One	10 points	
		Theory	Quiz Two	10 points	
Day Four	Thursday	Clinical Facilities	Eight Weeks	5 points	
Day Five	Friday	Clinical Facilities	Eight Weeks	5 points	TOTAL: 70

Week Nine	Midterm Examination		100 Points	
Week Fifteen	Final Examination		200 Points	
TOTAL	Level One			1200

The students who do not achieve a pass rate of 86% for their mid-terms, comprehensive finals, and ATI, will be put through the following:



Grading Allocations for Skills Lab and Clinicals

INSTRUCTIONS: Students are to completing this process, need to sign off the skill in the student data and initial section, have the faculty review and provide a grade per demonstration. Students are to keep these forms, from Level One through Level Four. They are to be check each week with the faculty. At the end of Level Four, students are to turn into the instructor. No forms will be accepted if the form does not have the instructor initials

STUDENT NAME:

PRINT NAME: _____ **DATE** _____

CLINICAL INSTRUCTOR : _____ **PRINT NAME** _____

Weeks	Student Date And Initial	Knowledge of Skill	Attitude and Attendance 0 to 5 Points	Student Ability To Demonstrate in Skills Lab 0 to 5 points	Student Ability To Demonstrate In Clinical 0 to 5 points	<u>Instructor Initials</u>
1-1		Perform A Two-Minute Hand Wash				
1-2		Bathing The Patient				
1-3		Administering A Back Rub				
1-4 a		Bed Making: Occupied				
1-4 b		Bed Making: Unoccupied				
1-5		Administering Oral Hygiene				
1-6		Care Of Hair, Nails, And Feet				
1-7 a		Perineal Care: Male				
1-7 b		Perineal Care: Female				

1-8		Positioning Patients				
1-9		Performing Routine Catheter Care				
1-1		Performing A Two-Minute Hand Washing				
1-2		Bathing The Patient				
1-3		Administering A Backrub				
1-4 a		Bed Making: Occupied				
1-4 b		Bed Making: Unoccupied				
1-5		Administering Oral Hygiene				
1-6		Care Of Hair, Nails, And Feet				
1-7 a		Perineal Care: Male				
1-7 b		Perineal Care: Female				
1-8		Positioning Patients				
1-9		Performing Routine Catheter Care				
2-1		Performing Range Of Motion Exercises				
2-2		Moving The Patient				
2-3		Using Lifts To Move The Patient				
2-4		Positioning The Patient On A Bedpan				
2-5		Assisting The Patient With Eating				

2-6		Serving And Removing Trays				
2-1		Oxygen Administration				
2-2		Clearing The Airway				
2-3		Tracheotomy Care And Suctioning				
2-4		Care Of Patient With A Cuffed Tracheotomy				
2-5		Maintaining An Intravenous Site				
2-6		Care Of A Patient In A Cast				
2-7		Applying A Tourniquet				
2-8		Applying An Arm Splint Using A Triangular Bandage				
2-9		Moving A Patient With A Suspected Spinal Cord Injury				
3-1		Preparing Patient For Diagnostic Examination				
3-2		Performing An Electrocardiogram				
3-3		Measuring Intake And Output				
3-4		Applying Teds Or Scds				
3-1		Preparing Patient For Diagnostic Examination				
3-2		Performing An Electrocardiogram				
3-3		Measuring Intake And Output				

3-4		Applying Teds Or Scds				
4-1		Measuring Body Temperature				
4-2		Obtaining A Radial Pulse				
4-3		Obtaining An Apical Pulse				
4-4		Obtaining A Respiratory Rate				
4-5		Obtaining A Blood Pressure Reading				
4-6		Measuring Height And Weight				
4-1		Head-To-Toe Assessment				
4-2		Neurological Assessment				
5-1		Admitting A Patient				
5-2		Transferring A Patient				
5-3		Discharging A Patient				
5-4		Applying A Safety Reminder Device				
5-1		Admitting A Patient				
5-2		Transferring A Patient				
5-3		Discharging A Patient				
5-4		Applying A Safety Reminder Device				
6-1		Applying A Bandage				
6-2		Applying An Abdominal Binder				

6-3		Applying An Arm Sling				
6-4		Performing An Eye Irrigation				
6-5		Applying Warm, Moist Eye Compress				
6-6		Performing An Ear Irrigation				
6-7		Incentive Spirometer/Positive Expiratory Breathing				
6-8		Teaching Controlled Coughing				
6-9		Teaching Post-Operative Breathing Techniques				
6-1		Applying A Bandage				
6-2		Applying An Abdominal Binder				
6-3		Applying An Arm Sling				
6-4		Performing An Eye Irrigation				
6-5		Applying Warm, Moist Eye Compress				
6-6		Performing An Ear Irrigation				
6-7		Incentive Spirometer/Positive Expiratory Breathing				
6-8		Teaching Controlled Coughing				
6-9		Teaching Post-Operative Breathing Techniques				

7-1		Gowning For Isolation				
7-2		Donning Gloves				
7-3		Donning A Mask				
7-4		Double Bagging				
7-5		Isolation Technique				
7-6		Surgical Hand Wash				
7-7		Collecting A Mid-Stream Urine Specimen				
7-8		Collecting A 24-Hour Urine Specimen				
7-9		Collecting A Stool Specimen				
7-10		Testing For Occult Blood				
7-11		Collecting Gastric Emesis				
7-12		Obtaining A Throat Culture				
7-13		Obtaining A Nose Culture				
7-14		Performing A Vaginal Douche				
7-15		Administering An Enema				
7-16		Digital Examination With Fecal Dis-impaction				
7-17		Performing Nasal Irrigation				
7-1		Preparing A Sterile Field				

7-2		Performing Open Sterile Gloving				
7-3		Preparing For Disinfection And Sterilization				
7-4		Performing Surgical Skin Preparation				
7-5		Measuring Blood Glucose Levels				
7-6		Collecting A Sputum Specimen By Suction				
7-7		Collecting A Sputum Specimen By Expectoration				
7-8 a		Catheterization: Male				
7-8 b		Catheterization: Female				
7-9 a		Catheter Irrigation: Open				
7-9 b		Catheter Irrigation: Intermittent				
7-9 c		Catheter Irrigation: Continuous				
7-9 d		Catheter Irrigation: Bladder Installation				
7-10		Removing An Indwelling Catheter				
7-11		Inserting A Nasogastric Tube				
7-12		Nasogastric Tube Irrigation				
7-13		Gastrointestinal Suctioning				
7-14		Nasogastric Removal				
7-15		Inserting A Rectal Tube				

7-16 a	Performing Ostomy Care: Colostomy				
7-16 b	Performing Ostomy Care: Ileostomy				
7-16 c	Performing Ostomy Care: Urostomy				
7-17	Performing A Colostomy Irrigation				
7-18 a	Administering Tube Feedings: Nasogastric				
7-18 b	Administering Tube Feelings: Gastrostomy				
7-18	Administering Tube Feedings: Jejunostomy				
8-1	Administering Tablets, Pills, And Capsules				
8-2	Administering Liquid Medications				
8-3	Administering Medications Via Nasogastric Tube				
8-4	Administering Rectal Suppositories				
8-5	Applying Topical Agents				
8-6	Administering Eye Drops And Ointments				
8-7	Administering Ear Drops				
8-8	Administering Nose Drops				
8-9	Administering Nasal Sprays				
8-10	Administering Inhalants				

8-11		Administering Sublingual Medications				
8-12		Administering Buccal Medications				
8-13		Preparing Parenteral Medications				
8-1		Giving An Intramuscular Injection				
8-2		Giving A Z-Track Injection				
8-3		Giving An Intradermal Injection				
8-4		Giving A Subcutaneous Injection				
8-5		Insulin Administration				
8-6		Changing A Sterile Dressing				
8-7		Applying A Wet-To-Dry Dressing				
8-8		Applying A Transparent Dressing				
8-9		Removing Staples Or Sutures				
8-10		Applying Steri-Strips				
8-11		Maintaining Hemovac/Davol Suction & T-Tube				
8-12		Wound VAC				
Weeks 9-15 in clinical facility		Provide For The Patient's Environment To Ensure Safety, Health, And Hygiene				

		Bathing				
		Bed Making: Occupied				
		Bed Making: Unoccupied				
		Prevention Of Injury				
		Infection Control Practices				
		Provide Skin Care To Assigned Patient				
		Write A Care Plan To Prevent Skin Breakdown				
		Measure Blood Glucose				
		Accurately Measure Vital Signs: Temperature				
		Accurately Measure Vital Signs: Pulse				
		Accurately Measure Vital Signs: Respirations				
		Accurately Measure Vital Signs: Blood Pressure				
		Measure Urine				
		Measure Liquids				
		Document Intake And Output				
		Apply Anti- Embolism Stockings				

		Assist Patient With: Bedpan				
		Assist Patient With: Bedside Commode				
		Assist Patient With: Condom Catheter				
		Assist Patient With: Drainage Bag				
		Position Assigned Patient Accordingly: Supine				
		Position Assigned Patient Accordingly: Prone				
		Position Assigned Patient Accordingly: Semi-Fowler's				
		Position Assigned Patient Accordingly: High Fowler's				
		Position Assigned Patient Accordingly: Side Lying				
		Position Assigned Patient Accordingly: Lithotomy				
		Position Assigned Patient Accordingly: Orthopneic				
		Position Assigned Patient Accordingly: Trendelenberg				
		Position Assigned Patient Accordingly: Reverse Trendelenberg				

		Pressure-Relieving Alignment				
		Apply Heat & Cold Therapy				
		Perform Eye Irrigations				
		Perform Ear Irrigations				
		Apply Warm Eye Compresses				
		Oxygen Administration				
		Tracheostomy Care & Suctioning				
		Urinary Catheterization: Male				
		Urinary Catheterization: Female				
		Catheter Care				

A: Each Student Is To Demonstrate Each Of The Above Requirements.

B: The Passing Grade Is To Be 3 or Better All the Clinical Skills

C. If Students Do Not Achieve A 90%, Students Will Be Required To Repeat The Skills.

D. 5 points indicate Ability To Demonstrate

E. 5 points indicate student has provided an good attitude with the patients and facility nurses as well as his/her team members

Total Grading Allocation Is 270 Points.

Instructional Plan- Ongoing Improvements & Revisions for 2012 and 2013.**HOOR ALLOCATIONS**

Upon completion of the SWOT, it was noted that the students needed more hours of study in all areas. Areas as such as pharmacy, anatomy and physiology, geriatrics and medical surgical.

The students are noted to have very good retention and demonstration skills, when they are allowed the time to learn and put in to the practicum. The new start is a very good example of excellent theory instruction, skills labs, quizzes, midterms, final, group presentations and group and team work. The added hours have shown the high interest in learning and positive outcomes from each of the students.

The Vocational Nursing Instructional Plan (IP) is based on 60-week/four Levels, also referred to as Cohorts. As of April the 12th, 2012 the Instructional Plan has been revised to include enhanced theory content objectives relating more specifically to skills lab and clinical assignments. The plan has also added the consideration of a full day of mandatory ATI and opportunity for students to participate in the 6 hours of NCLEX every Saturday.

In planning this addition, students from the 2011 class who have not written the boards are returning to the theory classes and the ATI and NCLEX hours for additional review. This has shown to be success for two more of our students have passed because of these added tools for students.

Curriculum Development Per Day Per Level: All Scheduled Class Days Are Mandatory

LEVEL ONE: **8:30 to 3PM: Monday – Tuesday – Wednesday
Thursday – Friday
8AM to 4PM: Skills Lab up to Week Eight
Week 9 to 15
Clinical – 7AM to 3PM
Total: 32 hours per week**

LEVEL TWO: **Monday – Tuesday 8:30 to 3PM
Wednesday 8:30 to 12:30 ATI
Thursday 7AM to 3PM
NCLEX 8:30 to 12:30
Total: 34 hours per week.**

LEVEL THREE: **Monday – Tuesday 8:30 to 3PM
Wednesday 8:30 to 12:30 ATI
Thursday and Friday 7AM to 3PM
NCLEX 8:30 to 12:30
Total: 34 hours per week.**

LEVEL FOUR: **Monday – Tuesday 8:30 to 3PM
Wednesday 8:30 to 12:30 ATI
Thursday - 7AM to 3PM
NCLEX- 8:30 to 12:30
Total: 34 hours per week.**

Total Hours: **2010 Hours For Theory- ATI-Clinical: NCLEX**

Valley College of Medical Careers has implemented modifications over the past three months. Over the course of time, these improvements will lead to graduates who are fully prepared for the NCLEX examinations and beyond.

Theory & Clinical Objectives::

At this time VCMC needs to have the concept of theory and clinical objectives incorporated into the Instructional Plan which are designed to complement each other. Clinical skills laboratory and hospital clinical objectives reinforce theory objectives and provide the student the opportunity to practice application. Courses taught in theory are relevant to clinical area. Each student is required to successfully complete the theory and clinical objectives in a successful series of progression from Level I to Level IV.

Tools::

There are multiple tools that the Nursing Administration have made available to the faculty and for students.

Faculty	Lesson Plan
Faculty:	Lecture Materials
Faculty and Students:	PowerPoint Materials For Further Study
Faculty:	Pre-tests for faculty to determine the theory or skills level for students.
Faculty and Students:	ATI
Faculty and Students:	NCLEX
	Faculty and Students: Skills Labs with additional labs on the week-ends, if students are in need of practice.
Faculty and Students:	Clinical placement for each of the students in our faculties in the community.

All tools have been implemented into the Syllabus for all of the students to download into their computers at the campus or at home and to keep these as a review for their daily quizzes, midterms, PowerPoint presentations, oral presentation, group presentations, final exams, comprehensive final examination, ATI proctorship exams and NCLEX reviews and examinations.

Below is a sample of the formal Lesson Plans, Lecture Materials, PowerPoint Materials and Pre-tests.

Starting in Level One of their Cohort, Faculty are provided with a lesson plan, that they can add to or modify according to the curriculum and syllabus.

Lesson Plan

Lesson Plans are taken from the core textbooks and the requirements of the Instructional Plan. The textbooks reflect the latest editions and are reviewed by the DON and faculty for optimum efficiency relative to the requirements of the curricular content. Each day, the faculty selects a lesson plan for their specific day of content. All Lesson plans have been placed in a locked cabinet available only to the faculty and nursing administration.

Lesson plans are housed in the Director's office and are provided weekly to all instructors. Various resources such as pretests, test banks, quizzes, case studies, and the Evolve web site's student programs are used in conjunction with the core textbooks and lesson plans to provide the most conclusive information to the student.

1
Lesson Plan
The Evolution of Nursing
TEACHING FOCUS

In this chapter, the student will be introduced to the history of nursing, from early civilization to the modern times, including the major leaders and organizations. The student will have the opportunity to learn about the health care system, its components, and its participants, and the role of the practical/vocational nurse will be explored.

MATERIALS AND RESOURCES

- ☑ Computer/overhead projector (all lessons)
- ☑ Six pieces of blank paper (Lesson 1.1)
- ☑ Pictures of nursing hats, pins, and lamps that were used during Florence Nightingale's era (Lesson 1.1)
- ☑ White/black board and marker/chalk (all lessons)
- ☑ Piece of blank paper for each student (Lesson 1.2)

LESSON CHECKLIST

Preparations for this lesson include:

- Lecture
- Invite an LPN/LVN professional to discuss the role and responsibilities of the LPN/LVN.

KEY TERMS

accreditation (FAAHN p. 9, FON p. 9)

wellness (FAAHN p. 11, FON p. 11)

approved program (FAAHN p. 9, FON p. 9)

certification (FAAHN p. 6, FON p. 6)

health (FAAHN p. 2, FON p. 2)

holistic (FAAHN p. 2, FON p. 2)

holistic health care (FAAHN p. 11, FON p. 11)

illness (FAAHN p. 1, FON p. 1)

licensure (FAAHN p. 5, FON p. 5)

medicine (FAAHN p. 2, FON p. 2)

patient (FAAHN p. 2, FON p. 2)

ADDITIONAL RESOURCES (FON)

PPT Ch. 1, 1 through 56 FAAHN (Ch. 1, 1 through 56 FON)

EILR IC images Ch. 1, 1-1 through 1-8 FAAHN (Ch. 1, 1-1 through 1-8 FON)

EILR TB questions Ch. 1, 1 through 35 FAAHN (Ch. 1, 1 through 35 FON)

EILR Open Book Quiz Ch. 1, 1 through 10 FAAHN (Ch. 1, 1 through 10 FON)

ESLR Review Questions for the NCLEX® Examination Ch. 1, 01-01 through 01-10 FAAHN (Ch. 1, 01-01 through 01-10 FON)

Legend



PPT
PowerPoint
Slides



EILR
EVOLVE Instructor
Learning Resources:
Image Collection, Test
Bank, Open Book
Quizzes



ESLR
EVOLVE Student
Learning
Resources: Review
Questions for the
NCLEX
Examination



SG
Study Guide



NCP CTQ
Nursing Care
Plan Critical
Thinking
Question

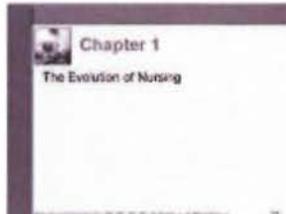
Class Activities are indicated in *bold italic*.

The second tool that is available for faculty is a Lecture Outline. Each student receives this for an additional source of review.

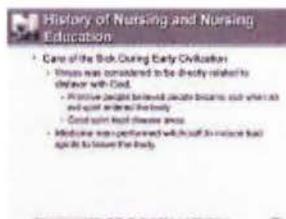
Each of these are also contained in the locked cabinet only available to the nursing administration and the faculty

1 Lecture Outline
The Evolution of Nursing

Slide 1

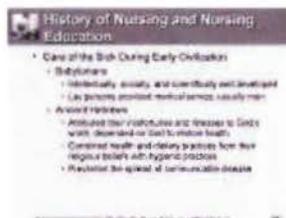


Slide 2



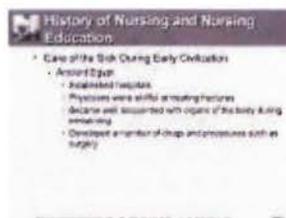
- Few women assisted the medicine men. They assisted women in childbirth.

Slide 3



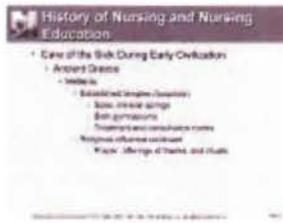
- In the Jewish religion, kosher dietary laws require strict separation of dairy and meat.
- The inspection of all meats and the careful selection and preparation of all foods are required.
- How do Jewish customs prevent the spread of infection and disease?
- Nurses were mentioned occasionally in the Talmud as persons caring for the sick.

Slide 4



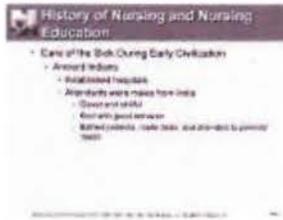
- What evidence is there of nursing care in the Ancient Egyptian culture?
- What actions did these nurses perform?

Slide 5

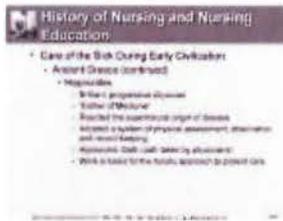


- In the Hellenic era, priestesses served as attendants and cared for the sick.
- Why were pregnant women and those with disease not admitted to the spas or mineral baths?

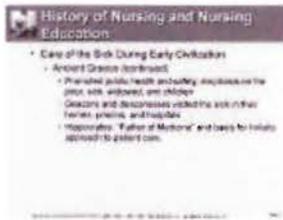
Slide 6



Slide 7

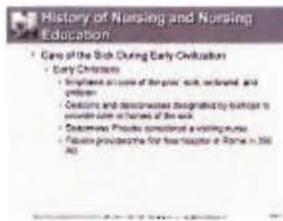


Slide 8



- What Greek influences on the care of the sick changed the approach from one of mysticism to that of public health and safety?
- Hippocrates provided the first ethical guide for medical conduct, known as? *Hippocratic Oath*

Slide 9



- Phoebe was a Roman woman in about 60 AD
- Fabiola was a wealthy Roman woman who used her own money and donated her own time to care for the sick and the poor.

Slide 10

History of Nursing and Nursing Education

- Nursing Education in the 18th Century
 - Hospitals
 - Characteristics
 - Not trained or qualified people
 - Women of proper upbringing
 - Nurses called as being "learned" and "respectable" from other women
 - Place to attend disease rather than be cured
 - Florence Nightingale's influence
 - Nursing education
 - improved education
 - early practice conditions

- Hospitals were overcrowded and lacked trained and qualified people to care for the sick and infirm.
- Discuss why women who were engaged in prostitution or women from religious orders were those chosen to provide nursing care.

Slide 11

History of Nursing and Nursing Education

- Nursing Education in the 18th Century
 - Lutheran Order of Descendants
 - Included the first school of nursing
 - Located in Kaiserslautern, Germany
 - Florence Nightingale attended the school

- Who opened the first school of nursing?

Slide 12

History of Nursing and Nursing Education

- Nursing Education in the 18th Century
 - Changed condition of the hospital
 - Deserved only, wanted relief, applied, avoided, sanitary conditions
 - Through her education, education, and other, treatment, made a psychological change
 - Early with the lamp
 - General of lamp to light her way through the dark of seas of air, nurses and air

- What training did Florence Nightingale possess that qualified her as a superintendent at a charity hospital?
- What influence did Florence Nightingale have on the hospital environment during the Crimean War?
- Why was Florence Nightingale known as the "Lady with the lamp"?

Slide 13

History of Nursing and Nursing Education

- Nursing Education in the 18th Century
 - Nursing from education to profession
 - Florence Nightingale began the education of nursing more acceptable to profession by establishing the Saint Thomas Hospital School of Nursing in London
 - 7 year training
 - Normal and more with practical experience
 - 'Nightingale' - Beginning of control over nursing practice and standard of practice

- The nursing program at St. Thomas Hospital in London functioned separately from the hospital to ensure a focus toward nursing education.
- What is the Nightingale Plan?

Slide 14

History of Nursing and Nursing Education

- Nursing Education in the 18th Century
 - Development of nursing education in the United States
 - During the time that Florence Nightingale was active in Europe, the same kinds of patient care problems were occurring in America
 - In 1849, Dr. Theodore Fliesner (Florence Nightingale's husband) visited in America with her highly trained and experienced
 - Established the first Protestant hospital in the United States
 - Although always a struggle, it...

