

Agenda Item #5.E.4.C.



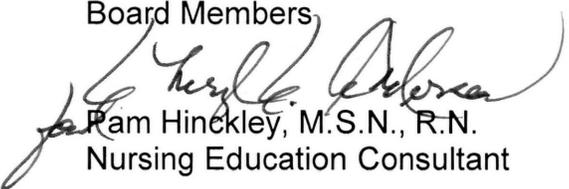
BUSINESS, CONSUMER SERVICES, AND HOUSING AGENCY • GOVERNOR EDMUND G. BROWN JR.

BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS
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DATE: October 15, 2013

TO: Board Members

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

SUBJECT: High Desert Medical College Vocational Nursing Program -
Consideration of Request to Admit Students (Director: Cindy Fairchild,
Lancaster, Los Angeles County, Private)

The Education Division Report on the High Desert Medical College Vocational Nursing Program summarizes the Board's prior action placing the program on provisional approval and includes program licensing examination statistics and other relevant information. The report with relevant items are attached to this memorandum.

On September 13, 2013, a report relative to the High Desert Medical College Vocational Nursing Program was considered by less than a quorum of the full Board (see **draft** September 13, 2013, Board Meeting Minutes, attached to Agenda Item #5). The recommendations from that meeting were to accept the report and adopt the recommendations without changes.

Attachment A: Agenda Item #11.D.3. High Desert Medical College Vocational Nursing Program -
Consideration of Request to Admit Students, Dated August 28, 2013.

Agenda Item #11.D.3.



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DATE: August 28, 2013

TO: Board Members

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

SUBJECT: High Desert Medical College, Vocational Nursing Program – Consideration of Request to Admit Students (Director: Cindy Fairchild, Lancaster, Los Angeles County, Private)

On November 10, 2011, the Board placed the High Desert Medical College Vocational Nursing Program on provisional approval for the two (2) year period from November 10, 2011 through November 30, 2013 due to pass rates on the licensure examination that were noncompliant with requirements set forth in California Code of Regulations Section 2530 (I). Reconsideration of the program's status was scheduled for the November 2013 Board meeting. The program was directed to obtain approval by the full Board prior to the admission of additional students.

On February 24, 2012, the Board approved a class of 20 full-time students contingent on the program's submission of the full-time instructional plan, and approval of a major curriculum revision by the Executive Officer.

On December 6, 2012, the curriculum was approved by the Executive Officer. On January 14, 2013, the program admitted a class of 10 full-time students. Subsequently, the program requested Board approval to admit 20 part - time and 20 additional full – time students.

On May 10, 2013, the Board denied the program's request for approval to admit a part-time class of 20 students on May 31, 2013; graduating January 30, 2015, to **replace** students that graduated September 30, 2012. Additionally, the Board denied the program's request to admit a full-time class of 20 students on June 3, 2013; graduating July 15, 2014, to **replace** students that graduated March 8, 2012.

The program requests approval to admit a part-time class of 20 students on October 4, 2013; graduating March 30, 2015. The proposed class would **replace** students that graduated September 30, 2012.

History of Prior Board Actions

(See Attachment A, History of Board Action)

Enrollment

The High Desert Medical College Vocational Nursing Program offers a full-time course of instruction that is 56 weeks in length and a part-time course of instruction that is 71 weeks in length. Board approval is required prior to the admission of each class. The pattern of admissions for current classes is seen in the enrollment table below.

The following table represents student enrollment based on the **current and proposed** class start dates. The table indicates a **maximum enrollment of 92** students for the period **May 2009 through May 2013**.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Complete			
5/09 PT		16	11	11
11/09 FT		20	20	11 + 20 = 31
1/10 PT		20	18	31 + 18 = 49
5/10 FT		20	18	49 + 18 = 67
9/10 FT		20	13	67 + 13 = 80
	10/10 (5/09 PT Class)		-11	80 - 11 = 69
10/10 PT		20	15	69 + 15 = 84
	12/10 (11/09 FT Class)		-20	84 - 20 = 64
3/11 FT		15	17	64 + 17 = 81
4/11 PT		12	11	81 + 11 = 92
	5/11 (5/10 FT Class)		-18	92 - 18 = 74
	7/11 (1/10 PT Class)		-18	74 - 18 = 56
	10/11 (9/10 FT Class)		-13	56 - 13 = 43
1/13 FT	2/14	10		43 + 10 = 53