- The American Revolution and the Civil War caused severe casualties, which caused a demand for nurses.
- What was Theodore Fliesner's effect on the education of nurses?

Slide 15

History of Nursing and Nursing Education

- Nursing Education in the 18th Century
- Development of nursing education in the United States
- Most early nursing programs were established by large hospitals
- First three schools of nursing in the United States
 - Bellevue Hospital School of Nursing, New York
 - Connecticut Training School, New Haven
 - Boston Training School of Nurses and General Hospital, Boston

- What caused a shortage of nurses following the Civil War?

Slide 16

History of Nursing and Nursing Education

- Nursing Education in the 18th Century
- Development of nursing education in the United States
- American Society of Superintendents of Training Schools of Nursing
 - Established by Isabel Hampton Robb and Lavinia Lloyd Dock
 - First year of 44 education associates for nurses
 - Code of ethics was adopted by the society
 - Nightingale Pledge

- What were Hampton's and Robb's goals for the nursing profession? *They followed the American Medical Association (AMA) model and developed a code of ethics for nurses.*
- What is the Nightingale Pledge?

Slide 17

History of Nursing and Nursing Education

- Changes in Nursing During the 20th Century
- Nursing Schools
 - First laws were established in 1903
 - Passed by public
 - North Carolina, New Jersey, and New York were first states
 - Led to the Hampton-Peabody and Mary Adelaide Nursing Schools
 - Developed a program at Columbia University to train and develop leaders of nursing

- What laws that were established to ensure standards of well-trained nurses led to licensure in 1903?
- What impact did these laws have on professional nursing organizations and education?

Slide 18

History of Nursing and Nursing Education

- Changes in Nursing During the 20th Century
- Why? War I
 - Increased demand for nurses
 - Army School of Nursing was established
 - Training focused on "service to the patient" rather than on comprehensive care
 - Most nurses returned to previous jobs after the war

- The Army and Navy Nurse Corps sought nurses who had good moral character and professional qualifications.
- Did the military programs follow the Nightingale Plan?

Slide 19

History of Nursing and Nursing Education

- Changes in Nursing During the 20th Century
- Why? War I
 - Increased demand for nurses
 - Cadet Nurse Corps was established
 - Nurses stayed in the military after the war
 - Greater loyalty for pay, long shifts, obvious shortages
 - Nurses' nursing practices, priorities, and opportunities for development

- Cadet Nurse Corps provided a quick training program for nurses and a way to serve their country.
- Why did many Cadet Nurses stay in the military instead of working as civilian nurses?

Slide 20

History of Nursing and Nursing Education

- Changes in Nursing During the 20th Century
 - Contemporary nursing
 - Characteristics of health care changed rapidly as health care became an industry.
 - Growth and diversity became the major emphasis.
 - Beginning of certification in nursing with specialized nursing roles attached to degree.
 - Examples: school nursing, adult or elderly, home care, and hospice nursing.

Slide 21

History of Nursing and Nursing Education

- Changes in Nursing During the 20th Century
 - Contemporary nursing
 - The American Nurses Association
 - Education should take place in institutions of learning.
 - Many hospitals based their programs on this standard.
 - Trend was changed from "training" nurses to "educating" nurses.

- The ANA took the stance that Robb and Nutting had proposed back in 1903 that nursing education should take place in an institution of learning.
- How did this position affect nursing education?

Slide 22

History of Nursing and Nursing Education

- Changes in Nursing During the 20th Century
 - Certification
 - The course is granted recognition for completing in a specific area of nursing.
 - Globally
 - Graduate degree
 - Minimum 2 years' experience in the designated area
 - Currently practicing in the designated area
 - Some areas include geriatrics, medical-surgical, psychiatric, and mental health, and adult nurse practitioner.

- In 1976 the ANA offered certification testing for RNs.
- Why might a nurse want certification?

Slide 23

History of Nursing and Nursing Education

- Nursing in the 21st Century
 - Demographic changes
 - Women's health care issues
 - Men in nursing
 - Human rights
 - Medically underserved
 - Threat of bioterrorism

- Demographics: more elderly, more chronic illness, more inner-city health care centers versus rural clinics
- Women's health care issues: management of menopause, new vaccinations (HPV), preventative care and oncologic care specific to women
- Men in nursing: see Chapter 41
- Human rights: Patient's bills of rights
- Medically underserved: high health care costs, homelessness, unemployment. Advanced practice nurses are one answer to some of these problems.
- Threat of bioterrorism: Disaster preparedness for nuclear, chemical, and biologic attacks. Nurses function in the roles of triage, crisis response team members, and vaccination research.

Slide 24

Development of Practical/Vocational Nursing in the United States

- Attendant Nurses
 - The Eastern School
 - Forerunner for training practical nurses
 - Started in 1892 in Brooklyn, NY
 - Another school
 - Trend started to care for the chronically ill, amputees, and the elderly
 - More emphasis was on home care
 - Copying system from nurses' association
 - Contributed to attendant nurses

- What was the main emphasis of the Ballard School?

Slide 25

Development of Practical/Vocational Nursing in the United States

- **Attendant Nurses**
 - Two other programs followed after Belmont School
 - **Thompson Practical Nursing School**, Baltimore, opened 1907
 - **Household Nursing Association School of Attendant Nursing**, Boston, 1910
- Focus continued to be on home nursing care and light housekeeping duties
- No hospital experience

- The Thompson School is still in operation and is NLN accredited.
- A total of 36 practical nursing schools were opened during the first half of the 20th century.

Slide 26

Development of Practical/Vocational Nursing in the United States

- **Practical Nursing Programs**
 - Before 1942, practical nursing schools had few controls, little educational planning, and minimal supervision
 - Between 1941 and 1954, 200 practical nursing programs were opened
 - Graduates in these programs provided nursing services while they were obtaining their education and training

- What effect did World War II have on the nursing profession?

Slide 27

Development of Practical/Vocational Nursing in the United States

- **Organizational Influence**
 - **Association of Practical Nurses Schools**
 - Founded in 1942
 - Dedicated to practical nursing
 - Proposed the first standards curriculum for practical nursing
 - 1945, changed name to the National Association of Practical Nurses Education (NAPNE)
 - 1951, changed name to National Association for Practical Nurses Education and Science (NAPNES)

- What was the impact of NAPNE's focus in 1942 on nursing practice and education?

Slide 28

Development of Practical/Vocational Nursing in the United States

- **Organizational Influence**
 - **National Federation of Licensed Practical Nurses (NFLPN)**
 - Founded by Lilian Hunter in 1946
 - Membership is limited to LPNs and CFPNs
 - **National League for Nursing**
 - 1951, established the Department of Practical Nursing Programs
 - Developed an accreditation service for PN programs: Council of Practical Nursing Programs

- For 20 years the NLN and the NAPNES provided accreditation services for nursing programs.
- The NAPNES no longer provides this service.

Slide 29

Development of Practical/Vocational Nursing in the United States

- **Additional Credentialing**
 - **Approval program**
 - One that insures services are available and by the respective state agency
 - Ensure that a given program
 - Meets the needs of the student
 - Has adequate course content and quality levels
 - Is of sufficient length
 - Has adequate facilities
 - Provides clinical experiences

- How does the state ensure the welfare of the public?
Approval is required for the program to operate.

Slide 30

Development of Practical/Vocational Nursing in the United States

- Additional Credentialing
 - Accreditation
 - Prayers voluntarily seeks a study by a given organization to determine whether the program meets the professional criteria of that organization.
 - Standards are usually higher than stipulated by the state.

- What does the term “accreditation” mean?
- Why would an organization want the review organization’s recommendation?

Slide 31

Development of Practical/Vocational Nursing in the United States

- Contemporary Practical/Vocational Nursing Education
 - Nursing programs were offered by various organizations: high schools, trade or technical schools, hospitals, junior and community colleges, universities, private education agencies.
 - Length of program: 12 to 18 weeks.
 - Skills: theory and classroom.
 - National Council Learning Examination for Practical Nursing (NCLEX-PN).
 - Examination for licensure as LPN.

- Discuss the NCLEX-PN examination.

Slide 32

Development of Practical/Vocational Nursing in the United States

- Contemporary Practical/Vocational Nursing Education
 - Articulation
 - Procedures that allow nursing programs to work together to plan their curricula to decrease duplication of learning experiences.
 - LPN to RN.
 - RN to BSN.

- How do these programs proceed to high levels of education?

Slide 33

Development of Practical/Vocational Nursing in the United States

- Career Advancement
 - Career ladder
 - Recognizes the clinical expertise of the nurse and provides a mechanism for providing the nurse with financial compensation and opportunities for advancement.

- Many institutions have options for career advancement for those nurses who do not want to further their education at an institution but through their facility.
- Can you describe this advancement process?

Slide 34

Development of Practical/Vocational Nursing in the United States

- Events That Changed Practical/Vocational Nursing
 - The need for trained caregivers.
 - World War I.
 - The self-taught practical nurse.
 - The Great Depression.
 - Dates of licensure for institutional nurses.
 - Practice Papers of the American Nurses Association.

- In 1940 many practical nurses were self-taught and met the needs of the country but lacked education.
- Why were nurses trained for home care hired by hospitals during the Great Depression?
- What caused the delineation between the LPN/LVN role and the RN role?

Slide 35

Development of Practical/Vocational Nursing in the United States

- **Licensing laws**
 - Protect the public from unqualified persons practicing in almost any field or profession
- **Characteristics**
 - Areas such as in states that have the legal power to regulate nursing education and practice
 - Basis for licensure

Slide 36

Development of Practical/Vocational Nursing in the United States

- **Licensing laws**
 - Laws that monitor the licensed practical/vocational nurse
 - Licensing for practical nurses in the United States was begun in 1914 by Massachusetts
 - By 1930, all states had passed licensing laws
- **State Board of Test Pool**
 - NCS Foundation Commission established a testing mechanism for all states and administered the National Council exam

Slide 37

Development of Practical/Vocational Nursing in the United States

- **Licensing laws**
 - Laws that monitor the licensed practical/vocational nurse
 - **National Council Licensing Commission for Practical Nurses (NCLC/NP)**
 - Commission established
 - Review board of nurses in the profession
 - **Interstate endorsement**
 - Necessary between states
 - Licensing in other jurisdictions can be obtained without taking the NCLC/NP

- Licensing laws for nursing are established in all states.
- What is interstate endorsement?

Slide 38

Health Care Delivery Systems

- **Health Care System Defined**
 - The composite network of agencies, facilities, and all providers of health care in a specified geographic area
 - Patient, patient's family, community, current technology, government agencies, medical professionals, their skills and talents
 - Goal is to achieve optimal levels of health care

- The LPN/LVN is an integral member of the team of health care professionals within the overall system.

Slide 39

Health Care Delivery Systems

- **Health Care System Defined**
 - **Wellness/illness continuum**
 - Percentage of system's total health care changing
 - Wellness is dynamic state of health in which an individual progresses toward a higher level of functioning, achieving an optimal balance between physical and emotional components
 - Higher level of overall health
 - Steps: A diagnosis or required state of health
 - Represents a spectrum from wellness

- What is the Wellness/Illness Continuum?

Slide 40

Health Care Delivery Systems

- Health Care System Defined
 - Maslow's model of health and illness
 - Developed by Abraham Maslow
 - He believed that an individual's behavior is formed by the efforts to meet his basic needs
 - Physiological needs (starvation, cold and sleeplessness, etc.), self-actualization
 - Hierarchy of needs
 - Some needs must be met before attempting to meet others

- How does an individual's value system affect the level of need according to Maslow's hierarchy of needs?

Slide 41

Figure 1-5



Maslow's hierarchy of needs

The diagram shows a pyramid with five levels. From top to bottom, the levels are: Self-actualization, Esteem, Love/belonging, Safety, and Physiological. Each level is represented by a horizontal bar within the pyramid structure.

- What are examples that would pertain to each level of the pyramid?

Slide 42

Health Care Delivery Systems

- Health Care System Defined
 - Health promotion and illness prevention
 - US Department of Public Health
 - Identify what steps it focuses on that prevent, which age groups are affected by certain illnesses, and what factors are preventative
 - Direct efforts toward decreasing incidence of the three potentially preventable diseases by spiritual, and working in circles
 - Focus has now shifted from curing the problem to preventing it

- How does the lack of prenatal care affect the mortality rate for the mother and the infant?

Slide 43

Health Care Delivery Systems

- Health Care System Defined
 - Continuity of care
 - Ensuring the continuation of care from one setting to another
 - Understanding what procedures are done, why, and by whom is a challenging and often a complex task for patients actively involved and empowered to make conditions that threaten their well-being

- Discuss continuity of care.
- How does patient autonomy affect continuity of care?

Slide 44

Health Care Delivery Systems

- Delivery of Patient Care
 - Extremely futuristic activity
 - Delivery of services to human beings to human beings
 - Treatment of disease and injury
 - Prevention of disease
 - Restoration of optimal wellness through rehabilitative maintenance of a desirable level of wellness
 - Care of the chronically ill
 - Provision of education to the patient in self-care
 - Patient education

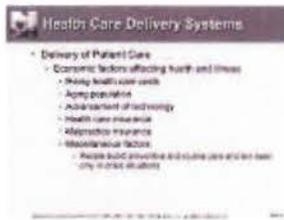
- What does delivery of patient care involve other than the treatment of disease?

Slide 45



- Discuss the roles of the following:
 - Professional health care specialists
 - Registered nurses
 - LPN/LVNs
 - Additional caregivers
 - Technologists and medical technicians

Slide 46



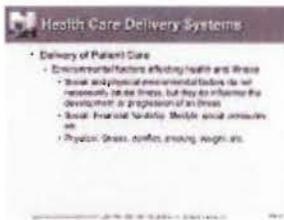
- What is expected to cause national health care expenditures of \$2.6 trillion by 2010?
- What measures can be taken by the nation to curb these expenditures?

Slide 47



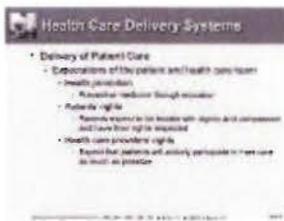
- How would cross-training help to curb costs?
- How have HMOs affected the health care system?

Slide 48



- How do social factors influence our physical health?
- Discuss how early recognition of environmental factors and prompt intervention can decrease or minimize a negative impact.

Slide 49



- How has health promotion affected the delivery of patient care?
- Discuss patient's rights.
- What are the health care provider's rights?

Slide 50

Health Care Delivery Systems

- **Delivery of Patient Care**
 - Interdisciplinary approach to health care
 - Care plan
 - Document that reflects the individual needs of a patient and the approach of the health care team in meeting those needs
 - Collaboration
 - Good communication is essential for the exchange of information among the members of the health care team

- What is the interdisciplinary approach to the development of a patient care plan?

Slide 51

Figure 1-6



A group of healthcare professionals, including a nurse and a doctor, are gathered around a table, reviewing a patient's health plan together.

Slide 52

Health Care Delivery Systems

- **Delivery of Patient Care**
 - **Interdisciplinary Approach to Health Care**
 - Documentation
 - Any form of documentation is the permanent record of the patient's progress and condition
 - Has the strongest influence on patient and the patient's response to their care
 - Provides a progress record of treatment
 - Records a history of events

Slide 53

Nursing Care Models

- **Four Major Concepts**
 - **Nursing**
 - Encompasses the care and actions of the nurse
 - **Patient**
 - The individual receiving the care
 - **Health**
 - The state in which the patient is in the wellness/illness continuum
 - **Environment**
 - The setting for the nurse/patient interaction

- What are four concepts nursing leaders developed to focus on nursing models?

Slide 54

Contemporary Practical/Vocational Nursing Care

- **Practical/Vocational Nursing Defined**
 - The activity of providing specific services to patients under direct supervision of a licensed physician or dentist within RN
 - Assesses, plans, and provides the performance of those activities contributing to health, to the recovery, or to a peaceful death
 - Expected to be a responsible member of a health-care team performing basic therapeutic, rehabilitative, and preventive care for anyone who needs it

- Discuss the definition adapted from NAPNES and several states' nurse practice acts that define the LPN/LVN.

Slide 55

Contemporary Practical/Vocational Nursing Care

- Objectives and Characteristics of Practical/Vocational Nursing Education
 - To acquire the essential knowledge and skills needed to meet the health-care needs of patients in a variety of settings
 - To be a graduate of an state-approved practical/vocational nursing program
 - To take and pass the NCLEX-PN examination
 - To acquire a state license to practice

- What are the objectives of LPN/LVN nursing education?

Slide 56

Contemporary Practical/Vocational Nursing Care

- Roles and Responsibilities of the Licensed Practical/Vocational Nurse
 - Recognize the LPN/LVN's role in the health-care delivery system and articulate that role with those of other health care team members
 - Maintain accountability for one's own nursing practice within the ethical and legal framework
 - Serve as a patient advocate
 - Accept the role in establishing and monitoring standards of practice in providing health care
 - Seek further growth through education opportunities

- What are the roles and responsibilities of the LPN/LVN?
- Discuss the difference between the LPN/LVN role and the RN role.

Sample of a Pre-Test

LESSON 1.1 PRE-TEST

1. Primitive people believed that a person became ill when an evil spirit entered the _____.
 - a. mind
 - b. spirit
 - c. body
 - d. house
2. Florence Nightingale's Plan focused on these concepts:
 - a. Sanitation, record keeping, hygiene, and nutrition.
 - b. Documentation, assessment, planning, and teaching.
 - c. Cleanliness, grammar, record keeping, and leadership.
 - d. Education, bathing, care of wounds, health, and safety.
3. How did World War I and World War II influence nursing?
 - a. They increased focus on service to the patient.
 - b. They offered nurse's aide certification.
 - c. They offered a career in the military.
 - d. They pressured states to mandate requirements for nurses.
4. What is the difference between approved nursing programs and accredited nursing programs?
 - a. There is no difference.
 - b. Approved programs meet the minimum state requirements, whereas accredited programs are reviewed by a professional organization with higher standards than the state.
 - c. The accredited program requires the maximum state requirements, whereas the approved program requires the state's minimum requirements.
 - d. The approved programs are less expensive than the accredited programs.
5. The term "holistic health care system" indicates that this system's focus is toward _____.
 - a. the disease process of the patient
 - b. the patient's perceived needs
 - c. the patient's financial deficits
 - d. the comprehensive care of the patient
6. What are Maslow's five categories of basic human needs?
 - a. Nutrition, safety, love, confidence, and talents
 - b. Security, nutrition, family, self-esteem, and performance
 - c. Physiologic, safety and security, love and belonging, self-esteem, and self-actualization

- d. Safety and security, self-actualization, education, family, and employment
7. Which of the following is included in the Patient's Bill of Rights?
 - a. The patient has the right to refuse treatment and be informed of the medical consequences.
 - b. The patient has the right to choose the nurse who is caring for him/her in the hospital.
 - c. The patient has the right to discuss his/her physician's practice with other physicians to determine whether the physician is an ethical practitioner.
 - d. The patient has the right to influence his/her roommate's care while in the hospital.
 8. Which of the following fall within the LPN/LVN roles and responsibilities?
 - a. Supervise nurses' aides, registered nurses, and respiratory technicians
 - b. Practices under a physician's license
 - c. Obtaining and maintaining current licensure and practice within the scope of practice
 - d. Medically diagnosing patients who are admitted to the hospital
 9. A Care Plan is a document that outlines _____.
 - a. the disease process of the patient
 - b. the physician's plan in caring for a patient
 - c. the plan of care to meet the patient's needs by the health care team
 - d. the general plan of the unit in which the patient is admitted
 10. The term "health" means _____.
 - a. condition of physical, mental, social well-being, and absence of disease
 - b. without disease
 - c. without disease, illness, and physical pain
 - d. without worry or physical difficulties

Answers:

- | | | | | |
|------|------|------|------|-------|
| 1. c | 2. a | 3. d | 4. b | 5. d |
| 6. c | 7. a | 8. c | 9. c | 10. a |

BACKGROUND ASSESSMENT

Question: What standards did Florence Nightingale contribute to nursing, and how have they affected the standards of the nursing profession today?

Answer: Florence Nightingale's standards of good hygiene, sanitation, patient observation, accurate record keeping, nutritional improvements, and introduction of medical equipment have been incorporated into present nursing education and the nursing profession.

Question: Why did professional nursing organizations develop in the twentieth century, and what is their purpose today?

Answer: In the beginning of the twentieth century, LPN nursing programs varied from each other. Because of World War I and World War II, the demand for nurses increased and it became apparent that standards within the profession were necessary. The Association of Practical Nurse Schools was founded in 1941 and planned the curriculum for the LPN profession. This has evolved into the National League of Nurses (NLN), which provides accreditation for nursing programs. The NLN has set standards that accredited nursing programs must follow to receive the organization's accreditation. These standards provide continuity within the nursing profession.

CRITICAL THINKING QUESTION

What characteristics define the LPN/LVN role?

Guidelines: The LPN/LVN is a responsible member of the health care team who participates in professional organizations, maintains a professional appearance, subscribes to ethical practice, and performs within the legal parameters and scope of practice. The LPN/LVN maintains a current license and practices under the supervision of a medical physician, RN, osteopathic physician, and/or dentist. The LPN/LVN participates in educational activities to enhance his/her knowledge.

OBJECTIVES

CONTENT

TEACHING RESOURCES

OBJECTIVES	CONTENT	TEACHING RESOURCES
<p>Describe the evolution of nursing and nursing education from early civilization to the twentieth century.</p>	<ul style="list-style-type: none"> ☑ The history of nursing and nursing education (FAAHN p. 1, FON p. 1) ☑ Care of the sick during early civilization (FAAHN p. 1, FON p. 1) <ul style="list-style-type: none"> - Babylonians (FAAHN p. 2, FON p. 2) - Ancient Hebrews (FAAHN p. 2, FON p. 2) - Ancient Egyptians (FAAHN p. 2, FON p. 2) - Ancient Indians (FAAHN p. 2, FON p. 2) - Ancient Greeks (FAAHN p. 2, FON p. 2) - Early Christians (FAAHN p. 2, FON p. 2) - Monastic and military influences (FAAHN p. 2, FON p. 2) 	<ul style="list-style-type: none"> ☒ PPT 2 through 9, Ch. 1 FAAHN (Ch. 1 PPT 2 through 9 FON) 📖 EILR TB Ch. 1 questions 29, 31, 32 FAAHN (Ch. 1 questions 29, 31, 32 FON) 📖 ESLR Review Questions for the NCLEX Examination Ch. 1 question 01-08 FAAHN (Ch. 1 question 01-08 FON) 📖 SG History of Nursing, Ch. 1 pp. 1-2 FAAHN (Ch. 1 pp. 1-2 FON) ☑ Discuss the evolution of nursing since early civilization under the influence of ancient Greece and the work of Hippocrates. ☑ Discuss the ancient Hebrews' dietary and religious practices. Class Activity <i>Divide the class into four groups and assign each group two of the following cultures: early civilization, Babylonians, ancient Hebrews, ancient Egyptians, ancient Indians, ancient Greeks, early Christians, and monastic and military influences. Have each group present how these cultures cared for their sick, what their beliefs were regarding those who were ill, and what nursing practices were performed in that culture.</i>
<p>Identify the major leaders of nursing history in America.</p>	<ul style="list-style-type: none"> ☑ Nursing education in the nineteenth century (FAAHN p. 3, FON p. 3) ☑ Florence Nightingale (FAAHN p. 3, FON p. 3) ☑ Nursing from occupation to profession (FAAHN p. 4, FON p. 4) 	<ul style="list-style-type: none"> ☒ PPT 10 through 13, Ch. 1 FAAHN (Ch. 1 PPT 10 through 13 FON) 📖 EILR IC Ch. 1 images 1-1, 1-2 FAAHN (Ch. 1 images 1-1, 1-2 FON) 📖 EILR TB Ch. 1 questions 9, 22, 30 FAAHN (Ch. 1 questions 9, 22, 30 FON) 📖 ESLR Review Questions for the NCLEX Examination Ch. 1 questions 01-02, 01-09 FAAHN (Ch. 1 questions 01-02, 01-09 FON) 📖 SG Nursing Organization, Ch. 1 p. 3 FAAHN (Ch. 1 p. 3 FON) BOOK RESOURCES Fig. 1-1 Florence Nightingale (FAAHN p. 3) (Fig. 1-1 FON p. 3) Fig. 1-2 Nurses in a preliminary training school (FAAHN p. 4) (Fig. 1-2 FON p. 4) Fig. 1-3 Isabel Hampton Robb (FAAHN p. 4) (Fig. 1-3 FON p. 4) Table 1-1 Leaders in the Development of Nursing in America (FAAHN p. 5, FON p. 5) Box 2-7 The Nightingale Pledge (FAAHN p. 32) (Box 2-7 FON p. 32) ☑ Discuss the hospital environment prior to Florence Nightingale's influence and how Florence Nightingale's principles changed the hospital environment and nursing care in the nineteenth century. ☑ Discuss the "Nightingale Plan" and how it influenced nursing education. Class Activity <i>Take six pieces of paper and on each write one of the following categories: good hygiene, sanitation, patient observation, accurate</i>

OBJECTIVES	CONTENT	TEACHING RESOURCES
		<p><i>record keeping, nutritional improvement, and introduction of new medical equipment. Wad the papers into balls. Throw one of the wadded balls to a group of students. The student who catches the ball or is nearest to an uncaught ball is to open the paper and read the category. The student is to comment on the rationale behind these categories and why they are important to nursing. The student then gets to choose one of the remaining five wads of paper and throws it at a group of students who have to follow the same actions listed above. This is repeated until all wads of paper are discussed.</i></p>
<p>Describe the evolution of nursing and nursing education from early civilization to the twentieth century.</p>	<ul style="list-style-type: none"> - Development of nursing education in the United States (FAAHN p. 4, FON p. 4) ☐ Changes in nursing during the 20th century (FAAHN p. 5, FON p. 5) - Licensing (FAAHN p. 5, FON p. 5) - World War I (FAAHN p. 5, FON p. 5) - World War II (FAAHN p. 6, FON p. 6) - Contemporary nursing (FAAHN p. 6, FON p. 6) - Certification (FAAHN p. 6, FON p. 6) - Nursing caps, uniforms, and pins (FAAHN p. 6, FON p. 6) 	<ul style="list-style-type: none"> ☒ PPT 14 through 22, Ch. 1 FAAHN (Ch. 1 PPT 14 through 22 FON) ☒ EILR IC Ch. 1 images 1-3, 1-8 FAAHN (Ch. 1 images 1-3, 1-8 FON) ☒ EILR TB Ch. 1 question 20 FAAHN (Ch. 1 question 20 FON) ☒ EILR Open Book Quiz Ch. 1 question 2 FAAHN (Ch. 1 question 2 FON) ☒ ESLR Review Questions for the NCLEX Examination Ch. 1 questions 01-05, 01-10 FAAHN (Ch. 1 questions 01-05, 01-10 FON) ☒ SG History of Nursing and Nursing Organizations, Ch. 1 pp. 1-3 FAAHN (Ch. 1 pp. 1-3 FON) ☒ Discuss what circumstances caused the requirement for licensure. ☒ Discuss how World War I and World War II influenced the nursing profession. ☒ Discuss the development of the American Nurses Association (ANA) and how it influences nursing today. ☒ Discuss why certification is important to the nursing profession. ☒ Discuss the changes in nursing uniforms over the years. <p><i>Class Activity Bring to the class pictures of nursing hats, pins, and lamps that resemble those used during Florence Nightingale's era. Ask students to bring any of these actual items to class that may belong to family or friends who are nurses.</i></p>
<p>Discuss significant changes in nursing in the twenty-first century</p>	<ul style="list-style-type: none"> ☒ Significant changes in nursing for the twenty-first century (FAAHN p. 7, FON p. 7) ☒ Demographic changes (FAAHN p. 7, FON p. 7) ☒ Women's health care issues (FAAHN p. 7, FON p. 7) ☒ Men in nursing (FAAHN p. 7, FON p. 7) ☒ Human rights (FAAHN p. 7, FON p. 7) ☒ Medically underserved (FAAHN p. 7, FON p. 7) 	<ul style="list-style-type: none"> ☒ PPT 23, Ch. 1 FAAHN (Ch. 1 PPT 23 FON) ☒ EILR TB Ch. 1 question 12 FAAHN (Ch. 1 question 12 FON) ☒ SG History of Nursing, Ch. 1 pp. 1-3 FAAHN (Ch. 1 pp. 1-3 FON) ☒ Discuss how circumstances in the twenty-first century have changed how nursing care is delivered. ☒ Discuss the importance of nurses being aware of the issues that pose potential problems in the delivery of nursing care. <p><i>Class Activity Invite a male nurse and a nurse</i></p>

OBJECTIVES	CONTENT	TEACHING RESOURCES
	<ul style="list-style-type: none"> ☑ Threat of bioterrorism (FAAHN p. 7, FON p. 7) 	<p><i>who is involved with a disaster response team to speak to the class about their roles as nurses.</i></p>
<p>List the major developments of practical/vocational nursing.</p>	<ul style="list-style-type: none"> ☑ Development of practical/vocational nursing in the United States (FAAHN p. 7, FON p. 7) ☑ Attendant nurses (FAAHN p. 7, FON p. 7) ☑ Practical nursing programs (FAAHN p. 8, FON p. 8) ☑ Organizational influence (FAAHN p. 9, FON p. 9) ☑ Additional credentialing (FAAHN p. 9, FON p. 9) ☑ Contemporary practical/vocational nursing education (FAAHN p. 9, FON p. 9) ☑ Career advancement (FAAHN p. 10, FON p. 10) ☑ Factors that changed practical/vocational nursing (FAAHN p. 10, FON p. 10) <ul style="list-style-type: none"> - The need for trained caregivers (FAAHN p. 10, FON p. 10) - World War I (FAAHN p. 10, FON p. 10) - The self-taught practical nurse (FAAHN p. 10, FON p. 10) - The Great Depression (FAAHN p. 10, FON p. 10) - Duties of licensed practical nurses/licensed vocational nurses (FAAHN p. 10, FON p. 10) - Position paper of the American Nurses Association (FAAHN p. 10, FON p. 10) ☑ Licensure for practical/vocational nursing (FAAHN p. 11, FON p. 11) <ul style="list-style-type: none"> - Laws that monitor the licensed practical nurse/licensed vocational nurse (FAAHN p. 11, FON p. 11) 	<ul style="list-style-type: none"> ☑ PPT 24 through 37, Ch. 1 FAAHN (Ch. 3 PPT 24 through 37 FON) ☑ EILR TB Ch. 1 questions 2, 15, 21, 25, 26, 33, 34 FAAHN (Ch. 1 questions 2, 15, 21, 25, 26, 33, 34 FON) ☑ EILR Open Book Quiz Ch. 1 questions 3, 5, 6 FAAHN (Ch. 1 questions 3, 5, 6 FON) ☑ ESLR Review Questions for the NCLEX Examination Ch. 1 question 01-03 FAAHN (Ch. 1 question 01-03 FON) ☑ SG Practical Nursing, Ch. 1 pp. 4-5 FAAHN (Ch. 1 pp. 4-5 FON) <p>BOOK RESOURCES</p> <p>Table 1-2 Milestones of Practical and Vocational Nursing (FAAHN p. 8) (Table 1-2 FON p. 8)</p> <ul style="list-style-type: none"> ☑ Discuss the progression of attendant nurses to practical nursing programs and the rationale for changes in these programs. Include the need for the National Association of Practical Nurse Education and the NLN's adoption of Licensed Practical/Vocational Nursing into their program. ☑ Discuss the differences between an approved program and an accredited nursing program. <p>Class Activity Divide the classroom into seven groups. Each group is assigned one of the following categories:</p> <ol style="list-style-type: none"> 1. Need for trained caregivers 2. World War I 3. Self-taught practical nurses 4. Great Depression 5. Duties of the LPN/LVN 6. Position paper of the American Nurses Association 7. Laws that monitor the LPN/LVN <p><i>The students need to collaborate and determine the impact their category has had on the LPN/LVN profession. A member of each group presents the information to the class.</i></p>
<p>Identify the major organizations in nursing.</p>	<ul style="list-style-type: none"> ☑ Organizational influence (FAAHN p. 9, FON p. 9) 	<ul style="list-style-type: none"> ☑ PPT 27 through 28, Ch. 1 FAAHN (Ch. 1 PPT 27 through 28 FON) ☑ EILR TB Ch. 1 questions 1, 10 FAAHN (Ch. 1 questions 1, 10 FON) ☑ SG Nursing Organizations, Ch. 1 p. 3 FAAHN (Ch. 1 p. 3 FON) ☑ Discuss the progression and rationale from the

OBJECTIVES	CONTENT	TEACHING RESOURCES
		<p>Association of Practical Nurse Schools to the development of the National Association of Practical Nurse Education.</p> <p>☑ Discuss the adoption of LPN/LVNs into the National League of Nurses (NLN).</p> <p>Class Activity <i>Divide the classroom into three groups. One group will represent an "approved nursing program," another group will represent an "accredited nursing program," and the third group will be a group of potential nursing students who are determining in which program to enroll. The groups are to try to persuade the students to enroll in their program. After a few minutes of the two programs promoting their program, the third group is to choose which program they would enroll in and the rationale for their choice.</i></p>
<p>Define the four purposes of NAPNES and NFLPN.</p>	<p>☑ Organizational influence (FAAHN p. 9, FON p. 9)</p> <p>☑ Additional credentialing (FAAHN p. 9, FON p. 9)</p>	<p> PPT 27 through 29, Ch. 1 FAAHN (Ch. 1 PPT 27 through 29 FON)</p> <p> EILR TB Ch. 1 questions 24, 35 FAAHN (Ch. 1 question 24, 35 FON)</p> <p> EILR Open Book Quiz Ch. 1 question 4 FAAHN (Ch. 1 question 4 FON)</p> <p> ESLR Review Questions for the NCLEX Examination Ch. 1 question 01-04 FAAHN (Ch. 1 question 01-04 FON)</p> <p> SG Nursing Organizations, Ch. 1 p. 3 FAAHN (Ch. 1 p. 3 FON)</p> <p>☑ Discuss the importance of the development of nursing standards, protection and promotion of the LPN/LVN profession and the education of the public regarding the LPN/LVN profession.</p> <p>☑ Discuss why the nursing profession has professional organizations to govern the profession.</p> <p>Class Activity <i>On a board, write the two objectives: standards and education. Ask students to add a topic that falls under either of the two categories. Example: under "education," a student might write "the history of nursing."</i></p>

1.1 Homework/Assignments:

1.1 Instructor's Notes/Student Feedback:

LESSON 1.2

CRITICAL THINKING QUESTION

FOR EACH LEVEL, IT IS IMPORTANT TO ALLOW STUDENTS TO BUILD AND DEVELOP THEIR CRITICAL THINKING SKILLS. BELOW IS A SAMPLE OF A CASE FOR ANALYSIS.

You are caring for an 80-year-old male who was admitted from the emergency room with a diagnosis of heart failure. The emergency room nurse reported that the patient did not have enough money to refill his prescription of Lasix. How does Maslow's hierarchy of needs apply to this situation? How might a nurse be able to assist this patient?

Guidelines: This patient was unable to afford his medication and the monies probably went to essentials such as food, water, clothing, and shelter. This is the first level of Maslow's pyramid. The patient is unable to advance to the next level of "Safety and security" until his needs are met in the physiologic level. By consulting with social services, a nurse could determine what community resources are available to assist this patient so he can obtain his medications.

OBJECTIVES	CONTENT	TEACHING RESOURCES
<p>Identify the components of the health care system.</p>	<ul style="list-style-type: none"> ☑ Health care delivery systems (FAAHN p. 11, FON p. 11) ☑ Health care system defined (FAAHN p. 11, FON p. 11) <ul style="list-style-type: none"> - Wellness/illness continuum (FAAHN p. 11, FON p. 11) - Maslow's model of health and illness (FAAHN p. 12, FON p. 12) - Health promotion and illness prevention (FAAHN p. 12, FON p. 12) - Continuity of care (FAAHN p. 12, FON p. 12) 	<ul style="list-style-type: none"> 📄 PPT 38 through 43, Ch. 1 FAAHN (Ch. 1 PPT 38 through 43 FON) 📄 EILR IC Ch. 1 images 1-4, 1-5 FAAHN (Ch. 1 images 1-4, 1-5 FON) 📄 EILR TB Ch. 1 questions 3, 5, 16, 23, 27 FAAHN (Ch. 1 questions 3, 5, 16, 23, 27 FON) 📄 EILR Open Book Quiz Ch. 1 question 7 FAAHN (Ch. 1 question 7 FON) 📄 ESLR Review Questions for the NCLEX Examination Ch. 1 questions 01-01, 01-06, 01-07 FAAHN (Ch. 1 question 01-01, 01-06, 01-07 FON) 📄 SG Health Care Delivery, Ch. 1 pp. 5-6 FAAHN (Ch. 1 pp. 5-6 FON) <p>BOOK RESOURCES</p> <ul style="list-style-type: none"> Fig. 1-4 Wellness-illness continuum (FAAHN p. 11) (Fig. 1-4 FON p. 11) Fig. 1-5 Maslow's hierarchy of needs (FAAHN p. 12) (Fig. 1-5 FON p. 12) ☑ Discuss Maslow's hierarchy of needs and how it applies to a well person (such as a student) and an ill person (such as a patient in the hospital). ☑ Discuss health promotion and illness prevention. Why are they important and how do they affect the health care system, the patient, the patient's family, and our society? <p><i>Class Activity On a board, draw a pyramid with five sections. Have the students identify each segment of Maslow's hierarchy of needs. Discuss the impact of each section on the patient and how a patient might not progress to the next level.</i></p>

OBJECTIVES	CONTENT	TEACHING RESOURCES
<p>Identify the participants of the health care system.</p>	<p>☑ Delivery of patient care (FAAHN p. 12, FON p. 12) - Participants in the health care system (FAAHN p. 13, FON p. 13)</p>	<p>☒ PPT 44 through 45, Ch. 1 FAAHN (Ch. 1 PPT 44 through 45 FON) ☒ EILR TB Ch. 1 question 4 FAAHN (Ch. 1 question 4 FON) ☒ EILR Open Book Quiz Ch. 1 question 6 FAAHN (Ch. 1 question 6 FON) ☒ SG Health Care Delivery, Ch. 1 pp. 5-6 FAAHN (Ch. 1 pp. 5-6 FON) BOOK RESOURCES Fig. 1-6 A nurse collaborating with other members of the interdisciplinary health care team (FAAHN p. 16) (Fig. 1-6 FON p. 16) Fig. 1-7 A nurse documenting patient care at a computer terminal (FAAHN p. 17) (Fig. 1-7 FON p. 17) ☒ Discuss the role of each participant within the health care system: 1. Professional health care specialist 2. Registered nurse 3. LPN/LVN 4. Physical therapists 5. Social workers 6. Respiratory therapists 7. Dietician 8. Radiology technician ☒ Discuss how these different participants affect the LPN/LVN's role in caring for a patient. <i>Class Activity The instructor silently chooses a number from 1 to 100. The instructor has students shout out a number from 1 to 100. The student closest to the instructor's number will role-play one of the listed professions, and the class needs to guess he profession.</i></p>

OBJECTIVES	CONTENT	TEACHING RESOURCES
<p>Describe the complex factors involved in the delivery of patient care.</p>	<ul style="list-style-type: none"> ☑ Delivery of patient care (FAAHN p. 12, FON p. 12) <ul style="list-style-type: none"> - Participants in the health care system (FAAHN p. 13, FON p. 13) - Professional health care specialists (FAAHN p. 13, FON p. 13) - Registered nurses (FAAHN p. 13, FON p. 13) - Licensed practical nurses and licensed vocational nurses (FAAHN p. 13, FON p. 13) - Other caregivers (FAAHN p. 13, FON p. 13) - Technologists, medical technicians, and other paraprofessionals (FAAHN p. 13, FON p. 13) ☑ Economic factors affecting health and illness (FAAHN p. 13, FON p. 13) <ul style="list-style-type: none"> - Rising health care costs (FAAHN p. 13, FON p. 13) - Our aging population (FAAHN p. 13, FON p. 13) - Advances in technology (FAAHN p. 13, FON p. 13) - Health care insurance (FAAHN p. 14, FON p. 14) - Malpractice insurance (FAAHN p. 14, FON p. 14) - Miscellaneous factors (FAAHN p. 14, FON p. 14) - Changes in delivery system (FAAHN p. 14, FON p. 14) - Case management (FAAHN p. 14, FON p. 14) - Cross-training (FAAHN p. 14, FON p. 14) - Other trends (FAAHN p. 14, FON p. 14) <ul style="list-style-type: none"> - Environmental factors affecting health and illness (FAAHN p. 14, FON p. 14) - Expectations of the patient and health care team (FAAHN p. 14, FON p. 14) - Health promotion (FAAHN p. 14, FON p. 14) - Patient's rights (FAAHN p. 15, FON p. 15) - Health care provider's rights (FAAHN p. 16, FON p. 16) - Interdisciplinary approach to health care (FAAHN p. 16, FON p. 16) - Care plan (FAAHN p. 16, FON p. 16) 	<ul style="list-style-type: none"> ☒ PPT 45 through 52, Ch. 1 FAAHN (Ch. 1 PPT 45 through 52 FON) ☒ EILR IC Ch. 1 images 1-6, 1-7 FAAHN (Ch. 1 images 1-6, 1-7 FON) ☒ EILR TB Ch. 1 questions 6, 7, 11, 14, 18 FAAHN (Ch. 1 questions 6, 7, 11, 14, 18 FON) ☒ EILR Open Book Quiz Ch. 1 questions 1, 8, 9 FAAHN (Ch. 1 questions 1, 8, 9 FON) ☒ SG Health Care Delivery, Ch. 1 pp. 5-6 FAAHN (Ch. 1 pp. 5-6 FON) <p>BOOK RESOURCES</p> <p>Box 1-1 The Patient Care Partnership (FAAHN p. 15) (Box 1-1 FON p. 15)</p> <ul style="list-style-type: none"> ☑ Discuss how a multidisciplinary approach to patient care is affected by the influences of other disciplines, economic factors, environmental issues, and expectations of the patient. ☑ Discuss the differences in the roles and responsibilities of the registered nurse, licensed practical/vocational nurse, and technologists, medical technicians, and other paraprofessionals. ☑ Discuss the significance of cross-training in health care facilities, identifying advantages and disadvantages. <p><i>Class Activity Have the class divide into four groups. Each group will choose a topic of other disciplines, economic factors, environmental issues, and the patient's expectations. These groups will list issues pertaining to their topic and how they affect the care of the patient. The groups will then present their information to the class and promote discussion of the issues.</i></p>

OBJECTIVES	CONTENT	TEACHING RESOURCES
	<ul style="list-style-type: none">- Communication (FAAHN p. 17, FON p. 17)- Documentation (FAAHN p. 17, FON p. 17)	

<p>Define practical/vocational nursing.</p>	<ul style="list-style-type: none"> ☑ Nursing care models (FAAHN p. 17, FON p. 17) ☑ Contemporary practical/vocational nursing care (FAAHN p. 17, FON p. 17) ☑ Practical/vocational nursing defined (FAAHN p. 17, FON p. 17) ☑ Objectives and characteristics of practical/vocational nursing education (FAAHN p. 18, FON p. 18) 	<p>  PPT 53 through 55, Ch. 1 FAAHN (Ch. 1 PPT 53 through 55 FON)  EILR TB Ch. 1 questions 13, 17, 28 FAAHN (Ch. 1 questions 13, 17, 28 FON)  SG Practical Nursing, Ch. 1 pp. 4-5 FAAHN (Ch. 1 pp. 4-5 FON) </p> <p>BOOK RESOURCES</p> <p>Table 1-3 Examples of Nursing Theories (FAAHN p. 18) (Table 1-3 FON p. 18) Box 1-2 Characteristics, Roles, and Responsibilities of the Practical or Vocational Nurse (FAAHN p. 18) (Box 1-2 FON p. 18) Fig. 1-8 An early women's surgical ward (FAAHN p. 19) (Fig. 1-8 FON p. 19)</p> <ul style="list-style-type: none"> ☑ Discuss the difference between the role of the LPN/LVN compared to the role of a registered nurse, charge nurse, and nurse manager. ☑ Discuss ethical legal issues a LPN/LVN might encounter in his/her career. <p><i>Class Activity Write the following categories on a piece of paper:</i></p> <ul style="list-style-type: none"> - <i>A responsible LPN/LVN nurse versus an irresponsible LPN/LVN nurse</i> - <i>LPN/LVN who participates in educational activities versus one who does not</i> - <i>LPN/LVN who maintains a professional appearance and manner versus one who does not</i> - <i>LPN/LVN who functions within the scope of practice and one who does not</i> <p><i>Have various students select, at random, one of the pieces of paper. The student reads aloud to the class what is written on the paper. The instructor then asks the class to "shout out" their responses as to what pertains to each portion of the question. On the chalk or dry erase board, write the two categories of each topic. Encourage students to discuss the pros and cons of each topic.</i></p>
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<p>Describe the purpose, role, and responsibilities of the practical/vocational nurse.</p>	<p>☑ Roles and responsibilities (FAAHN p. 18, FON p. 18)</p>	<p>☒ PPT 56, Ch. 1 FAAHN (Ch. 1 PPT 56 FON) ☒ EILR TB Ch. 1 questions 8, 19 FAAHN (Ch. 1 questions 8, 19 FON) ☒ EILR Open Book Quiz Ch. 1 question 10 FAAHN (Ch. 1 question 10 FON) ☒ SG Practical Nursing, Ch. 1 pp. 4-5 FAAHN (Ch. 1 pp. 4-5 FON) ☒ Discuss the characteristics, roles, and responsibilities of the LPN/LVN listed in Box 1-2. ☒ Discuss the impact on patient care if the LPN/LVN does not follow the scope of practice. <i>Class Activity Invite an LPN/LVN professional to discuss the role and responsibilities of the LPN/LVN.</i></p>
<p>Performance Evaluation</p>		<p>☒ EILR TB Ch. 1 questions 1 through 35 FAAHN (Ch. 1 questions 1 through 35 FON) ☒ EILR Open Book Quiz Ch. 1 questions 1 through 10 FAAHN (Ch. 1 questions 1 through 10 FON) ☒ ESLR Review Questions for the NCLEX Examination Ch. 1 questions 01-01 through 01-10 FAAHN (Ch. 1 questions 01-01 through 01-10 FON) ☒ SG Ch. 1 pp. 1-6 FAAHN (Ch. 1 pp. 1-6 FON) BOOK RESOURCES Review Questions for the NCLEX Examination Ch. 1 questions 1 through 17 FAAHN (Ch. 1 questions 1 through 17 FON)</p>

1.2 Homework/Assignments:

1.2 Instructor's Notes/Student Feedback:

Attendance Policy

The current attendance policy has been upgraded to 100%. This change will encourage students to attend each class. If the student is having an emergency or needs assistance the College can accommodate very easily when the student has a valid and documented reason. This is a big change to the policy as it is rigorous. Additionally, the make-up policy which was capped at 10% of each of the four levels or 39 hours per level has been reduced to 6.6% or 26 hours per level. Each student is expected to maintain a 98% attendance per level in order to be able to successfully proceed to the next level.