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Complete			
	3/12 (10/10 PT Class)		-15	53 – 15 = 38
	3/12 (3/11 FT Class)		-17	38 – 17 = 21
	9/12 (4/11 PT Class)		-11	21 – 11 = 10
10/13 PT Proposed	3/15	20		10 + 20 = 30
	2/14 (1/13 FT Class)		-10	30 – 10 = 20

Licensing Examination Statistics

The following statistics, furnished by 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 April 2006 through March 2013, specify the pass percentage rates for graduates of the High Desert Medical College 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 Average Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate	Variance From State Average Annual Pass Rate
Apr – Jun 2006	2	2	100%	76%	100%	79%	+21
Jul – Sep 2006	17	7	41%	79%	47%	79%	-32
Oct – Dec 2006	2	1	50%	77%	48%	78%	-30
Jan – Mar 2007	No Candidates Tested			77%	48%	77%	-29
Apr – Jun 2007	8	4	50%	74%	44%	77%	-33
Jul – Sep 2007	2	2	100%	76%	58%	76%	-18
Oct – Dec 2007	4	2	50%	76%	57%	76%	-19
Jan - Mar 2008	15	10	67%	76%	62%	76%	-14
Apr - Jun 2008	7	5	71%	75%	68%	75%	-7
July - Sep 2008	14	8	57%	70%	63%	74%	-11
Oct - Dec 2008	7	2	29%	73%	58%	73%	-15
Jan - Mar 2009	12	6	50%	70%	53%	72%	-19
Apr - Jun 2009	4	2	50%	71%	49%	70%	-21
July - Sep 2009	3	1	33%	74%	42%	72%	-30
Oct - Dec 2009	8	8	100%	76%	63%	73%	-10

NCLEX-PN® Licensure Examination Data							
Quarterly Statistics					Annual Statistics*		
Quarter	# Candidates	# Passed	% Passed	State Average Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate	Variance From State Average Annual Pass Rate
Jan – Mar 2010	3	1	33%	75%	67%	74%	-7
Apr – Jun 2010	11	5	46%	74%	60%	75%	-15
Jul – Sep 2010	14	8	57%	76%	60%	75%	-15
Oct – Dec 2010	3	1	33%	77%	44%	76%	-32
Jan – Mar 2011	11	6	55%	80%	49%	77%	-28
Apr – Jun 2011	4	2	50%	71%	50%	76%	-26
Jul – Sep 2011	9	8	89%	74%	63%	76%	-13
Oct – Dec 2011	4	1	25%	74%	61%	75%	-14
Jan – Mar 2012	8	5	63%	77%	64%	74%	-10
Apr – Jun 2012	18	7	39%	72%	54%	74%	-20
Jul – Sep 2012	25	16	64%	74%	53%	74%	-21
Oct – Dec 2012	11	3	27%	70%	50%	74%	-24
Jan – Mar 2013	9	5	56%	75%	49%	73%	-24
Apr – Jun 2013	11	5	46%	78%	52%	73%	-21

*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 recent data available** (April through June 2013), the program’s average annual pass rate is **52%**. The California average annual pass rate for graduates from approved vocational nursing programs who took the NCLEX-PN® Licensure Examination for the first time during the same period is 73%. The average annual pass rate for the High Desert Medical College Vocational Nursing Program is **21** 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 17, including the director. The director has ninety percent (90%) administrative and ten percent (10%) teaching responsibilities. Of the total faculty, twelve (12) instructors are approved to teach clinical. Of the 17 faculty, four (4) are additional faculty.

Based on a maximum enrollment of 92 students, seven (7) instructors are needed. Therefore, the number of current faculty is adequate for the current and proposed enrollment.

Section 2534(b) of the Vocational Nursing Rules and Regulations states, in part:

“Schools shall have clinical facilities adequate as to number, type, and variety of patients treated, to provide clinical experience for all students in the areas specified by Section 2533. There must be available for student assignment, an adequate daily census of patients to afford a variety of clinical experiences consistent with competency-based objectives and theory being taught.”