Remediation Policy

The remediation policy has been updated as of January 2012 and is included for your review and approval. When a student's GPA falls below the minimum 86% required at any given time, the student is placed on academic probation. The student is generally given 30 days to bring the GPA to the minimum 86% level. Should the student fail to improve his or her GPA for the level, he or she will be terminated. Students on academic probation must participate in the remediation plan within one week of the probation. The remediation plan is designed to assist the student to increase his or her GPA level to a minimum of 86% or better by the end of the probationary period. There is only one grade point average (GPA) probation per level. According to our analysis of the remediation plan, students who participate in the plan have shown signs of improvement and have been able to improve their GPA in order to remain in the program. It is expected that our newly revised and improved remediation plan will have a greater and more positive effect on pass rates.

Evaluation Of Clinical And Theory Faculty

Our theory instructors are well qualified and experienced. Currently, all theory instructors hold a Master's degree at minimum. Evaluation of the Theory and Clinical faculty, are conducted by the DON, on an annual basis at minimum. In addition, students also evaluate their theory and clinical instructors at the end of each level. The evaluation of faculty by students and the DON is a pivotal point in

ensuring that students are taught the necessary material, in an effective manner in order to improve pass rates.

Evaluation Of Faculty Theory Presentations-

Theory presentations are evaluated by the DON, and/or the ADON, on an annual basis at minimum if no student concerns are present. Theory presentations are also a part of the hiring process at Valley College of Medical Careers, whereby the presenter must effectively impart the theory material in order to be accepted as a theory instructor regardless of all other qualifications. Once again, evaluation of faculty applicants and current faculty is conducted to ensure the delivery of a quality education, which in turn positively affects pass rates.

Evaluation of Clinical Rotations In Correlation to Theory And Content

The Director of the program visits the clinical sites in order to assess and evaluate the students, the clinical faculty and the facility. Each site is cautiously selected so that the activities performed may correspond to the theory/clinical objectives of each of the levels. This is of utmost importance in the learning process. If a clinical site happens unable to fulfill the application of theory content, students are removed from that site and moved to another. Students are rotated to different sites during the program so that they may learn clinical skills through the exposure of a variety of clinical experiences. Our clinical coordinator negotiates clinical schedules with various clinical sites and develops the rotation schedule for the clinical year. She also plays a role in working with the students in troubleshooting clinical concerns. The coordinator monitors student progress necessary to be able to perform the duties of a vocational nurse student as it relates to the theory content. Clinical facilities, faculty and students are observed and evaluated on a quarterly basis in an effort to ensure students are able to practice theory application.

Evaluation of Student Progression

Student progress is asserted on a weekly basis throughout the program. Each student must maintain a cumulative GPA of 86% per level as of April, 2012 class start. No student is able to move to the next Level without achieving a minimum cumulative 86% per level.

At the end of each examination, students who have not passed their examinations will have remediation with the faculty forwarded to the DON.

In addition, the DON has subscribed to the National Council's quarterly reports in an effort to analyze student behavior on the actual NCLEX exam so that she may utilize the information to assist the students within the program by training them on critical thinking skills.

Each student has received an orientation and has been provided with an individual password protected account. We have provided tutorials, practice tests and rigorous specialty subject exams particular to each Level and subject content. This is mandatory and it has proven in the last three months, to have a significant impact on increasing the theory and clinical comprehension and outcomes of the students.

Meetings and Committees

Faculty has a mandatory meeting with the DON, the first Friday of the month. Administration and DON have mandatory meetings with all staff, every Thursday. Every faculty who works for VCMC is requested to do a 30 minute PowerPoint presentation in the area in which they are teaching.

Committee Meetings:

The Text Book Committee was held in the beginning of June with the DON, Faculty, Administration, and ATI Specialist. All Books have been reviewed, updated and agreed upon by the committee.

Level One: Students are provided with their textbooks at the start of class. No. 1,2,5,6, 7, 8,9.

Level Two: Students are provided with the ATI box books at Level II of class and No. 3 and 4

Admission Committee meeting was held on the 15th of June: Members of the committee include the Director of Nursing, Campus Director, Student Services, and various faculty members. Discussion Regarding the rigor and quality of the making application for admission. Reviewing professional behavior that would make students feel at ease with the school, more follow up in the communication of tracking the students.

Future Commitments: To develop a new data base to be able to track students and perform other statistical functions.

Policy and Procedures Committee

All Policy and procedures have been reviewed and updated. New Addendums have been put into place regarding such items as attendance, late time, dress code, and proctorships. These were approved by the Committee in June. All documents regarding surveys by the students and faculty are stored in files for future use.

Below, is a demonstration of survey instruments have been developed for the College to utilize and correct any concerns that the students may have pertaining to the theory faculty, skills lab, skills lab faculty and clinical faculty.

VALLEY COLLEGE OF MEDICAL CAREERS
VOCTIONAL NURSING PROGRAM

STUDENT EVALUATION OF INSTRUCTOR IN SKILLS LAB

SKILLS LAB- LEVEL ONE: _____

LEVEL _____

Date _____

=====

Please answer the following questions regarding this clinical facility. This is an evaluation of how the SKILLS LAB and Instruction is meeting student needs.

Did the students & faculty receive adequate orientation to function within this facility?

YES _____; NO _____;

IF NO, PLEASE EXPLAIN:

2. How would you rate the learning experiences available in this facility?

EXCELLENT___ GOOD___ FAIR___ POOR___

3. What did you find most helpful at this skills lab?

4. What did you find least helpful at this skills lab?

6. Were students able to meet the objectives of this level? YES _____; NO _____;

7. Did the facility provide an adequate classroom/meeting place for pre and post conferences?

YES _____; NO _____; IF NO, PLEASE EXPLAIN:

9. Were students & faculty well received by facility staff? YES ___ NO ___

10. What suggestions would you offer to improve student experiences at this facility?

Students May Put Their Names On The Survey, But Is Not Required.

**Valley College of Medical Careers
8399 Topanga Canyon Blvd., Suite 200
West Hills, CA 91304**

STUDENT EVALUATION OF INSTRUCTOR AT CLINICAL FACILITIES

(To Be Completed By Students)

Instructor: _____

Date: _____

Program: _____

Class/Course: _____

Student Name: _____

(optional)

Directions:

For Each Question, Check A, B, C Or D Below.

If You Have Any Comments, Write Them On A Separate Piece Of Paper And Attach To This Survey.

1.	Rapport With Students				
2.	Answering Questions				
	Ability To Teach				
4.	Involving Students In The Lesson				
5.	Is The Instructor Prepared To Teach				
6.	Is The Instructor Knowledgeable In The Subject Matter He/She Is Teaching				
7.	Does The Instructor Present The Subject Matter Well				
8.	Is The Instructor Enthusiastic				
9.	Does The Instructor Provide Relevant Examples In Order To Teach The Subject Matter				
10.	Does The Instructor Test Based On Course Content				
11.	Does The Instructor Use Teaching Methods And Tools That Aid The Learning Process				
12.	Does The Instructor Move Around And Keep Student Attention				
13.	Is The Instructor Professional And Meets Difficulties With Poise				
14.	Does The Teacher Motivate The Students				
15.	Is The Instructor Clear And Thorough In Presenting The Subject Matter				
16.	Does The Instructor Promote Asking Questions About The Subject Matter				
17.	Is The Instructor Courteous And Impartial In Relationship With Students				
18.	Does The Instructor Have A Positive Attitude				
19.	Does The Instructor Promote Class Discussions				
20.	Is The Instructor Punctual In Meeting And Dismissing Class				

21.	Does The Instructor Make The Class Interesting				
22.	Can The Instructor Be Asked Questions About The Course Without Becoming Defensive				
23.	Does The Instructor Grade According To The Syllabus				
24.	Does The Instructor Make Sure Students Understand The Subject Matter				
25.	How Would You Rate This Instructor?				

DO NOT Write Anything In The Space Noted (For Office Use Only)

Student Comments:

Students: Do Not Write Below This Line

Faculty Comments:

After Review by the Director of Nursing.

The following signatures verify that the survey was discussed with the instructor.

Instructor Signature

Date

Director's Signature

Date

VALLEY COLLEGE OF MEDICAL CAREERS

VOCTIONAL NURSING PROGRAM

STUDENT EVALUATION OF CLINICAL EXPERIENCE (FACILITY)

Clinical Facility: _____

Course _____ LEVEL _____ Date _____

=====

Please answer the following questions regarding this clinical facility. This is an evaluation of how the clinical facility is meeting student needs.

1. Did the students & faculty receive adequate orientation to function within this facility?
YES _____; NO _____; IF NO, PLEASE EXPLAIN:

2. How would you rate the learning experiences available in this facility?
EXCELLENT ___ GOOD ___ FAIR ___ POOR ___

3. What did you find most helpful at this facility?

4. What did you find least helpful at this facility?

5. Did students have an opportunity to rotate to any specialty areas?
YES _____; NO _____; IF YES, Please list areas:

6. Were students able to meet the objectives of this level? YES _____; NO _____;

7. Did the facility provide an adequate classroom/meeting place for pre and post conferences?
YES _____; NO _____; IF NO, PLEASE EXPLAIN:

9. Were students & faculty well received by facility staff? YES ___ NO ___

10. Would you recommend the facility for future placement of nursing students?

11. What suggestions would you offer to improve student experiences at this facility?

Students May Put Their Names On The Survey, But Is Not Required.

**Valley College of Medical Careers
8399 Topanga Canyon Blvd., Suite 200
West Hills, CA 91304**

STUDENT EVALUATION OF FACULTY IN CAMPUS CLASSES

(To Be Completed By Students)

Instructor: _____ Date: _____

Program: _____ Class/Course: _____

Student Name: _____
(optional)

Directions:

For each question, check A, B, C or D below

If you have any comments, write them on a separate piece of paper and attach to this survey.

DO NOT write anything in the space noted **(For Office Use Only)**

Please note that Excellent = A; Very Good = B; Good = C; Needs to Improve = D.

		Excellent	Very Good	Good	Needs to Improve
1.	Rapport With Students				
2.	Answering Questions				
3.	Ability To Teach				
4.	Involving Students In The Lesson				
5.	Is The Instructor Prepared To Teach				
6.	Is The Instructor Knowledgeable In The Subject Matter He/She Is Teaching				
7.	Does The Instructor Present The Subject Matter Well				
8.	Is The Instructor Enthusiastic				
9.	Does The Instructor Provide Relevant Examples In Order To Teach The Subject Matter				
10.	Does The Instructor Test Based On Course Content				
11.	Does The Instructor Use Teaching Methods And Tools That Aid The Learning Process				
12.	Does The Instructor Move Around And Keep Student Attention				
13.	Is The Instructor Professional And Meets Difficulties With Poise				
14.	Does The Teacher Motivate The Students				
15.	Is The Instructor Clear And Thorough In Presenting The Subject Matter				
16.	Does The Instructor Promote Asking Questions About The Subject Matter				
17.	Is The Instructor Courteous And Impartial In Relationship With Students				
18.	Does The Instructor Have A Positive Attitude				
19.	Does The Instructor Promote Class Discussions				

20.	Is The Instructor Punctual In Meeting And Dismissing Class				
21.	Does The Instructor Make The Class Interesting				
22.	Can The Instructor Be Asked Questions About The Course Without Becoming Defensive				
23.	Does The Instructor Grade According To The Syllabus				
24.	Does The Instructor Make Sure Students Understand The Subject Matter				
25.	How Would You Rate This Instructor?				

Student Comments:

Students: Do Not Write Below This Line

Faculty Comments:

After Review by the Director of Nursing.

The following signatures verify that the survey was discussed with the instructor.

Instructor Signature

Date

Director's Signature

Date

Additional Resources:

ATI will be started in Level Two: There is an orientation class that will be conducted by the ATI specialist. Each section of the **ATI is completed on a weekly basis according to the material and theory and Clinical that has been introduced throughout the previous weeks.** Faculty as well as all students have been educated to do conceptual mapping and remediation for each of the key areas that they need to be successful in passing the NCLEX

Students have unlimited access to specific practice tutorials via the campus computer lab, their home computers, or personal laptops. The subjects available for students include: Nursing Fundamentals, Adult Medical Surgical Nursing, Nurse Logic, Pharmacology, Care of Children, Maternal Newborn, as well as a 3 hour Comprehensive Predictor NCLEX and Readiness Exam. The ATI Progression Policy & Weekly Homework Assignments are provided on the CD ROM. **This ATI session is held on Wednesday for the day class and Thursday evening for the Level Three evening class.**

Supervised computer lab hours are mandatory on each theory day to give students the opportunity to practice their Critical Thinking Skills exercises and NCLEX review materials purchased from ATI and/or Elsevier. The ATI material is used in a remediation plan to ensure that the student has the minimum level of knowledge to be able to progress to the next level or be able to graduate. Students easily see the results of their scores (expressed as percentage correct) and can print out materials describing their strengths and weaknesses. Finally for those students near completion of our program, the results of the Comprehensive Predictor and NCLEX-PN exam provides each student with an expectancy table of predicted probability of passing the NCLEX exam. According to the ATI the actual NCLEX-PN pass/fail status was accurately predicted for 86% of their research sample.

Concept Mapping:

VCMC starts the process of concept mapping in Level One. This process continues through Level Two, Three and Four with not only the theory, but with the ATI process of mapping and remediation. Here is a sample link to a webpage that discusses content mapping, care plan mapping, learning and studying and other medical issues such as diabetes. This process is extremely important for nurses to utilize this in their practicum.

<http://www.youtube.com/watch?v=wXa6Snjp46U&noredirect=1>

Graduation Requirements

In addition, we have revised our graduation requirements. In order to graduate, each student must accomplish the following:

1. Pass all four levels including all courses in the program with a minimum 86% or better grade for theory and passing grades for clinical competence.
2. In each Level, students must complete the midterm, and final exam with a passing grade of 86% or better
3. Students must complete a Final Comprehensive Exam in Theory and a ATI Proctorship in Level Four

4. Students completing the program, must receive a Level 2 or 3 before being allowed to complete the program.
5. If students fail the ATI Proctorship, they are allowed to repeat this once. If they pass the exam, they will move on to completion. If the student fails again, the students will be returned to a remediation class for continued review of the material until they have completed another extensive Comprehensive Theory and Clinical Examination.
6. Full participation in the NCLEX Review sessions as offered by the school every Saturday
7. Mandatory attendance for the ATI on Wednesday Day and Evening
8. **Maintain the 100% attendance requirements set forth for each level, unless approved by administration as an excused absence due to cause. All missed hours must be made up.**
9. Achieve 86% probability rate of passing NCLEX upon completion of the Comprehensive Assessment Review Plan (CARP) published by ATI.

Faculty Meetings:

Faculty Meetings are held the first Friday of every month. Faculty Meetings are mandatory, paid meetings. Meetings have an agenda that reflects the DON concerns, Students' concerns, and issues of concern to faculty. In these meetings we reach solutions for each of the concerns and modify these to meet the needs of the students.

Enrollment Data Table: July 15th, 2012

Previous and Currently Enrolled classes and for those classes that are proposed or projected:

School Name: Valley College of Medical Careers Current Enrolled

ENROLLMENT DATA			
CLASS DATES			
List ALL Classes to date. Include if FT or PT and include proposed classes	Date class will complete	#Students admitted at time of class start	# Students who have graduated or are still in the class
Cohort 1: 7/7/2008 FT	10/6/2009	30	24
Cohort 2: 5/8/2009 FT	8/19/2010	27	24
Cohort 3: 5/8/2009 FT	8/19/2010	28	26
Cohort 4: 2/1/2010 FT	5/6/2011	25	22
Cohort 5: 7/26/2010 FT	11/6/2011	17	15
Cohort 6: 8/23/2010 FT	11/27/2011	28	23
Cohort 7: 8/23/2010 FT	11/27/2011	22	16
Cohort 8: 11/11/2011 FT	3/17/2013	15	12
Cohort 9: 6/11/2012 FT	9/20/2013	15 Five Students Did Not Qualify For Funding	9
Cohort 10: 9/24/2012 FT Proposed	12/17/2013	20	Requested Start Days
Cohort 11: 9/24/2012 FT Proposed	12/17/2013	20	Requested Evening Start

Presentation of Syllabus

Level One:

VN 101- Fundamental Concepts in Vocational Nursing

This Level introduces the role of the Vocational Nurse as a provider of care and member of the health care team. Content includes legal and ethical responsibilities; communication; documentation; nutrition; cultural and spiritual competencies; and basic nursing skills. Emphasis is placed on the development of critical thinking skills, nursing process, and evidence-based nursing practice. The skills necessary to assist clients with achieving the optimal level of health in a variety of settings are taught. Principles of geriatric care nursing and the vocational nurses' role in restorative and rehabilitation care are integrated throughout the curriculum.

Clinical sites and/or simulated client laboratory assignments provide hands-on learning experiences that enable the student to apply concepts and skills related to safe and effective care, health promotion, psychosocial, and physiological integrity of the client.

The concepts and applications of Fundamental Concepts in Vocational Nursing are integrated throughout the curriculum. After satisfactory completion of this level, the student is eligible to take the state Certified Nursing Assistant examination.

VN 102 -Anatomy and Physiology

This Level utilizes a body systems approach to teaching human anatomy and physiology. The emphasis of the instruction is on the human body as a living, functioning organism that responds to internal and external changes. The student is introduced to body chemistry and microbiology in this module. Medical terminology is integrated throughout this module with emphasis placed on learning to analyze, pronounce, and spell key words. The concepts and application of Anatomy and Physiology are integrated throughout the curriculum.

VN 103 - Pharmacology Calculation & Administration of Medication

This Level introduces the concepts and application of pharmacology. Drug classifications are emphasized using critical thinking skills and the nursing process. The student learns medication actions, interventions, and adverse effects. Included in this level are the legal and ethical roles and responsibilities of the nurse. The student also receives instruction in dosage calculations and safe administration of medications. The student applies concepts in a simulated client laboratory environment. The concepts and application of Pharmacology Calculation and Administration of Medication are integrated throughout the curriculum.

Level Two

VN 201- Concepts and Application of Medical Surgical Nursing I

This Level utilizes the nursing process and critical thinking skills learned in Level I. Nursing care of adult clients with common medical surgical health care needs in a variety of settings is emphasized. Health promotion is taught along with the concepts of the etiology and basic path physiology of disorders, the nurse's role in diagnostic tests, recognizing clinical signs and symptoms of disorders, providing nursing interventions, including demonstrating cultural and spiritual competencies, and the identification of possible complications. The vocational nurse's role in evidence-based nursing practice is reinforced.

Clinical sites and/or simulated client laboratory assignments provide hands-on learning experiences. The student will be able to apply concepts of care for clients experiencing common medical surgical health disorders related to cancer or the immune, respiratory, and integumentary systems, or for a surgical client. The Concepts and Application of Medical Surgical Nursing I are integrated throughout the curriculum.

Level Three

VN 301- Concepts and Application of Medical Surgical Nursing II

This Level utilizes the critical thinking skills and nursing process learned in Level II. Nursing care of adult clients with common medical surgical health care needs in a variety of settings is emphasized. Health promotion is taught along with the concepts of the basic pathophysiology of disorders, the nurse's role in diagnostic tests, the signs and symptoms of disorders, nursing interventions, including demonstrating cultural and spiritual competencies and the identification of complications. The vocational nurse's role in evidence-based nursing practice is reinforced.

Clinical sites and/or simulated client laboratory assignments provide hands on learning experiences. The student will be able to apply concepts of care for clients experiencing common medical surgical health disorders related to the urinary, endocrine, gastrointestinal, musculoskeletal, and reproductive systems. The Concepts and Application of Medical Surgical Nursing II are integrated throughout the curriculum.

Level Four:

VN 401- Concepts and Application of Maternal Nursing

This Level introduces the use of critical thinking skills and the nursing process in caring for the childbearing family. Childbearing health related issues including cultural and spiritual needs are taught as a normal process. Also included is the nursing care for high risk and complications of pregnancy. Emphasis is placed on the family during the prenatal, intrapartum, and postpartum periods. Nursing care of the neonate is also included.

Clinical sites and/or simulated client laboratory assignments provide hands-on learning experiences that enable the student to apply concepts and skills related to the child-bearing family.

VN 402 -Concepts and Application of Pediatric Nursing

This Level introduces the student to nursing care of children. Students will utilize critical thinking skills and the nursing process. The emphasis is placed on growth and development, anticipatory guidance, cultural and spiritual needs, and common health care problems of children from infancy through adolescence. Recognition of child abuse and appropriate nursing interventions are taught. The nurse's role in evidence-based nursing practice is reinforced.

Clinical sites and/or simulated client laboratory assignments provide hands-on learning experiences that enable the student to apply concepts and skills related to safe and effective care of children.

VN 403- Concepts and Application of Medical Surgical Nursing III Nursing

This course in Level IV utilizes the critical thinking skills and nursing process learned in Levels II & III. Nursing care of adult clients with common medical surgical, rehabilitation and hospice health care needs in a variety of settings is emphasized. Health promotion is taught along with the concepts of the basic pathophysiology of disorders and provision of rehabilitative care and end of life care. In addition, the nurse's role in performing diagnostic tests, recognizing signs and symptoms of disorders, providing nursing interventions, including demonstrating cultural and spiritual competencies and identifying possible complications are discussed. The vocational nurse's role in evidence-based nurse practice is reinforced.

Clinical sites and/or simulated client laboratory assignments provide hands-on learning experiences. The student will be able to apply concepts of care for clients experiencing common medical surgical health disorders related to the sensory, cardiovascular, blood, lymphatic, and neurological systems. The concepts and application of Medical Surgical Nursing III are integrated throughout the curriculum.

Concepts and Application of Mental Health Nursing is a part of Medical Surgical Nursing III. This subject builds on the therapeutic communication techniques introduced in VN 100. The focus of this course is nursing care, which emphasizes the promotion and support of the emotional, mental, and social well being of clients in a variety of settings. Included is the continuum of mental health and current treatment modalities.

Clinical sites and/or simulated client laboratory assignments provide hands on learning experiences. The student will be able to apply concepts of care for clients experiencing psychosocial needs. The Concepts and Application of Mental Health Nursing are integrated throughout the curriculum.

VN 404 -Concepts and Application of Nursing Leadership

This Level IV capstone course provides the opportunity for students to demonstrate that they have achieved the objectives for learning in all previous modules. In addition, this level introduces the student to the concepts of management and leadership, delegation, and collaboration with other members of the health care team. Emphasis is placed on prioritizing and coordinating the continuity of care in a variety of settings. Additionally, this level offers work guidance in interviewing for a position and resume writing. Preparation for the NCLEX-PN® examination is provided.

Clinical sites and/or simulated client laboratory assignments provide hands-on learning experiences that enable the student to apply concepts and skills related to prioritizing and coordinating care. All previously learned concepts and applications are integrated during this clinical experience.

Level One - Week One -Monday- Day One-Theory

WEEKLY OBJECTIVES:

Evolution of Nursing

1. Describe the evolution of nursing and nursing education from early civilization to the 20th century.
2. Identify the major leaders in nursing history.
3. List major developments of practical and vocational nursing.
4. Identify the components of the healthcare system.
5. Describe the complex factors involved in the delivery of patient care.
6. Define practical and vocational nursing.
7. Describe the purpose, role and responsibilities of the practical or vocational nurse.

CONTENT OUTLINE:

Evolution of Nursing

1. Understand The Evolution Of Nursing
2. The History Of Nursing And Nursing Education
3. Development Of Practical And Vocational Nursing
4. Health Care Delivery Systems
5. Nursing Care Models
6. Contemporary Practical And Vocational Nursing Care

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Faculty PowerPoint
3. Quiz 1
4. Faculty Lecture
5. Quiz 2
6. Video On Topic Area
7. Student Daily Presentation
 - a. 15 Minutes
 - b. Two Students
8. Group Activity
9. Guest Speakers
10. Field Trips To Medical Events
11. Videos specific to week 1 content

WEEKLY ASSIGNMENTS/HOMEWORK

5. Read Chap. 1 Foundations of Nursing before class begins.
6. Complete Chapters 1 Foundations of Nursing Workbook by Friday.
7. Prepare a 15-minute presentation pertaining to one topic in the Foundations textbook.
 - a. Topics are to be chosen by the faculty. Topics are to be different.
 - b. Sign up for the topic and the week of presentation.
 - c. You will have 15 weeks in order to complete all student presentations.
8. Review Videos for week 1 content.

HOME STUDY REQUIREMENT: ONE (1) HOUR PER DAY REVIEW

For all programs	NP Nursing Process	CCC Culturally Congruent Care	M/S Medical/Surgical Nursing
A/P Anatomy and Physiology	PE Patient Education	EOL End-of-Life Care	REH Rehabilitation Nursing
CDIS Communicable Diseases	PHARM Pharmacology	For VN Programs only:	For PT Programs only:
COM Communication	LDR Leadership	FUN Nursing Fundamentals	NS Nursing Science Fundamentals
NUT Nutrition	SUP Supervision	MAT Maternity Nursing	MD Mental Disorders
PSY Psychology	ETH Ethics and Unethical Conduct	PED Pediatric Nursing	DD Dev. Disabilities
G/D Normal Growth and Development	CT Critical Thinking	GER Gerontological Nursing	

Level One – Week One –Tuesday- Day Two-Theory

WEEKLY OBJECTIVES:

Legal & Ethical Aspects of Nursing

1. Summarize the structure and function of the legal system.
2. Discuss the legal relationship existing between the nurse and the patient.
3. Explain the importance of maintaining the standards of care.
4. Give examples of ways the nursing profession is regulated.
5. Explain nursing malpractice.
6. Give examples of ways the licensed vocational nurse can avoid being involved in a lawsuit.
7. Give examples of legal issues in health care.
8. Explain the meaning of a code of ethics.
9. Summarize how culture affects an individual's beliefs, morals, and values.
10. Differentiate between a legal duty and an ethical duty.
11. Identify how values affect decision-making.
12. Distinguish between ethical and unethical behavior.
13. Explain the nurse's role in reporting unethical behavior.
14. Give examples of ethical issues common in health care.
15. Discuss federal regulations of HIPAA privacy rule and its impact on the health care system.

CONTENT OUTLINE:

Legal & Ethical Aspects of Nursing

1. Legal Aspects of Nursing
2. Ethical Aspects of Nursing

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Faculty PowerPoint
3. Quiz 1
4. Faculty Lecture
5. Quiz 2
6. Video On Topic Area
7. Student Daily Presentation
8. 15 Minutes
9. Two Students
10. Group Activity
11. Guest Speakers
12. Field Trips To Medical Events
13. Videos specific to week 1 content

WEEKLY ASSIGNMENTS/HOMEWORK

1. Read Chap. 2 Foundations of Nursing **before class begins**.
2. Complete Chapters 2 Foundations of Nursing Workbook by Friday.
3. Prepare a 15-minute presentation pertaining to one topic in the Foundations textbook.
 - a. Topics are to be chosen by the faculty. Topics are to be different.
 - b. Sign up for the topic and the week of presentation.
 - c. You will have 15 weeks in order to complete all student presentations.
4. View videos specific to week 1 content

Level One - Week One -Wednesday- Day Three- Theory

Continuation of Monday and Tuesday Chapters and Presentations and Practice Test

Level One - Week One - Thursday - Day Four - Skills Lab

Clinical Director: Schedules Each Student for A Specific Facility, at the end of eight weeks of skills lab.

WEEKLY OBJECTIVES:

1. Orientation to Skills Lab
2. Bed making: Occupied
3. Bed making: Unoccupied
4. Positioning the patient on a bedpan
5. Assisting the patient with eating
6. Serving and removing trays

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Demonstration of Theory into Practicum
3. Clinical Demonstration
4. Hands-on Learning/Practicing
5. Peer Assisted Learning Strategies

Level One - Week One - Friday- Day Five - Skills Lab

WEEKLY OBJECTIVES:

Students will perform successful return demonstrations with 100% accuracy of the following skills:

Review all skills to date:

1. Orientation to Skills Lab
2. Bed making: Occupied
3. Bed making: Unoccupied
4. Positioning the patient on a bedpan
5. Assisting the patient with eating
6. Serving and removing trays

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Demonstration of Theory into Practicum
3. Clinical Demonstration
4. Hands-on Learning/Practicing
5. Peer Assisted Learning Strategies

Level One – Week Two – Monday- Day One- Theory

WEEKLY OBJECTIVES:

Hygiene and Care of the Patient's Environment

1. Describe the purpose of hand washing, personal protective equipment and isolation techniques.
2. Describe personal hygienic practices.
3. Discuss variations of the bath procedure determined by a patient's condition and physician's orders.
4. Describe the procedure for a bed bath.
5. Identify nursing interventions for the prevention and treatment of pressure ulcers.
6. Describe the procedures for oral hygiene, shaving, hair care, nail care, and eye, ear, and nose care.
7. Summarize the procedure for perineal care to a male patient and a female patient.
8. Discuss the procedures for skin care.
9. Describe the procedure for making an (un)occupied bed.
10. Discuss assisting the patient in the use of the bedpan, the urinal, and the bedside commode.

CONTENT OUTLINE:

Hygiene and Care of the Patient's Environment

1. Patient's Room Environment
2. Bathing
3. Components of Patient Hygiene
4. Nursing Process for Hygiene

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Faculty PowerPoint
3. Quiz 1
4. Faculty Lecture
5. Quiz 2
6. Video On Topic Area
7. Student Daily Presentation
 - a. 15 Minutes
 - b. Two Students
8. Group Activity
9. Guest Speakers
10. Field Trips To Medical Events
11. Videos specific to week 2 content

WEEKLY ASSIGNMENTS/HOMEWORK

1. Read Chap. 18 Foundations of Nursing before class begins.
2. Complete Chapters 18 Foundations of Nursing Workbook by Friday.
3. Prepare a 15-minute presentation pertaining to one topic in the Foundations textbook.
 - a. Topics are to be chosen by the faculty. Topics are to be different.
 - b. Sign up for the topic and the week of presentation.
 - c. You will have 15 weeks in order to complete all student presentations.
4. View videos specific to week 2 content.

Level One – Week Two – Tuesday Day Two- Theory

WEEKLY OBJECTIVES:

Asepsis/Infection Control

1. Explain the difference between the medical and surgical asepsis.
2. Describe the signs and symptoms of a localized infection.
3. Explain how elements of the chain of infection contributes to infections.
4. Identify the body's normal defenses against infection.
5. Demonstrate the proper procedure for hand hygiene.
6. Demonstrate the techniques for gowning and gloving.
7. Identify principles of surgical asepsis.
8. Explain and correctly don and remove surgical masks, sterile gown and sterile gloves.
9. Discuss infection prevention and control measures for the home.
10. Describe the accepted techniques of preparation for disinfection

CONTENT OUTLINE:

Asepsis/Infection Control

1. Medical Surgical Asepsis And Infection Prevention And Control
2. Associated Infections
3. Standard Precautions
4. Isolation Techniques
5. Surgical Asepsis
6. Cleaning, Disinfection And Sterilization
7. Patient Teaching For Infection Prevention And Control
8. Infection Prevention And Control For Home And Hospice

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Faculty PowerPoint
3. Quiz 1
4. Faculty Lecture
5. Quiz 2
6. Video On Topic Area
7. Student Daily Presentation
 - a. 15 Minutes
 - b. Two Students
8. Group Activity
9. Guest Speakers
10. Field Trips To Medical Events
11. Videos specific to week 2 content

WEEKLY ASSIGNMENTS/HOMEWORK

1. Read Chap. 12 Foundations of Nursing **before class begins.**
2. Complete Chapter 12 Foundations of Nursing Workbook by Friday.
3. Prepare a 15-minute presentation pertaining to one topic in the Foundations textbook.
 - a. Topics are to be chosen by the faculty. Topics are to be different.
 - b. Sign up for the topic and the week of presentation.
 - c. You will have 15 weeks in order to complete all student presentations.
4. View videos specific to week 2 content.

Level One - Week Two-Wednesday-Day Three- Theory

Continuation of Monday and Tuesday Chapters and Presentations and Practice Test

Level One - Week Two Thursday-Day Four- Skills Lab

WEEKLY OBJECTIVES:

Students will perform successful return demonstrations with 100% accuracy of the following skills:

Review of all skills to date, in addition to:

1. Perform a two-minute hand wash
2. Bathing the patient
3. Administering oral hygiene
4. Care of hair, nails, and feet
5. Gowning for isolation
6. Donning gloves
7. Donning a mask
8. Double bagging
9. Isolation technique
10. Surgical hand wash
11. Performing surgical skin prep

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Demonstration of Theory into Practicum
3. Clinical Demonstration
4. Hands-on Learning/Practicing
5. Peer Assisted Learning Strategies

Level One – Week Two –Friday – Day Five – Skills Lab

WEEKLY OBJECTIVES:

Students will perform successful return demonstrations with 100% accuracy of the following skills:

Review of all skills to date, in addition to:

1. Perform a two-minute hand wash
2. Bathing the patient
3. Administering oral hygiene
4. Care of hair, nails, and feet
5. Gowning for isolation
6. Donning gloves
7. Donning a mask
8. Double bagging
9. Isolation technique
10. Surgical hand wash
11. Performing surgical skin prep

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Demonstration of Theory into Practicum
3. Clinical Demonstration
4. Hands-on Learning/Practicing
5. Peer Assisted Learning Strategies

Level One – Week Three- Monday- Day One-Theory

WEEKLY OBJECTIVES:

Vital Signs

1. Discuss the importance of accurately assessing vital signs.
2. Identify guidelines for vital signs measurement.
3. Accurately assess oral, rectal, axillary, and tympanic temperatures.
4. List the various sites for pulse measurement.
5. Accurately assess an apical pulse, a radial pulse, and a pulse deficit.
6. Describe the procedure for determining the respiratory rate.
7. Accurately assess the blood pressure.
8. State the normal limits of each vital sign.
9. List the factors that affect vital sign readings.

10. Accurately assess the height and weight measurements.
11. Discuss optimal frequency of vital sign measurement.
12. Discuss methods which the nurse can ensure accurate measurements of vital signs.
13. Identify the rationale for each step of the vital signs procedures.
14. Describe the benefits of and the precautions to follow for self-measurement of blood pressure.
15. Accurately record and report vital signs measurements.

CONTENT OUTLINE:

Vital Signs

1. Guidelines for obtaining vital signs
2. Auscultating using the stethoscope
3. Temperature, pulse, respirations, blood pressure
4. Weight and height

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Faculty PowerPoint
3. Quiz 1
4. Faculty Lecture
5. Quiz 2
6. Video On Topic Area
7. Student Daily Presentation
 - a. 15 Minutes
 - b. Two Students
8. Group Activity
9. Guest Speakers
10. Field Trips To Medical Events
11. Videos specific to week 3 content

WEEKLY ASSIGNMENTS/HOMEWORK

1. Read Chap. 4 Foundations of Nursing **before class begins**.
2. Complete Chapter 4 Foundations of Nursing Workbook by Friday.
3. Prepare a 15-minute presentation pertaining to one topic in the Foundations textbook.
 - a. Topics are to be chosen by the faculty. Topics are to be different.
 - b. Sign up for the topic and the week of presentation.
 - c. You will have 15 weeks in order to complete all student presentations.
4. View videos specific to week 4 content

Level One – Week Three- Tuesday – Day Two – Theory

WEEKLY OBJECTIVES:

Physical Assessment

1. Discuss the difference between sign and symptom.
2. Compare and contrast the origin of disease.
3. List the four major risk categories for development of disease.
4. Discuss frequently noted signs and symptoms of disease conditions.
5. List the cardinal signs of inflammation and infection.
6. Describe the nursing responsibilities when assisting a physician with the physical examination.
7. List equipment and supplies necessary for the physical examination/nursing assessment.
8. Explain the necessary skills for the physical examination/nursing assessment.
9. Discuss the nurse-patient interview.
10. List the basic essentials for a patient's health history.
11. Discuss the sequence of steps when performing a nursing assessment.
12. Discuss the normal and abnormal findings in the head-to-toe assessment.
13. Describe documentation of the physical examination/nursing assessment.

CONTENT OUTLINE:

Physical Assessment

1. Signs and symptoms
2. Disease and diagnosis
3. Assessment

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Faculty PowerPoint
3. Quiz 1

4. Faculty Lecture
5. Quiz 2
6. Video On Topic Area
7. Student Daily Presentation
 - a. 15 Minutes
 - b. Two Students
8. Group Activity
9. Guest Speakers
10. Field Trips To Medical Events
11. Videos specific to week 3 content

WEEKLY ASSIGNMENTS/HOMEWORK

1. Read Chap. 5 Foundations of Nursing *before class begins*.
2. Complete Chapter 5 Foundations of Nursing Workbook by Friday.
3. Prepare a 15-minute presentation pertaining to one topic in the Foundations textbook.
 - a. Topics are to be chosen by the faculty. Topics are to be different.
 - b.
 - c. Sign up for the topic and the week of presentation.
 - d.
 - e. You will have 15 weeks in order to complete all student presentations.
4. View videos specific to week 3 content

Level One - Week Three- Wednesday- Day Three- Theory

Continuation of Monday and Tuesday Chapters and Presentations and Practice Test

Level One - Week Three- Thursday - Day Four - Skills Lab

WEEKLY OBJECTIVES:

Students will perform successful return demonstrations with 100% accuracy of the following skills:

Review of all skills to date, in addition to:

1. Measuring body temperature
2. Obtaining a radial pulse
3. Obtaining an apical pulse
4. Obtaining a respiratory rate
5. Obtaining a blood pressure
6. Measuring height and weight
7. Head-to-toe assessment
8. Neurological assessment

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Demonstration of Theory into Practicum
3. Clinical Demonstration
4. Hands-on Learning/Practicing
5. Peer Assisted Learning Strategies

Level One - Week Three- Friday - Day Five - Skills Lab

WEEKLY OBJECTIVES:

Students will perform successful return demonstrations with 100% accuracy of the following skills:

Review of all skills to date, in addition to:

1. Measuring body temperature
2. Obtaining a radial pulse
3. Obtaining an apical pulse

4. Obtaining a respiratory rate
5. Obtaining a blood pressure
6. Measuring height and weight
7. Head-to-toe assessment
8. Neurological assessment

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Demonstration of Theory into Practicum
3. Clinical Demonstration
4. Hands-on Learning/Practicing
5. Peer Assisted Learning Strategies

Level One - Week Four- Monday-Day One- Theory

WEEKLY OBJECTIVES:

Safety

1. Discuss necessary modifications of the hospital environment for the left-handed patient.
2. Relate OSHA's guidelines for violence protection programs in the workplace.
3. Summarize safety precautions whose implementation helps prevent falls.
4. Relate specific safety considerations to the developmental age and needs of individuals across the life span.
5. Identify nursing interventions that are appropriate for individuals across the life span to ensure a safe environment.
6. Discuss safety concerns in the health care environment.
7. Describe safe and appropriate methods for the application of safety reminder devices.
8. Discuss nursing interventions that are specific to the patient requiring a safety reminder device.
9. Cite the steps to be followed in the event of a fire.
10. Discuss the role of the nurse in disaster planning.
11. Describe nursing interventions in the event of accidental poisoning.
12. Detail measures to create a restraint-free environment.
13. Discuss terrorism.

CONTENT OUTLINE:

Safety

1. Safety in the hospital or health care environment
2. Workplace safety
3. Fire safety
4. Accidental poisoning
5. Disaster planning
6. Terrorism

7. Nursing process for patient safety

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Faculty PowerPoint
3. Quiz 1
4. Faculty Lecture
5. Quiz 2
6. Video On Topic Area
7. Student Daily Presentation
 - a. 15 Minutes
 - b. Two Students
8. Group Activity
9. Guest Speakers
10. Field Trips To Medical Events
11. Videos specific to week 4 content

WEEKLY ASSIGNMENTS/HOMEWORK

1. Read Chap. 14 Foundations of Nursing *before class begins*.
- 2.
3. Complete Chapter 14 Foundations of Nursing Workbook by Friday.
- 4.
5. Prepare a 15-minute presentation pertaining to one topic in the Foundations textbook.
6.
 - a. Topics are to be chosen by the faculty. Topics are to be different.
 - b. Sign up for the topic and the week of presentation.
 - c. You will have 15 weeks in order to complete all student presentations.
7. View videos specific to week 4 content

Level One – Week Four – Tuesday- Day Two – Theory

WEEKLY OBJECTIVES:

Body Mechanics and Patient Mobility

1. State the principles of body mechanics.
2. Explain the rationale for using appropriate body mechanics.
3. Discuss considerations related to mobility for older adults.
4. Discuss the complications of immobility.
5. Demonstrate the use of assistive devices for proper positioning.
6. State the nursing interventions used to prevent complications of immobility.
7. Demonstrate placement of patient in Fowler's, supine (dorsal), Sims', side-lying, prone, dorsal recumbent, and lithotomy positions.
8. State the assessment for the patient's neurovascular status, including the phenomenon of compartment syndrome.
9. Describe Range of Motion exercises and their purpose.
10. Demonstrate joint range-of-motion exercises.
11. Identify complications caused by inactivity.
12. Relate appropriate body mechanics to the techniques for turning, moving, lifting, and carrying the patient.
13. Discuss the use of continuous passive motion machines.
14. Discuss the nursing process for patient mobility.