The program has sufficient clinical facilities to afford the number, type, and variety of patients that will provide clinical experience consistent with competency-based objectives and theory.

Other Considerations:

As noted previously, the Board placed the High Desert Medical College Vocational Nursing Program on provisional approval for the two (2) year period from November 10, 2011 through November 30, 2013, due to noncompliant pass rates on the NCLEX-PN®. At that time, the program’s average annual pass rate was **63%, thirteen (13) percentage points below** the State average annual pass rate for first time program graduates.

On November 22, 2011, the Board forwarded to the Director the Notice of Change in Approval Status (see Attachment B).

On February 24, 2012, the Board approved a class of 20 full-time students contingent on the program’s submission of the full-time instructional plan, and approval of the major curriculum revision by the Executive Officer.

On August 3, 2012, the Board received the program’s comprehensive analysis. Included were the following elements:

1. Two (2) step admissions test. Replaced the HOBET entrance exam with the Wonderlic SLE and HESI entrance exam.
2. Terminal objectives revised.
3. NCLEX review course access codes were purchased for students June 2012.
4. Curriculum revision in progress.
5. Added additional textbooks to enhance learning.
6. Increased proactive skills lab reinforcement.
7. Development of uniform lesson plans will be established when the curriculum is approved.
8. Enforcing attendance policy (Instructors had not been consistently enforcing the attendance policy).

On December 6, 2012, the proposed curriculum was approved by the Executive Officer.

On January 14, 2013, a class of ten (10) full-time students was enrolled utilizing the revised curriculum. This class is scheduled to graduate on February 19, 2014.

Subsequently, the program requested Board approval to admit 20 part-time and 20 additional full-time students. On March 11, 2013, the assigned consultant forwarded correspondence requesting submission of documentation regarding subsequent actions taken by the program to correct identified problems.

On March 28, 2013, the program director submitted correspondence listing actions taken to correct identified problems that negatively impact student achievement. The following elements were identified:

1. Admission - Two (2) step admissions test. Replaced the HOBET entrance exam with the Wonderlic SLE and HESI entrance exam.
2. ATI comprehensive proctored exams have been incorporated.
3. ATI virtual NCLEX review added.
4. Critical thinking skills developed through the use of study guides, case studies, etc.
5. Individual student meetings scheduled weekly in order to identify problems early.
6. Open skills lab and tutoring available 12 hours per week and weekends by arrangement.
7. Mandatory ATI comprehensive exit exam at the completion of the program.
8. Policy developed to track students relevant to submission of application, authorization to test and testing date for the licensure examination.
9. Initiated a tracking system to help identify former graduates that have not taken the licensure examination. These graduates are contacted regularly.

On May 10, 2013, the Board **denied** the program's request for approval to admit a part-time class of 20 students on May 31, 2013; graduating January 30, 2015, to **replace** students that graduated September 30, 2012. Additionally, the Board **denied** the program's request to admit a full-time class of 20 students on June 3, 2013; graduating July 15, 2014, to **replace** students that graduated March 8, 2012. At that time, the program's average annual pass rate was **49%**, **24** percentage points **below** the State average annual pass rate.

Subsequently, the program submitted a request for Board approval to admit 20 part - time students on October 4, 2013. On June 5, 2013, the assigned consultant forwarded correspondence requesting submission of correspondence regarding actions taken by the program subsequent to March 28, 2013, to correct identified problems.

On June 17, 2013, the program director submitted two (2) copies and a CD of pertinent documents regarding subsequent actions taken to correct identified problems that they desired Board members to consider (see Attachment C). The following elements were identified:

- The director is focusing on identifying past graduates and getting them to take the licensure examination. She is creating an individualized study plan for those graduates she has found.