CONTENT OUTLINE:

Body Mechanics and Patient Mobility

1. Using Appropriate Body Mechanics
2. Positioning Patients
3. Mobility vs. Immobility
4. Neurovascular Function
5. Performing Range of Motion Exercises
6. Continuous Passive Motion Machines
7. Moving the Patient
8. Using the Lift for Moving Patients
9. Nursing Process for Patient Mobility

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Faculty PowerPoint
3. Quiz 1
4. Faculty Lecture

5. Quiz 2
6. Video On Topic Area
7. Student Daily Presentation
 - a. 15 Minutes
 - b. Two Students
8. Group Activity
9. Guest Speakers
10. Field Trips To Medical Events
11. Videos specific to week 4 content

WEEKLY ASSIGNMENTS/HOMEWORK

1. Read Chap. 15 Foundations of Nursing *before class begins*.
- 2.
3. Complete Chapter 15 Foundations of Nursing Workbook by Friday.
- 4.
5. Prepare a 15-minute presentation pertaining to one topic in the Foundations textbook.
6.
 - a. Topics are to be chosen by the faculty. Topics are to be different.
 - b. Sign up for the topic and the week of presentation.
 - c. You will have 15 weeks in order to complete all student presentations.
7. View videos specific to week 4 content.

Level One – Week Four– Wednesday – Day Three – Theory

Continuation of Monday and Tuesday Chapters and Presentations and Practice Test

Level One - Week Four - Thursday - Day Four - Skills Lab

WEEKLY OBJECTIVES:

Students will perform successful return demonstrations with 100% accuracy of the following skills:

Review of all skills to date, in addition to:

1. Positioning patients
2. Performing range of motion exercises
3. Moving the patient
4. Using lifts to move the patient
5. Care of a patient in a cast
6. Moving a patient with a suspected spinal cord injury
7. Applying a safety reminder device

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Demonstration of Theory into Practicum
3. Clinical Demonstration
4. Hands-on Learning/Practicing
5. Peer Assisted Learning Strategies

Level One - Week Four -Friday - Day Five - Skills Lab

WEEKLY OBJECTIVES:

Students will perform successful return demonstrations with 100% accuracy of the following skills:

Review of all skills to date, in addition to:

1. Positioning patients
2. Performing range of motion exercises
3. Moving the patient
4. Using lifts to move the patient
5. Care of a patient in a cast
6. Moving a patient with a suspected spinal cord injury
7. Applying a safety reminder device

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Demonstration of Theory into Practicum
3. Clinical Demonstration
4. Hands-on Learning/Practicing
5. Peer Assisted Learning Strategies

Level One – Week Five – Monday- Day One – Theory

WEEKLY OBJECTIVES:

Specimen Collection & Diagnostic Examination

1. Explain the rationale for collection of each specimen listed.
2. Discuss guidelines for specimen collection.
3. Describe the role of the nurse in procedures for specimen collection.
4. Discuss patient teaching for diagnostic testing.
5. State appropriate labeling for a collected specimen.
6. List the proper steps for teaching blood glucose self-monitoring.
7. Discuss the procedure for obtaining a stool specimen.
8. State the correct procedures for collecting a sputum specimen.
9. List the proper steps when obtaining urine specimens.
10. List the nursing responsibilities for a glucose tolerance test.
11. Identify procedure for performing a phlebotomy.
12. Identify procedure for performing an electrocardiogram.
13. Describe the necessary documentation of the patient's condition before, during, and after a laboratory or diagnostic test.
14. Discuss nursing interventions necessary to properly prepare a patient who is to have a diagnostic examination.
15. List the diagnostic tests for which it is a nursing responsibility to determine whether the patient is allergic to iodine.

CONTENT OUTLINE:

Specimen Collection & Diagnostic Examination

1. Diagnostic Examination
2. Specimen Collection
3. Determining the Presence of Occult Blood in Stool
4. Determining the Presence of Occult Blood in Gastric Secretions or Emesis
5. Collecting a Sputum Specimen
6. Collecting a Wound Culture
7. Collecting Specimens from the Nose and Throat.
8. Collecting a Blood Specimen (Venipuncture) and Blood for Culture
9. Electrocardiogram
10. Nursing Process for Specimen Collection and Diagnostic Examination

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Faculty PowerPoint
3. Quiz 1
4. Faculty Lecture
5. Quiz 2

6. Video On Topic Area
7. Student Daily Presentation
 - a. 15 Minutes
 - b. Two Students
8. Group Activity
9. Guest Speakers
10. Field Trips To Medical Events
11. Videos specific to week 5 content

WEEKLY ASSIGNMENTS/HOMEWORK

1. Read Chap. 19 Foundations of Nursing **before class begins**.
2. Complete Chapter 19 Foundations of Nursing Workbook by Friday.
3. Prepare a 15-minute presentation pertaining to one topic in the Foundations textbook.
 - a. Topics are to be chosen by the faculty. Topics are to be different.
 - b. Sign up for the topic and the week of presentation.
 - c. You will have 15 weeks in order to complete all student presentations.
4. View videos specific to week 5 content.

Level One – Week Five – Tuesday – Day Two- Theory

WEEKLY OBJECTIVES:

Selected Nursing Skills

1. Describe the procedures for irrigating the eye and the ear.
2. Discuss heat and cold therapy and procedures.
3. Summarize the nurse's responsibilities for the patient receiving intravenous therapy and procedures.
4. Explain the nurse's responsibility when administering blood transfusion therapy.
5. Discuss complications of intravenous therapy.
6. Describe the complications of blood therapy.
7. Discuss nursing interventions and procedures for the patient receiving oxygen.
8. Develop nursing diagnoses for the patient receiving oxygen therapy.
9. Discuss care of (procedures for) a patient with a tracheostomy.
10. Differentiate among oropharyngeal, nasopharyngeal, and nasotracheal suctioning.
11. Discuss management of the patient with an indwelling catheter or urinary diversion.
12. Identify the procedures for promoting bowel elimination.
13. Describe nursing care required to maintain structure and function of a bowel diversion.
14. Explain nursing interventions for the patient with nasogastric intubation.
15. Discuss gastric and intestinal suctioning care.
16. Describe the procedure for nasogastric tube removal.

17. Explain the procedure for external and internal vaginal irrigation (douche).
18. Discuss the procedure for nasal irrigation.

CONTENT OUTLINE:

Selected Nursing Skills

1. Standard Steps in Selected Skills
2. Skills for Sensory Disorders
3. Skills for Heat and Cold Therapy
4. Skills for Administering Parenteral Fluids
5. Skills for Respiratory Disorders
6. Skills for Urinary or Reproductive Tract Disorders
7. Skills for Gastrointestinal Disorders

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Faculty PowerPoint
3. Quiz 1
4. Faculty Lecture
5. Quiz 2
6. Video On Topic Area
7. Student Daily Presentation
 - a. 15 Minutes
 - b. Two Students
8. Group Activity
9. Guest Speakers
10. Field Trips To Medical Events
11. Videos specific to week 5 content

WEEKLY ASSIGNMENTS/HOMEWORK

1. Read Chap. 20 Foundations of Nursing before class begins.
- 2.
3. Complete Chapter 20 Foundations of Nursing Workbook by Friday.
- 4.
5. Prepare a 15-minute presentation pertaining to one topic in the Foundations textbook.
6.
 - a. Topics are to be chosen by the faculty. Topics are to be different.
 - b. Sign up for the topic and the week of presentation.
 - c. You will have 15 weeks in order to complete all student presentations.
7. View videos specific to week 5 content

Level One - Week Five- Wednesday - Day Three - Theory

Continuation of Monday and Tuesday Chapters and Presentations and Practice Test

Level One - Week Five - Thursday - Day Four - Skills Lab

WEEKLY OBJECTIVES:

Students will perform successful return demonstrations with 100% accuracy of the following skills:

Review of all skills to date, in addition to:

1. Oxygen administration
2. Clearing the airway
3. Tracheostomy care
4. Care of the patient with a cuffed tracheostomy
5. Applying a tourniquet
6. Applying an arm splint using a triangular bandage
7. Preparing patient for diagnostic exam
8. Performing an electrocardiogram
9. Applying TEDs or SCDs
10. Applying a bandage
11. Applying an abdominal binder
12. Applying an arm sling
13. Performing an eye irrigation
14. Applying warm, moist eye compress
15. Performing an ear irrigation

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Demonstration of Theory into Practicum
3. Clinical Demonstration
4. Hands-on Learning/Practicing
5. Peer Assisted Learning Strategies

Level One – Week Five – Friday – Day Five – Skills Lab

WEEKLY OBJECTIVES:

Students will perform successful return demonstrations with 100% accuracy of the following skills:

Review of all skills to date, in addition to:

1. Oxygen administration
2. Clearing the airway
3. Tracheostomy care
4. Care of the patient with a cuffed tracheostomy
5. Applying a tourniquet
6. Applying an arm splint using a triangular bandage
7. Preparing patient for diagnostic exam
8. Performing an electrocardiogram
9. Applying TEDs or SCDs
10. Applying a bandage
11. Applying an abdominal binder
12. Applying an arm sling
13. Performing an eye irrigation
14. Applying warm, moist eye compress
15. Performing an ear irrigation

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Demonstration of Theory into Practicum
3. Clinical Demonstration
4. Hands-on Learning/Practicing
5. Peer Assisted Learning Strategies

Level One – Week Six – Monday- Day One – Theory

WEEKLY OBJECTIVES:

Surgical Wound Care

1. Discuss the body's response during each stage of wound healing.
2. Discuss the role of nutrition in wound healing.
3. Identify common complications of wound healing.
4. Differentiate between healing by primary and secondary intention.
5. Discuss the classification of wounds according to the Centers for Disease Control and Prevention.
6. Discuss the factors that impair wound healing and the interventions for each type of wound.
7. Explain procedure for applying dry dressings; wet-to-dry dressings.
8. Discuss dehiscence and evisceration and the nursing care they involve.
9. Identify the procedure for removing sutures and staples.
10. Discuss care of the patient with a wound drainage system: Hemovac or Davol suction, T-tube drainage.
11. Identify procedure for performing sterile wound irrigation.
12. Identify nursing interventions for the patient with vacuum-assisted closure (VAC) of a wound.
13. Describe the purposes of and precautions taken when applying bandages and binders.
14. List nursing diagnoses associated with wound care.

CONTENT OUTLINE:

Surgical Wound Care

1. Wound Classification
2. Wound Healing
3. Surgical Wound
4. Standard Steps in Wound Care
5. Care of the Incision
6. Complications of Wound Healing
7. Staple and Suture Removal
8. Exudate and Drainage
9. Bandages and Binders
10. Nursing Process

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Faculty PowerPoint
3. Quiz 1
4. Faculty Lecture
5. Quiz 2
6. Video On Topic Area
7. Student Daily Presentation
 - a. 15 Minutes
 - b. Two Students
8. Group Activity
9. Guest Speakers
10. Field Trips To Medical Events
11. Videos specific to week 6 content

WEEKLY ASSIGNMENTS/HOMEWORK

1. Read Chap. 13 Foundations of Nursing **before class begins.**
- 2.
3. Complete Chapter 13 Foundations of Nursing Workbook by Friday.
- 4.
5. Prepare a 15-minute presentation pertaining to one topic in the Foundations textbook.
6.
 - a. Topics are to be chosen by the faculty. Topics are to be different.
 - b. Sign up for the topic and the week of presentation.
 - c. You will have 15 weeks in order to complete all student presentations.
7. View videos specific to week 6 content.

Level One – Week Six – Tuesday – Day Two- Theory

WEEKLY OBJECTIVES:

Percutaneous Administration

1. Describe the topical forms of medications used on the skin.
2. Cite the equipment needed and techniques used to apply each of the topical forms of medications to the skin surface.

Enteral Administration

1. Correctly define oral dose forms of medications.
2. Identify common delivery systems used to administer oral medications.

Parenteral Administration: Safe Preparation of Parenteral Medications

1. Name the three parts of a syringe.
2. Read the calibrations of the minim in cubic centimeter or milliliter scale on different types of syringes.
3. Identify the sites where the volume of medication is read on a glass syringe and a plastic syringe.
4. Give examples of volumes of medications that can be measured in a tuberculin syringe rather than a larger syringe.
5. State the advantages and disadvantages of using prefilled syringes.
6. Explain the system of measurement used to define the inside diameter of a syringe.
7. Identify the parts of a needle.
8. Explain how the gauge of a needle is determined.
9. Compare the usual volume of medication that can be administered at one site when giving a medication by the intradermal, subcutaneous, or IM route.
10. State the criteria used for the selection of the correct needle gauge and length.
11. Identify examples of the safety-type syringes and needles.

Parenteral Administration: Intradermal, Subcutaneous, and Intramuscular Routes

1. Describe the technique used to administer a medication via the intradermal route.
2. Identify the equipment needed and describe the technique used to administer a medication via the subcutaneous route.
3. Describe the technique used to administer medications in the vastus lateralis, muscle, rectus femoris muscle, ventrogluteal area, dorsogluteal area, or the deltoid muscle.
4. For each anatomic site studied, describe the landmarks used to identify the site before medication is administered.
5. Identify suitable sites for intramuscular administration of medication to an infant, a child, an adult, and an older adult.

Parenteral Administration: Intravenous Route

1. Define intravenous (IV) therapy.

2. Describe the processes used to establish guidelines for nurses to perform infusion therapy.

CONTENT OUTLINE:

Percutaneous Administration

1. Administration of Topical Medications
2. Administration of Creams, Lotions, and Ointments
3. Patch Testing for Allergens
4. Administration of Nitroglycerin Ointment
5. Administration of Transdermal Drug Delivery Systems
6. Administration of Topical Powders
7. Administration of Medication to Mucous Membranes

Enteral Administration

1. Administration of Oral Medications
2. Administration of Solid-Form Oral Medications
3. Administration of Liquid-Form Oral Medications
4. Administration of Medications by Nasogastric Tube
5. Administration of Enteral Feedings Via Gastrostomy or Jejunostomy Tube
6. Administration of Rectal Suppositories
7. Administration of a Disposable Enema

Parenteral Administration: Safe Preparation of Parenteral Medications

1. Safe Preparation, Administration, and Disposal of Parenteral Medications and Supplies
2. Equipment Used in Parenteral Administration
3. Parenteral Dose Forms
4. Preparation of Parenteral Medication

Parenteral Administration: Intradermal, Subcutaneous, and Intramuscular Routes

1. Administration of Medication by the Intradermal Route
2. Administration of Medication by the Subcutaneous Route
3. Administration of Medication by the Intramuscular Route

Parenteral Administration: Intravenous Route

1. Intravenous Therapy
2. Equipment Used for Intravenous Therapy
3. Intravenous Dose Forms
4. Administration of Medications by the Intravenous Route
5. Basic Guidelines of Intravenous Administration of Medicines
6. Monitoring Intravenous Therapy

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Faculty PowerPoint
3. Quiz 1
4. Faculty Lecture
5. Quiz 2
6. Video On Topic Area
7. Student Daily Presentation
 - a. 15 Minutes
 - b. Two Students
8. Group Activity
9. Guest Speakers
10. Field Trips To Medical Events
11. Videos specific to week 6 content

WEEKLY ASSIGNMENTS/HOMEWORK

1. Read Chap. 8 Basic Pharmacology for Nurses **before class begins.**
2. Read Chap. 9 Basic Pharmacology for Nurses **before class begins.**
3. Read Chap. 10 Basic Pharmacology for Nurses **before class begins.**
4. Read Chap. 11 Basic Pharmacology for Nurses **before class begins.**
5. Read Chap. 12 Basic Pharmacology for Nurses **before class begins.**
6. Complete Chapter 8 Basic Pharmacology for Nurses Workbook by Friday.
7. Complete Chapter 9 Basic Pharmacology for Nurses Workbook by Friday.
8. Complete Chapter 10 Basic Pharmacology for Nurses Workbook by Friday.
9. Complete Chapter 11 Basic Pharmacology for Nurses Workbook by Friday.
10. Complete Chapter 12 Basic Pharmacology for Nurses Workbook by Friday.
11. Prepare a 15-minute presentation pertaining to one topic in the Foundations textbook.
 - a. Topics are to be chosen by the faculty. Topics are to be different.
 - b. Sign up for the topic and the week of presentation.
 - c. You will have 15 weeks in order to complete all student presentations.
12. View videos specific to week 6 content.

Level One - Week Six- Wednesday - Day Three - Theory

Continuation of Monday and Tuesday Chapters and Presentations and Practice Test

Level One - Week Six - Thursday - Day Four - Skills Lab

WEEKLY OBJECTIVES:

Students will perform successful return demonstrations with 100% accuracy of the following skills:

Review of all skills to date, in addition to:

1. Incentive spirometer/Positive expiratory breathing
2. Teaching controlled coughing
3. Teaching post-operative breathing techniques
4. Administering tablets, pills, and capsules
5. Administering liquid medications
6. Administering rectal suppositories
7. Applying topical agents
8. Administering eye drops and ointments
9. Administering nose drops
10. Administering nasal sprays
11. Administering inhalants
12. Administering sublingual medications
13. Administering buccal medications
14. Preparing parenteral medications
15. Giving an IM injection
16. Giving a Z-track injection
17. Giving an intradermal injection
18. Giving a subcutaneous injection

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Demonstration of Theory into Practicum
3. Clinical Demonstration
4. Hands-on Learning/Practicing
5. Peer Assisted Learning Strategies

Level One – Week Six – Friday – Day Five – Skills Lab

WEEKLY OBJECTIVES:

Students will perform successful return demonstrations with 100% accuracy of the following skills:

Review of all skills to date, in addition to:

1. Incentive spirometer/Positive expiratory breathing
2. Teaching controlled coughing
3. Teaching post-operative breathing techniques
4. Administering tablets, pills, and capsules
5. Administering liquid medications
6. Administering rectal suppositories
7. Applying topical agents
8. Administering eye drops and ointments
9. Administering nose drops
10. Administering nasal sprays
11. Administering inhalants
12. Administering sublingual medications
13. Administering buccal medications
14. Preparing parenteral medications
15. Giving an IM injection
16. Giving a Z-track injection
17. Giving an intradermal injection
18. Giving a subcutaneous injection

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Demonstration of Theory into Practicum
3. Clinical Demonstration
4. Hands-on Learning/Practicing
5. Peer Assisted Learning Strategies

Level One – Week Seven – Monday – Day One- Theory

WEEKLY OBJECTIVES:

Foundations of Pharmacology: Definitions, Names, Standards, and Information Sources

1. State the origin and definition of pharmacology.
2. Explain the meaning of therapeutic medicine.

CONTENT OUTLINE:

Foundations of Pharmacology: Definitions, Names, Standards, and Information Sources

1. Definitions
2. Drug Names (United States)
3. Sources of Drug Standards (United States)
4. Sources of Drug Information (United States)
5. Sources of Patient Information
6. Drug Legislation (United States)
7. New Drug Development
8. Drug Use in Pregnancy
9. Drug Names (Canada)
10. Sources of Drug Standards (Canada)
11. Sources of Drug Information (Canada)
12. Sources of Patient Information (Canada)
13. Drug Legislation (Canada)

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Faculty PowerPoint
3. Quiz 1
4. Faculty Lecture
5. Quiz 2
6. Video On Topic Area
7. Student Daily Presentation
 - a. 15 Minutes
 - b. Two Students
8. Group Activity
9. Guest Speakers
10. Field Trips To Medical Events
11. Videos specific to week 7 content

WEEKLY ASSIGNMENTS/HOMEWORK

1. Read Chap. 1 *Basic Pharmacology for Nurses* before class begins.
- 2.
3. Complete Chapter 1 *Basic Pharmacology for Nurses Workbook* by Friday.
- 4.
5. Prepare a 15-minute presentation pertaining to one topic in the Foundations textbook.
6.
 - a. Topics are to be chosen by the faculty. Topics are to be different.
 - b. Sign up for the topic and the week of presentation.
 - c. You will have 15 weeks in order to complete all student presentations.
7. View videos specific to week 7 content.

Level One - Week Seven - Tuesday- Day Two - Theory

WEEKLY OBJECTIVES:

Foundations of Pharmacology: Principles of Drug Action and Drug Interactions

1. Identify five basic principles of drug action.
2. Explain nursing assessments necessary to evaluate potential problems associated with the absorption of medications.
3. Describe nursing interventions that can enhance drug absorption.
4. List three categories of drug administration, and state the routes of administration for each category.
5. Differentiate between general and selective types of drug distribution mechanisms.
6. Name the process that inactivates drugs.
7. Identify the meaning and significance to the nurse of the term *half-life* when used in relation to drug therapy.

CONTENT OUTLINE:

Foundations of Pharmacology: Principles of Drug Action and Drug Interactions

1. Basic Principles
2. Drug Action
3. Variable Factors Influencing Drug Action
4. Drug Interactions

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Faculty PowerPoint
3. Quiz 1
4. Faculty Lecture
5. Quiz 2
6. Video On Topic Area
7. Student Daily Presentation
 - a. 15 Minutes
 - b. Two Students
8. Group Activity
9. Guest Speakers
10. Field Trips To Medical Events
11. Videos specific to week 7 content

WEEKLY ASSIGNMENTS/HOMEWORK

1. Read Chap. 2 Basic Pharmacology for Nurses **before class begins**.
2. Complete Chapter 2 Basic Pharmacology for Nurses Workbook by Friday.

3. Prepare a 15-minute presentation pertaining to one topic in the Foundations textbook.
 - a. Topics are to be chosen by the faculty. Topics are to be different.
 - b. Sign up for the topic and the week of presentation.
 - c. You will have 15 weeks in order to complete all student presentations.

4. View videos specific to week 7 content.

Level One - Week Seven- Wednesday - Day Three - Theory

Continuation of Monday and Tuesday Chapters and Presentations and Practice Test

Level One - Week Seven - Thursday - Day Four - Skills Lab

WEEKLY OBJECTIVES:

Students will perform successful return demonstrations with 100% accuracy of the following skills:

Review of all skills to date, in addition to:

1. Performing routine catheter care
2. Maintaining an intravenous site
3. Measuring intake and output
4. Collecting a mid-stream urine specimen
5. Collecting a 24-hour urine specimen

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Demonstration of Theory into Practicum
3. Clinical Demonstration
4. Hands-on Learning/Practicing
5. Peer Assisted Learning Strategies

Level One – Week Seven – Friday – Day Five – Skills Lab

WEEKLY OBJECTIVES:

Students will perform successful return demonstrations with 100% accuracy of the following skills:

Review of all skills to date, in addition to:

1. Performing routine catheter care
2. Maintaining an intravenous site
3. Measuring intake and output
4. Collecting a mid-stream urine specimen
5. Collecting a 24-hour urine specimen

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Demonstration of Theory into Practicum
3. Clinical Demonstration
4. Hands-on Learning/Practicing
5. Peer Assisted Learning Strategies

Level One - Week Eight – Monday- Day One – Theory

CUMULATIVE REVIEW

In-class review utilizing:

1. Class discussions
2. Interactive games with relevant content
 - a. Jeopardy
 - b. Who Wants To Be A Millionaire
3. Peer-to-peer flash cards

Level One – Week Eight – Tuesday – Day Two- Theory

CUMULATIVE REVIEW

In-class review utilizing:

1. Class discussions
2. Interactive games with relevant content
 - a. Jeopardy
 - b. Who Wants To Be A Millionaire
3. Peer-to-peer flash cards

Level One - Week Eight- Wednesday – Day Three – ATI

LEVEL ONE MIDTERM EXAM

Students are required to complete a cumulative Midterm Examination covering weeks 1 - 7.
A passing rate is 90%.

Level One – Week Eight – Thursday – Day Four – Skills Lab

WEEKLY OBJECTIVES:

Students will perform successful return demonstrations with 100% accuracy of the following skills:

Review of all skills to date.

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Demonstration of Theory into Practicum
3. Clinical Demonstration
4. Hands-on Learning/Practicing
5. Peer Assisted Learning Strategies

Level One – Week Eight – Friday – Day Five – Skills Lab

WEEKLY OBJECTIVES:

Students will perform successful return demonstrations with 100% accuracy of the following skills:

Review of all skills to date.

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Demonstration of Theory into Practicum
3. Clinical Demonstration
4. Hands-on Learning/Practicing
5. Peer Assisted Learning Strategies

Level One – Week Nine – Monday- Day One – Theory

WEEKLY OBJECTIVES:

Nursing Process and Critical Thinking

1. Explain the use of each of the six phases of the nursing process.
2. List the elements of each of the six phases of the nursing process.
3. Describe the establishment of the database.
4. Discuss the steps used to formulate a nursing diagnosis.
5. Differentiate between types of health problems.
6. Describe the development of patient-centered outcomes.
7. Discuss the creation of nursing orders.
8. Explain the evaluation of a nursing care plan.
9. Demonstrate the nursing process by preparing a nursing care plan.
10. Explain NANDA-1, NIC, and NOC.
11. Describe the use of clinical pathways in managed care.
12. Discuss critical thinking in nursing.
13. Define evidence-based practice.

CONTENT OUTLINE:

Nursing Process and Critical Thinking

1. Assessment data
2. Diagnosis
3. Outcomes identification
4. Planning
5. Implementation
6. Evaluation
7. Standardized Languages: NANDA-1, NIC and NOC
8. Role of the licensed vocational nurse
9. Nursing diagnosis and clinical pathways

10. Critical thinking

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Faculty PowerPoint
3. Quiz 1
4. Faculty Lecture
5. Quiz 2
6. Video On Topic Area
7. Student Daily Presentation
 - a. 15 Minutes
 - b. Two Students
8. Group Activity
9. Guest Speakers
10. Field Trips To Medical Events
11. Videos specific to week 9 content

WEEKLY ASSIGNMENTS/HOMEWORK

1. Read Chap. 6 Foundations of Nursing *before class begins*.
- 2.
3. Complete Chapter 6 Foundations of Nursing Workbook by Friday.
- 4.
5. Prepare a 15-minute presentation pertaining to one topic in the Foundations textbook.
6.
 - a. Topics are to be chosen by the faculty. Topics are to be different.
 - b. Sign up for the topic and the week of presentation.
 - c. You will have 15 weeks in order to complete all student presentations.
7. View videos specific to week 9 content

Level One – Week Nine – Tuesday – Day Two- Theory

WEEKLY OBJECTIVES:

Documentation

1. List the five purposes for written patient records.
2. Describe the differences between traditional and problem-oriented medical records.
3. State important legal aspects of chart ownership, access, confidentiality, and patient care documentation.
4. Describe the purpose of and relationship between the Medication Administration Record and the nursing care plan.
5. Explain the relationship of the nursing care plan to care documentation and patient care reimbursement.
6. Describe the basic guidelines for and the mechanics of charting.
7. Describe the differences in documenting care using activities of daily living and physical assessment forms, narrative, SOAPE, and focus formats.
8. Discuss the issues related to computerization in documentation.
9. Discuss long-term health care documentation.
10. Discuss home health care documentation.
11. Discuss documentation and clinical (critical) pathways.

CONTENT OUTLINE:

Documentation

1. Purpose of patient records
2. Basic guidelines for documentation
3. Methods of recording
4. Documentation and clinical (Critical) pathways
5. Home health care documentation
6. Long-term care documentation
7. Special issues in documentation

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Faculty PowerPoint
3. Quiz 1
4. Faculty Lecture
5. Quiz 2
6. Video On Topic Area
7. Student Daily Presentation
 - a. 15 Minutes
 - b. Two Students
8. Group Activity

9. Guest Speakers
10. Field Trips To Medical Events
11. Videos specific to week 9 content

WEEKLY ASSIGNMENTS/HOMEWORK

1. Read Chap. 7 Foundations of Nursing *before class begins*.
- 2.
3. Complete Chapter 7 Foundations of Nursing Workbook by Friday.
- 4.
5. Prepare a 15-minute presentation pertaining to one topic in the Foundations textbook.
 - a. Topics are to be chosen by the faculty. Topics are to be different.
 - b. Sign up for the topic and the week of presentation.
 - c. You will have 15 weeks in order to complete all student presentations.
6. View videos specific to week 9 content.

Level One - Week Nine- Wednesday – Day Three – Theory

Continuation of Monday and Tuesday Chapters and Presentations and Practice Test

Level One – Week Nine – Thursday – Day Four – Clinical at Off-Campus Facility

WEEKLY OBJECTIVES:

1. Students will begin orientation to their assigned Skilled Nursing Facilities.
2. Students will complete a Clinical Scavenger Hunt at the facility.

CONTENT OUTLINE:

1. Orientation
2. Scavenger Hunt

INSTRUCTIONAL METHODS

1. Faculty Demonstration
2. Hands-on Learning/Practicing

Level One – Week Nine – Friday – Day Five – Clinical at Off-Campus Facility

CLINICAL OBJECTIVES

Students will successfully perform the following skills as the various opportunities arise in the clinical setting throughout weeks 9 - 15 of Level One:

1. Provide for the patient's environment to ensure safety, health, and hygiene.
2. Bathing
3. Bed making
 - a. Occupied
 - b. Unoccupied
4. Prevention of injury
5. Infection control practices
6. Provide skin care to assigned patient
7. Write a care plan to prevent skin breakdown
8. Measure blood glucose
9. Accurately measure vital signs
 - a. Temperature
 - b. Pulse
 - c. Respirations
 - d. Blood Pressure
10. Measure urine
11. Measure liquids
12. Document intake and output
13. Apply anti-embolism stockings
14. Assist patient with
 - a. Bedpan
 - b. Bedside commode
 - c. Condom catheter
 - d. Drainage bag
15. Position assigned patient accordingly:
 - a. Supine
 - b. Prone
 - c. Semi-Fowler's
 - d. High Fowler's
 - e. Side lying
 - f. Lithotomy
 - g. Orthopneic
 - h. Trendelenberg
 - i. Reverse Trendelenberg
 - j. Pressure-relieving alignment
16. Apply heat & cold therapy
17. Perform eye irrigations

18. Perform ear irrigations
19. Apply warm eye compresses
20. Oxygen administration
21. Tracheostomy care & suctioning
22. Urinary catheterization
 - a. Male
 - b. Female
23. Catheter care

INSTRUCTIONAL METHODS

1. Faculty Demonstration
2. Hands-on Learning/Practicing

Level One - Week Ten - Monday- Day One - Theory

WEEKLY OBJECTIVES:

Admission, Transfer, and Discharge

1. Identify guidelines for admission, transfer, and discharge of a patient.
2. Discuss the concepts of the Health Insurance Portability and Accountability Act (HIPAA).
3. Describe common patient reactions to hospitalization.
4. Identify nursing interventions for common patient reactions to hospitalization.
5. Discuss the nursing process and how it pertains to admitting, discharging, and transferring the patient.
6. Discuss the nurse's responsibilities in performing an admission.
7. Describe how the nurse prepares a patient for transfer to another unit or facility.
8. Discuss discharge planning.
9. Explain how the nurse prepares a patient for discharge.
10. Identify the nurse's role when a patient chooses to leave the hospital against medical advice.

CONTENT OUTLINE:

Admission, Transfer, and Discharge

1. Common patient reactions to hospitalization
2. Role of the admitting Clerk or Secretary
3. Cultural Considerations for the Hospitalized Patient
4. Admitting a Patient
5. Transferring a Patient
6. Discharging a Patient
7. Nursing Process for Patient Admission, Patient Transfer, Patient Discharge

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Faculty PowerPoint
3. Quiz 1
4. Faculty Lecture
5. Quiz 2
6. Video On Topic Area
7. Student Daily Presentation
 - a. 15 Minutes
 - b. Two Students
8. Group Activity
9. Guest Speakers
10. Field Trips To Medical Events
11. Videos specific to week 10 content

WEEKLY ASSIGNMENTS/HOMEWORK

1. Read Chap. 11 Foundations of Nursing before class begins.
- 2.
3. Complete Chapter 11 Foundations of Nursing Workbook by Friday.
- 4.
5. Prepare a 15-minute presentation pertaining to one topic in the Foundations textbook.
6.
 - a. Topics are to be chosen by the faculty. Topics are to be different.
 - b. Sign up for the topic and the week of presentation.
 - c. You will have 15 weeks in order to complete all student presentations.
7. View videos specific to week 10 content.

Level One – Week Ten – Tuesday – Day Two- Theory

DAILY OBJECTIVES:

Pain Management, Comfort, Rest, and Sleep

1. List 10 possible causes of discomfort.
2. Discuss McCaffery's description of pain.
3. Describe the use of gate control theory to guide selection of nursing interventions for pain relief.
4. Identify subjective and objective data in pain assessment.
5. Discuss the concept of pain assessment as the fifth vital sign.
6. Discuss the synergistic impact of fatigue, sleep disturbance, and depression on the perception of pain.
7. Analyze several scales used to identify intensity of pain.
8. Discuss pain mechanisms affected by each analgesic group.
9. Discuss the responsibilities of the nurse in controlling pain.
10. List several methods for pain control.
11. Identify nursing interventions to control painful stimuli in the patient's environment.
12. Discuss the differences and similarities between sleep and rest.
13. Outline nursing interventions that promote rest and sleep.
14. Discuss the sleep cycle, differentiating between non-rapid eye movement (NREM) and rapid eye movement (REM).
15. List six signs and symptoms of sleep deprivation.
16. Identify two nursing diagnoses related to sleep problems.

CONTENT OUTLINE:

Pain Management, Comfort, Rest, and Sleep

1. Nature of Pain
2. Definition of Pain
3. Types of Pain
4. Theories of Pain Transmission
5. Controlling Pain
6. Physiology of Sleep
7. Sleep Cycle
8. Sleep Deprivation
9. Promoting Rest and Sleep
10. Nursing Process for Pain Management, Comfort, Rest, and Sleep.

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Faculty PowerPoint
3. Quiz 1
4. Faculty Lecture
5. Quiz 2
6. Video On Topic Area
7. Student Daily Presentation
 - a. 15 Minutes
 - b. Two Students
8. Group Activity
9. Guest Speakers
10. Field Trips To Medical Events
11. Videos specific to week 10 content

WEEKLY ASSIGNMENTS/HOMEWORK

1. Read Chap. 16 Foundations of Nursing *before class begins*.
- 2.
3. Complete Chapter 16 Foundations of Nursing Workbook by Friday.
- 4.
5. Prepare a 15-minute presentation pertaining to one topic in the Foundations textbook.
6.
 - a. Topics are to be chosen by the faculty. Topics are to be different.
 - b. Sign up for the topic and the week of presentation.
 - c. You will have 15 weeks in order to complete all student presentations.
7. View videos specific to week 10 content.

Level One - Week Ten- Wednesday - Day Three - Theory

Continuation of Monday and Tuesday Chapters and Presentations and Practice Test

Level One - Week Ten - Thursday - Day Four - Clinical at Off-Campus Facility

CLINICAL OBJECTIVES

Students will successfully perform the following skills as the various opportunities arise in the clinical setting throughout weeks 9 - 15 of Level One:

1. Provide for the patient's environment to ensure safety, health, and hygiene.
2. Bathing
3. Bed making
 - a. Occupied
 - b. Unoccupied
4. Prevention of injury
5. Infection control practices
6. Provide skin care to assigned patient
7. Write a care plan to prevent skin breakdown
8. Measure blood glucose
9. Accurately measure vital signs
 - a. Temperature
 - b. Pulse
 - c. Respirations
 - d. Blood Pressure
10. Measure urine
11. Measure liquids
12. Document intake and output
13. Apply anti-embolism stockings
14. Assist patient with
 - a. Bedpan
 - b. Bedside commode
 - c. Condom catheter
 - d. Drainage bag
15. Position assigned patient accordingly:
 - a. Supine
 - b. Prone
 - c. Semi-Fowler's
 - d. High Fowler's
 - e. Side lying
 - f. Lithotomy

- g. Orthopneic
 - h. Trendelenberg
 - i. Reverse Trendelenberg
 - j. Pressure-relieving alignment
16. Apply heat & cold therapy
 17. Perform eye irrigations
 18. Perform ear irrigations
 19. Apply warm eye compresses
 20. Oxygen administration
 21. Tracheostomy care & suctioning
 22. Urinary catheterization
 - a. Male
 - b. Female
 23. Catheter care

INSTRUCTIONAL METHODS

1. Faculty Demonstration
2. Hands-on Learning/Practicing

Level One - Week Ten - Friday - Day Five - Clinical at Off-Campus Facility

CLINICAL OBJECTIVES

Students will successfully perform the following skills as the various opportunities arise in the clinical setting throughout weeks 9 - 15 of Level One:

1. Provide for the patient's environment to ensure safety, health, and hygiene.
2. Bathing
3. Bed making
 - a. Occupied
 - b. Unoccupied
4. Prevention of injury
5. Infection control practices
6. Provide skin care to assigned patient
7. Write a care plan to prevent skin breakdown
8. Measure blood glucose
9. Accurately measure vital signs
 - a. Temperature
 - b. Pulse
 - c. Respirations
 - d. Blood Pressure
10. Measure urine
11. Measure liquids
12. Document intake and output

13. Apply anti-embolism stockings
14. Assist patient with
 - a. Bedpan
 - b. Bedside commode
 - c. Condom catheter
 - d. Drainage bag
15. Position assigned patient accordingly:
 - a. Supine
 - b. Prone
 - c. Semi-Fowler's
 - d. High Fowler's
 - e. Side lying
 - f. Lithotomy
 - g. Orthopneic
 - h. Trendelenberg
 - i. Reverse Trendelenberg
 - j. Pressure-relieving alignment
16. Apply heat & cold therapy
17. Perform eye irrigations
18. Perform ear irrigations
19. Apply warm eye compresses
20. Oxygen administration
21. Tracheostomy care & suctioning
22. Urinary catheterization
 - a. Male
 - b. Female
23. Catheter care

INSTRUCTIONAL METHODS

1. Faculty Demonstration
2. Hands-on Learning/Practicing

Level One - Week Eleven - Monday- Day One - Theory

WEEKLY OBJECTIVES:

Cultural & Ethical Considerations

1. Identify the importance of transcultural nursing.
2. Explain how personal cultural beliefs and practices affect nurse –patient and nurse-nurse relationships.
3. Identify and discuss cultural variables that potentially influence health behaviors.
4. Explain how the nurse is able to use cultural data to help develop therapeutic relationships with the patient.
5. Discuss the use of the nursing process when caring for culturally diverse patients.
6. Discuss culturally sensitive communication with the older adult.

CONTENT OUTLINE:

Cultural & Ethical Considerations

1. Culture defined
2. Culturally related assessments
3. The nursing process and cultural factors
4. Cultural practices of specific groups

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Faculty PowerPoint
3. Quiz 1
4. Faculty Lecture
5. Quiz 2
6. Video On Topic Area
7. Student Daily Presentation
 - a. 15 Minutes
 - b. Two Students
8. Group Activity
9. Guest Speakers
10. Field Trips To Medical Events
11. Videos specific to week 11 content

WEEKLY ASSIGNMENTS/HOMEWORK

1. Read Chap. 8 Foundations of Nursing *before class begins*.
- 2.
3. Complete Chapter 8 Foundations of Nursing Workbook by Friday.
- 4.

5. Prepare a 15-minute presentation pertaining to one topic in the Foundations textbook.
6.
 - a. Topics are to be chosen by the faculty. Topics are to be different.
 - b. Sign up for the topic and the week of presentation.
 - c. You will have 15 weeks in order to complete all student presentations.
7. View videos specific to week 11 content

Level One – Week Eleven – Tuesday – Day Two- Theory

WEEKLY OBJECTIVES:

Complimentary and Alternative Therapies

1. Differentiate between complimentary and alternative therapies.
2. Describe the practice of holistic nursing.
3. Describe how herbs differ from pharmaceuticals.
4. Explain why a good health history is important for a patient using complimentary and alternative therapies.
5. Explain the scope of practice of chiropractic therapy.
6. Describe the principles behind and the differences between acupuncture and acupressure.
7. Discuss animal-based therapy.
8. List three condition whose presence sometimes contraindicates use of therapeutic massage.
9. Explain how essential oils may be used to provide aromatherapy.
10. Discuss the therapeutic results of yoga.
11. Explain the theory of reflexology.
12. Describe the purpose and principles of biofeedback.
13. Describe the possible benefits of magnetic therapy.
14. Describe safe and unsafe herbal therapies.
15. Discuss the health benefits of t'ai chi.

CONTENT OUTLINE:

Complimentary and Alternative Therapies

1. Herbal Therapy
2. Chiropractic Therapy
3. Acupuncture and Acupressure
4. Therapeutic Massage
5. Aromatherapy
6. Reflexology
7. Magnet Therapy
8. Imagery; Relaxation Therapy; Yoga; T'ai chi/Taji
9. Animal-Assisted Therapy
10. Biofeedback
11. Integrative Medicine and the Nursing Role

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Faculty PowerPoint
3. Quiz 1

4. Faculty Lecture
5. Quiz 2
6. Video On Topic Area
7. Student Daily Presentation
 - a. 15 Minutes
 - b. Two Students
8. Group Activity
9. Guest Speakers
10. Field Trips To Medical Events
11. Videos specific to week 11 content

WEEKLY ASSIGNMENTS/HOMEWORK

1. Read Chap. 17 Foundations of Nursing **before class begins**.
- 2.
3. Complete Chapter 17 Foundations of Nursing Workbook by Friday.
- 4.
5. Prepare a 15-minute presentation pertaining to one topic in the Foundations textbook.
 - a. Topics are to be chosen by the faculty. Topics are to be different.
 - b.
 - c. Sign up for the topic and the week of presentation.
 - d.
 - e. You will have 15 weeks in order to complete all student presentations.
 - f.
6. View videos specific to week 11 content.

Level One - Week Eleven- Wednesday - Day Three - Theory

Continuation of Monday and Tuesday Chapters and Presentations and Practice Test

Level One - Week Eleven - Thursday - Day Four - Clinical at Off-Campus Facility

CLINICAL OBJECTIVES

Students will successfully perform the following skills as the various opportunities arise in the clinical setting throughout weeks 9 – 15 of Level One:

1. Provide for the patient's environment to ensure safety, health, and hygiene.
2. Bathing
3. Bed making
 - a. Occupied
 - b. Unoccupied
4. Prevention of injury
5. Infection control practices
6. Provide skin care to assigned patient
7. Write a care plan to prevent skin breakdown
8. Measure blood glucose
9. Accurately measure vital signs
 - a. Temperature
 - b. Pulse
 - c. Respirations
 - d. Blood Pressure
10. Measure urine
11. Measure liquids
12. Document intake and output
13. Apply anti-embolism stockings
14. Assist patient with
 - a. Bedpan
 - b. Bedside commode
 - c. Condom catheter
 - d. Drainage bag
15. Position assigned patient accordingly:
 - a. Supine
 - b. Prone

- c. Semi-Fowler's
 - d. High Fowler's
 - e. Side lying
 - f. Lithotomy
 - g. Orthopneic
 - h. Trendelenberg
 - i. Reverse Trendelenberg
 - j. Pressure-relieving alignment
16. Apply heat & cold therapy
 17. Perform eye irrigations
 18. Perform ear irrigations
 19. Apply warm eye compresses
 20. Oxygen administration
 21. Tracheostomy care & suctioning
 22. Urinary catheterization
 - a. Male
 - b. Female
 23. Catheter care

INSTRUCTIONAL METHODS

1. Faculty Demonstration
2. Hands-on Learning/Practicing

Level One – Week Eleven – Friday – Day Five – Clinical at Off-Campus Facility

CLINICAL OBJECTIVES

Students will successfully perform the following skills as the various opportunities arise in the clinical setting throughout weeks 9 -15 of Level One:

1. Provide for the patient's environment to ensure safety, health, and hygiene.
2. Bathing
3. Bed making
 - a. Occupied
 - b. Unoccupied
4. Prevention of injury
5. Infection control practices
6. Provide skin care to assigned patient
7. Write a care plan to prevent skin breakdown
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 - d. Blood Pressure
10. Measure urine
11. Measure liquids
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 - b. Bedside commode
 - c. Condom catheter
 - d. Drainage bag
15. Position assigned patient accordingly:
 - a. Supine
 - b. Prone
 - c. Semi-Fowler's
 - d. High Fowler's
 - e. Side lying
 - f. Lithotomy
 - g. Orthopneic
 - h. Trendelenberg
 - i. Reverse Trendelenberg
 - j. Pressure-relieving alignment
16. Apply heat & cold therapy

17. Perform eye irrigations
18. Perform ear irrigations
19. Apply warm eye compresses
20. Oxygen administration
21. Tracheostomy care & suctioning
22. Urinary catheterization
 - a. Male
 - b. Female
23. Catheter care

INSTRUCTIONAL METHODS

1. Faculty Demonstration
2. Hands-on Learning/Practicing

Level One - Week Twelve - Monday- Day One - Theory

WEEKLY OBJECTIVES:

Life Span Development

1. Differentiate among the types of family patterns and their functions in society.
2. Describe the physical characteristics at each state of the life cycle.
3. List the psychosocial changes at the different stages of development.
4. Discuss Erikson's stages of psychosocial development.
5. Describe Piaget's four stages of cognitive development.
6. Describe the cognitive changes occurring in the early childhood period.
7. Discuss the developmental tasks of the adolescent period, early adulthood, and middle adulthood.
8. Define aging.
9. Discuss theories of aging.
10. Describe the normal age-related changes affecting the major body systems.
11. Discuss the effect of the aging process on the personality, intelligence, learning, and memory.

CONTENT OUTLINE:

Life Span Development

1. Health Promotion across the life span
2. Growth and development
3. The family
4. Stages of growth and development

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Faculty PowerPoint
3. Quiz 1
4. Faculty Lecture
5. Quiz 2
6. Video On Topic Area
7. Student Daily Presentation
 - a. 15 Minutes
 - b. Two Students
8. Group Activity
9. Guest Speakers
10. Field Trips To Medical Events
11. Videos specific to week 12 content

WEEKLY ASSIGNMENTS/HOMEWORK

1. Read Chap. 9 Foundations of Nursing *before class begins*.
- 2.
3. Complete Chapter 9 Foundations of Nursing Workbook by Friday.
- 4.
5. Prepare a 15-minute presentation pertaining to one topic in the Foundations textbook.
6.
 - a. Topics are to be chosen by the faculty. Topics are to be different.
 - b. Sign up for the topic and the week of presentation.
 - c. You will have 15 weeks in order to complete all student presentations.
7. View videos specific to week 12 content

Level One - Week Twelve - Tuesday - Day Two- Theory

WEEKLY OBJECTIVES:

Loss, Grief, Dying, and Death

1. Explain the role of loss in the grief reaction.
2. Discuss how changes in the health care system have affected nursing interventions for the dying patient.
3. Describe the states of dying.
4. Identify needs of the grieving patient and family.
5. Discuss the principles of palliative care.
6. Recognize the five aspects of human functioning and how each interacts with the others during the grieving-dying process.
7. Identify unique physical signs and symptoms of the near-death patient.
8. Discuss nursing interventions of the dying patient.
9. Describe techniques in assisting the dying patient to say good-bye.
10. List nursing interventions that may facilitate grieving in special circumstances (perinatal, pediatric, older adult, suicide).
11. Describe nursing responsibilities in care of the body after death.
12. Discuss approaches to facilitate the grieving process.
13. Explain concepts of euthanasia, do not resuscitate (DNR) orders, organ donations, fraudulent methods of treatment, and the Dying Person's Bill of Rights.
14. Discuss support for the grieving family.
15. Explain advance directives, which include the living will and the durable power of attorney.
16. Discuss complicated grieving.

CONTENT OUTLINE:

Loss, Grief, Dying, and Death

1. Changes in health care related to dying and death.
2. Historical Overview
3. Loss, Grief
4. Nursing Process in Loss and Grief
5. Special Supportive Care
6. Issues Related to Dying and Death
7. The Dying Patient
8. The Grieving Family

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Faculty PowerPoint
3. Quiz 1
4. Faculty Lecture

5. Quiz 2
6. Video On Topic Area
7. Student Daily Presentation
 - a. 15 Minutes
 - b. Two Students
8. Group Activity
9. Guest Speakers
10. Field Trips To Medical Events
11. Videos specific to week 12 content

WEEKLY ASSIGNMENTS/HOMEWORK

1. Read Chap. 10 Foundations of Nursing *before class begins*.
- 2.
3. Complete Chapter 10 Foundations of Nursing Workbook by Friday.
- 4.
5. Prepare a 15-minute presentation pertaining to one topic in the Foundations textbook.
6.
 - a. Topics are to be chosen by the faculty. Topics are to be different.
 - b. Sign up for the topic and the week of presentation.
 - c. You will have 15 weeks in order to complete all student presentations.
7. View videos specific to week 12 content

Level One - Week Twelve- Wednesday - Day Three - Theory

Continuation of Monday and Tuesday Chapters and Presentations and Practice Test

Level One - Week Twelve - Thursday - Day Four - Clinical at Off-Campus Facility

CLINICAL OBJECTIVES

Students will successfully perform the following skills as the various opportunities arise in the clinical setting throughout weeks 9 – 15 of Level One:

1. Provide for the patient's environment to ensure safety, health, and hygiene.
2. Bathing
3. Bed making
 - a. Occupied

- b. Unoccupied
- 4. Prevention of injury
- 5. Infection control practices
- 6. Provide skin care to assigned patient
- 7. Write a care plan to prevent skin breakdown
- 8. Measure blood glucose
- 9. Accurately measure vital signs
 - a. Temperature
 - b. Pulse
 - c. Respirations
 - d. Blood Pressure
- 10. Measure urine
- 11. Measure liquids
- 12. Document intake and output
- 13. Apply anti-embolism stockings
- 14. Assist patient with
 - a. Bedpan
 - b. Bedside commode
 - c. Condom catheter
 - d. Drainage bag
- 15. Position assigned patient accordingly:
 - a. Supine
 - b. Prone
 - c. Semi-Fowler's
 - d. High Fowler's
 - e. Side lying
 - f. Lithotomy
 - g. Orthopneic
 - h. Trendelenberg
 - i. Reverse Trendelenberg
 - j. Pressure-relieving alignment
- 16. Apply heat & cold therapy
- 17. Perform eye irrigations
- 18. Perform ear irrigations
- 19. Apply warm eye compresses
- 20. Oxygen administration
- 21. Tracheostomy care & suctioning
- 22. Urinary catheterization
 - a. Male
 - b. Female
- 23. Catheter care

INSTRUCTIONAL METHODS

1. Faculty Demonstration
2. Hands-on Learning/Practicing

Level One - Week Twelve - Friday - Day Five - Clinical at Off-Campus Facility

CLINICAL OBJECTIVES

Students will successfully perform the following skills as the various opportunities arise in the clinical setting throughout weeks 9 – 15 of Level One:

1. Provide for the patient's environment to ensure safety, health, and hygiene.
2. Bathing
3. Bed making
 - a. Occupied
 - b. Unoccupied
4. Prevention of injury
5. Infection control practices
6. Provide skin care to assigned patient
7. Write a care plan to prevent skin breakdown
8. Measure blood glucose
9. Accurately measure vital signs
 - a. Temperature
 - b. Pulse
 - c. Respirations
 - d. Blood Pressure
10. Measure urine
11. Measure liquids
12. Document intake and output
13. Apply anti-embolism stockings
14. Assist patient with
 - a. Bedpan
 - b. Bedside commode
 - c. Condom catheter
 - d. Drainage bag
15. Position assigned patient accordingly:
 - a. Supine
 - b. Prone
 - c. Semi-Fowler's
 - d. High Fowler's
 - e. Side lying
 - f. Lithotomy
 - g. Orthopneic
 - h. Trendelenberg

- i. Reverse Trendelenberg
- j. Pressure-relieving alignment
- 16. Apply heat & cold therapy
- 17. Perform eye irrigations
- 18. Perform ear irrigations
- 19. Apply warm eye compresses
- 20. Oxygen administration
- 21. Tracheostomy care & suctioning
- 22. Urinary catheterization
 - a. Male
 - b. Female
- 23. Catheter care

INSTRUCTIONAL METHODS

1. Faculty Demonstration
2. Hands-on Learning/Practicing

Level One - Week Thirteen – Monday- Day One – Theory

WEEKLY OBJECTIVES:

Communication

1. Recognize that communication is inherent in every nurse-patient relationship.
2. Discuss the concepts of verbal and nonverbal communication.
3. Discuss the impact of nonverbal communication.
4. Recognize assertive communication as the most appropriate communication style.
5. Use various therapeutic communication techniques.
6. Recognize trust as the foundation for all effective interaction.
7. Identify various factors that have the potential to affect communication.
8. Discuss potential barriers to communication.
9. Apply the nursing process to patients with impaired verbal communication.
10. Apply therapeutic communication techniques to patients with special communication needs.

CONTENT OUTLINE:

Communication

1. Overview of communication
2. Styles of communication
3. Establishing a therapeutic relationship
4. Communication techniques
5. Factors affecting communication
6. Blocks to communication
7. Communication in special situations

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Faculty PowerPoint
3. Quiz 1
4. Faculty Lecture
5. Quiz 2
6. Video On Topic Area
7. Student Daily Presentation
 - a. 15 Minutes
 - b. Two Students
8. Group Activity
9. Guest Speakers
10. Field Trips To Medical Events
11. Videos specific to week 13 content

WEEKLY ASSIGNMENTS/HOMEWORK

1. Read Chap. 3 Foundations of Nursing *before class begins*.
- 2.
3. Complete Chapters 3 Foundations of Nursing Workbook by Friday.
- 4.
5. Prepare a 15-minute presentation pertaining to one topic in the Foundations textbook.
6.
 - a. Topics are to be chosen by the faculty. Topics are to be different.
 - b. Sign up for the topic and the week of presentation.
 - c. You will have 15 weeks in order to complete all student presentations.
7. View videos specific to week 13 content.

Level One – Week Thirteen – Tuesday – Day Two- Theory

WEEKLY OBJECTIVES:

Mathematics Review & Medication Administration

1. Confidently use basic mathematics skills to solve dosage problems accurately.
2. Set up and work problems using the following formula: (Desired Dose/Available Dose) x Amount
3. Set up and work problems using the proportion method.
4. Use “key” equivalents of metric and apothecary measurement systems in dosage problems.
5. Convert measurement units within the metric system.
6. Convert between measurement units of the metric system and the apothecary system.
7. Determine the appropriateness of dosage orders for children by the use of Young’s, Clark’s, and Fried’s rules and the body surface area nomogram.

CONTENT OUTLINE:

Mathematics Review & Medication Administration

1. Fractions
2. Decimal Fractions
3. Percents
4. Ratios
5. Proportions
6. Dimensional Analysis
7. The Metric System
8. Big to Small Rule
9. Pediatric Considerations

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Faculty PowerPoint
3. Quiz 1
4. Faculty Lecture
5. Quiz 2
6. Video On Topic Area
7. Student Daily Presentation
 - a. 15 Minutes
 - b. Two Students
8. Group Activity
9. Guest Speakers
10. Field Trips To Medical Events
11. Videos specific to week 13 content

WEEKLY ASSIGNMENTS/HOMEWORK

1. Read Chap. 23 Foundations of Nursing **before class begins**.
- 2.
3. Complete Chapter 23 Foundations of Nursing Workbook by Friday.
- 4.
5. Prepare a 15-minute presentation pertaining to one topic in the Foundations textbook.
6.
 - a. Topics are to be chosen by the faculty. Topics are to be different.
 - b. Sign up for the topic and the week of presentation.
 - c. You will have 15 weeks in order to complete all student presentations.
7. View videos specific to week 13 content.

Level One - Week Thirteen- Wednesday - Day Three - Theory

Continuation of Monday and Tuesday Chapters and Presentations and Practice Test

Level One - Week Thirteen - Thursday - Day Four - Clinical at Off-Campus Facility

CLINICAL OBJECTIVES

Students will successfully perform the following skills as the various opportunities arise in the clinical setting throughout weeks 9 - 15 of Level One:

1. Provide for the patient's environment to ensure safety, health, and hygiene.
2. Bathing
3. Bed making
 - a. Occupied
 - b. Unoccupied
4. Prevention of injury
5. Infection control practices
6. Provide skin care to assigned patient
7. Write a care plan to prevent skin breakdown
8. Measure blood glucose
9. Accurately measure vital signs
 - a. Temperature
 - b. Pulse
 - c. Respirations
 - d. Blood Pressure
10. Measure urine
11. Measure liquids
12. Document intake and output
13. Apply anti-embolism stockings
14. Assist patient with
 - a. Bedpan
 - b. Bedside commode
 - c. Condom catheter
 - d. Drainage bag
15. Position assigned patient accordingly:
 - a. Supine
 - b. Prone
 - c. Semi-Fowler's
 - d. High Fowler's
 - e. Side lying
 - f. Lithotomy

- g. Orthopneic
 - h. Trendelenberg
 - i. Reverse Trendelenberg
 - j. Pressure-relieving alignment
16. Apply heat & cold therapy
 17. Perform eye irrigations
 18. Perform ear irrigations
 19. Apply warm eye compresses
 20. Oxygen administration
 21. Tracheostomy care & suctioning
 22. Urinary catheterization
 - a. Male
 - b. Female
 23. Catheter care

INSTRUCTIONAL METHODS

1. Faculty Demonstration
2. Hands-on Learning/Practicing

Level One – Week Thirteen – Friday – Day Five – Clinical at Off-Campus Facility

CLINICAL OBJECTIVES

Students will successfully perform the following skills as the various opportunities arise in the clinical setting throughout weeks 9 – 15 of Level One:

1. Provide for the patient's environment to ensure safety, health, and hygiene.
2. Bathing
3. Bed making
 - a. Occupied
 - b. Unoccupied
4. Prevention of injury
5. Infection control practices
6. Provide skin care to assigned patient
7. Write a care plan to prevent skin breakdown
8. Measure blood glucose
9. Accurately measure vital signs
 - a. Temperature
 - b. Pulse
 - c. Respirations
 - d. Blood Pressure
10. Measure urine

11. Measure liquids
12. Document intake and output
13. Apply anti-embolism stockings
14. Assist patient with
 - a. Bedpan
 - b. Bedside commode
 - c. Condom catheter
 - d. Drainage bag
15. Position assigned patient accordingly:
 - a. Supine
 - b. Prone
 - c. Semi-Fowler's
 - d. High Fowler's
 - e. Side lying
 - f. Lithotomy
 - g. Orthopneic
 - h. Trendelenberg
 - i. Reverse Trendelenberg
 - j. Pressure-relieving alignment
16. Apply heat & cold therapy
17. Perform eye irrigations
18. Perform ear irrigations
19. Apply warm eye compresses

20. Oxygen administration
21. Tracheostomy care & suctioning
22. Urinary catheterization
 - a. Male
 - b. Female
23. Catheter care

INSTRUCTIONAL METHODS

1. Faculty Demonstration
2. Hands-on Learning/Practicing

Level One - Week Fourteen - Monday- Day One - Theory

WEEKLY OBJECTIVES:

Fluids and Electrolytes

1. List, describe, and compare the body fluid compartments.
2. Discuss active and passive transport processes and give two examples of each.
3. Discuss the role of specific electrolytes in maintaining homeostasis.
4. Describe the cause and effect and deficits and excesses of sodium, potassium, chloride, calcium, magnesium, phosphorus, and bicarbonate.
5. Differentiate between the roles of the buffers, the lungs, and the kidneys in maintaining acid-base balance.
6. Compare and contrast the four primary types of acid-base imbalances.
7. Discuss the role of the nursing process in maintaining fluid, electrolyte, and acid-base balances.
8. Discuss how the very young, very old, and obese patient are at risk for fluid volume deficit.

CONTENT OUTLINE:

Fluids and Electrolytes

1. Fluids (Water)
2. Fluid Compartments
3. Intake and Output
4. Movement of Fluid and Electrolytes
5. Passive Transport, Active Transport
6. Acid-Base Balance and Imbalances
7. Nursing Process

INSTRUCTIONAL METHODS

1. Faculty Lecture
2. Faculty PowerPoint
3. Quiz 1
4. Faculty Lecture
5. Quiz 2
6. Video On Topic Area
7. Student Daily Presentation
 - a. 15 Minutes
 - b. Two Students
8. Group Activity
9. Guest Speakers
10. Field Trips To Medical Events
11. Videos specific to week 14 content

WEEKLY ASSIGNMENTS/HOMEWORK

1. Read Chap. 22 Foundations of Nursing *before class begins*.
- 2.
3. Complete Chapter 22 Foundations of Nursing Workbook by Friday.
- 4.
5. Prepare a 15-minute presentation pertaining to one topic in the Foundations textbook.
6.
 - a. Topics are to be chosen by the faculty. Topics are to be different.
 - b. Sign up for the topic and the week of presentation.
 - c. You will have 15 weeks in order to complete all student presentations.
 - d.
7. View videos specific to week 14 content.

Level One - Week Fourteen - Tuesday - Day Two- Theory

WEEKLY OBJECTIVES:

Fluids and Electrolytes

1. List, describe, and compare the body fluid compartments.
2. Discuss active and passive transport processes and give two examples of each.
3. Discuss the role of specific electrolytes in maintaining homeostasis.
4. Describe the cause and effect and deficits and excesses of sodium, potassium, chloride, calcium, magnesium, phosphorus, and bicarbonate.
5. Differentiate between the roles of the buffers, the lungs, and the kidneys in maintaining acid-base balance.
6. Compare and contrast the four primary types of acid-base imbalances.
7. Discuss the role of the nursing process in maintaining fluid, electrolyte, and acid-base balances.
8. Discuss how the very young, very old, and obese patient are at risk for fluid volume deficit.

CONTENT OUTLINE:

Fluids and Electrolytes

1. Fluids (Water)
2. Fluid Compartments
3. Intake and Output
4. Movement of Fluid and Electrolytes
5. Passive Transport, Active Transport
6. Acid-Base Balance and Imbalances
7. Nursing Process

INSTRUCTIONAL METHODS

1. Faculty Lecture

2. Faculty PowerPoint
3. Quiz 1
4. Faculty Lecture
5. Quiz 2
6. Video On Topic Area
7. Student Daily Presentation
 - a. 15 Minutes
 - b. Two Students
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Level One - Week Fourteen - Wednesday - Day Three - Theory

Continuation of Monday and Tuesday Chapters and Presentations and Practice Test

Level One - Week Fourteen - Thursday - Day Four - Clinical at Off-Campus Facility

CLINICAL OBJECTIVES

Students will successfully perform the following skills as the various opportunities arise in the clinical setting throughout weeks 9 - 15 of Level One:

1. Provide for the patient's environment to ensure safety, health, and hygiene.
2. Bathing
3. Bed making
 - a. Occupied
 - b. Unoccupied
4. Prevention of injury
5. Infection control practices
6. Provide skin care to assigned patient
7. Write a care plan to prevent skin breakdown
8. Measure blood glucose
9. Accurately measure vital signs
 - a. Temperature
 - b. Pulse
 - c. Respirations
 - d. Blood Pressure
10. Measure urine
11. Measure liquids
12. Document intake and output
13. Apply anti-embolism stockings
14. Assist patient with
 - a. Bedpan
 - b. Bedside commode
 - c. Condom catheter
 - d. Drainage bag
15. Position assigned patient accordingly:
 - a. Supine
 - b. Prone
 - c. Semi-Fowler's
 - d. High Fowler's
 - e. Side lying
 - f. Lithotomy
 - g. Orthopneic
 - h. Trendelenberg
 - i. Reverse Trendelenberg
 - j. Pressure-relieving alignment
16. Apply heat & cold therapy

17. Perform eye irrigations
18. Perform ear irrigations
19. Apply warm eye compresses
20. Oxygen administration
21. Tracheostomy care & suctioning
22. Urinary catheterization
 - a. Male
 - b. Female
23. Catheter care

INSTRUCTIONAL METHODS

1. Faculty Demonstration
2. Hands-on Learning/Practicing

Level One - Week Fourteen – Friday – Day Five – Clinical at Off-Campus Facility

CLINICAL OBJECTIVES

Students will successfully perform the following skills as the various opportunities arise in the clinical setting throughout weeks 9 – 15 of Level One:

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- d. Drainage bag
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- 16. Apply heat & cold therapy
- 17. Perform eye irrigations
- 18. Perform ear irrigations
- 19. Apply warm eye compresses
- 20. Oxygen administration
- 21. Tracheostomy care & suctioning
- 22. Urinary catheterization
 - a. Male
 - b. Female
- 23. Catheter care

INSTRUCTIONAL METHODS

- 1. Faculty Demonstration
- 2. Hands-on Learning/Practicing

Level One - Week Fifteen - Monday- Day One - Theory

CUMULATIVE REVIEW

In-class review utilizing:

- 1. Class discussions
- 2. Interactive games with relevant content
 - a. Jeopardy
 - b. Who Wants To Be A Millionaire
- 3. Peer-to-peer flash cards

Level One - Week Fifteen – Tuesday – Day Two- Theory

CUMULATIVE REVIEW

In-class review utilizing:

1. Class discussions
2. Interactive games with relevant content
 - a. Jeopardy
 - b. Who Wants To Be A Millionaire

Peer-to-peer flash cards

Level One - Week Fifteen- Wednesday – Day Three – Theory

LEVEL ONE FINAL EXAM

Students are required to complete a cumulative final examination covering all material in Level Three. A passing rate of 90% is necessary for the student to continue to Level Four.

Level One - Week Fifteen – Thursday – Day Four – Clinical at Off-Campus Facility

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INSTRUCTIONAL METHODS

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2. Hands-on Learning/Practicing

Level One - Week Fifteen - Friday - Day Five - Clinical at Off-Campus Facility

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INSTRUCTIONAL METHODS

1. Faculty Demonstration
2. Hands-on Learning/Practicing

Conclusion and Overview

VCMC's vocational nursing program includes theory and correlates clinical experience.

The curriculum develops the knowledge, skills and ability necessary to care for patients of all ages in current health care settings.

The curriculum content is taught in a sequence that results in students' progressive mastery of the knowledge, skills and abilities. The curriculum content includes, Anatomy and Physiology, Nutrition, Psychology, Normal growth and development, Nursing Fundamentals and The Nursing Process.

The course covers communication, both verbal and written, and includes communication skills with the patients who have psychological disorders.

The curriculum covers Patient Education and Pharmacology which shall include the knowledge of commonly used drugs and their actions, computation of dosages, preparation of medications and principles of administration.

Medical Surgical nursing is integrated into the curriculum, communicable diseases, which shall include both not be limited to human Immunodeficiency Virus, Gerontology nursing, rehabilitation nursing, maternity nursing, pediatric nursing, leadership, supervision, ethics and unethical conduct, critical thinking, cultural congruent care, and end of life care.

The End of Level One