On August 2, 2013, the program submitted the second (2nd) comprehensive analysis, as required by the terms of Provisional Approval on November 12, 2011. Included in that analysis were the following elements (see Attachment D):

- **Admission Criteria and Selection Criteria** - The admission criteria was changed to include: Wonderlic SLE score of 19 (a **decrease of four (4) points** from the comprehensive analysis submitted in August 2012), HESI examination score of 75, Written Essay and interview with the admissions committee. The committee consists of an administration representative, the Director or a nursing faculty member).
- **Terminal Objectives** - The terminal objectives were revised in 2012 and “aligned with the scope of practice for the vocational nurse set by the BVNPT”, as well “as meeting the expectations of the NCSBN”. The terminal objectives are also in alignment with HDMC mission and nursing philosophy.
- **Curriculum Objectives** - A major curriculum revision was completed in December 2012 and the curriculum objectives were reviewed at that time. An addition of 63 hours was included. Three (3) mannequins and a birth trainer (1 mannequin is hi fidelity). ATI comprehensive program was adopted and ATI virtual review after graduation.
- **Instructional Plan** - Current students are utilizing the revised curriculum. The average term grade is 84%. Lessons incorporate the use of power point presentations. Critical thinking exercises are included.
- **Theory and Clinical Objectives** - Included in the newly approved curriculum. The addition of skills lab hours and an end of term practicum was added.
- **Lesson Plans** - Lesson plans were previously created by each instructor. Currently, lesson plans have been standardized. The standardized lesson plans were implemented January of 2013.
- **Textbooks** - Texts were changed to Elsevier Evolve system. This program offers support to instructors and students.
- **Attendance Policy** – Students with absences of 16 hours or more are at risk for termination from the program. All objectives must be made up within 10 days of the absence.

- **Remediation** - Any student may request remediation, no matter what their grade. However, a student that fails an exam will be placed on remediation. A student may continue on remediation into the next term to ensure their success. The student will receive a maximum makeup score of 75%.
- **Evaluations** - Evaluations are ongoing. Students evaluate faculty each term. The Director makes unannounced classroom and clinical visits. Staff meetings, faculty training and weekly one-on-one faculty meetings to review the instructional plan, classroom presentations, and to offer suggestions and support have been implemented.
- **Student Achievement** - Students were previously graded on the curve. This method has been abandoned. A minimum score of 75% must be achieved. Criteria for grading are as follows: 55% for tests and quizzes, 5% homework, 5% ATI, 10% group project, 25% final examination.
- **Enrollment** - Eight (8) students are currently enrolled in classes at HDMC. These students are in Term 3 and will be graduating in February 2014.

In summary, at the time the program was placed on provisional approval on November 10, 2011, its quarter pass rate was 89% and the average annual pass rate was 63%. On May 10, 2013, the Board **denied** the program's request to admit two (2) additional classes. At that time, the program's quarter pass rate was 56% and the average annual pass rate was **49%, 24** percentage points **below** the State average annual pass rate. Currently, the quarter pass rate is 46% and the average annual pass rate is 52%. As such, the average annual pass rate is 11 percentage points **less** than when placed on provisional approval.

Submitted information lists three (3) classes graduated in 2012. One (1) part-time class of 15 students and one (1) full-time class of 17 students graduated in March 2012. Total March 2012 graduates equal 32. Additionally, one (1) part-time class of 11 students graduated in September 2012. To date, 26 of the 32 graduates from the March 2012 classes have taken the licensure examination and six (6) have not tested. Fifteen (15) of the 26 graduates passed (58%) and 42% failed. For the September 2012 class, 11 students graduated. Of the 11 graduates, five (5) have taken the licensure examination and one (1) passed (20%) and four (4) failed (80%). Six (6) graduates from this class have not tested to date. It is concerning that recent graduates are performing poorly on the licensure examination.

Recommendations:

1. Defer action on High Desert Medical College Vocational Nursing Program's request to admit 20 part-time students on October 4, 2013 to the November 2013 Board meeting.
2. Require the program to admit no additional students without prior approval by the full Board.

Rationale: The program was placed on provisional approval from November 10, 2011 through November 30, 2013, due to noncompliant performance of graduates on the licensure examination. The program is scheduled for reconsideration of Provisional Approval at the November 2013 Board meeting.

When placed on provisional approval, the program's average annual licensure pass rate was **63%, 13 percentage points below the State average annual pass rate.** The program was required to demonstrate incremental progress in correcting its violations and advised that if incremental progress was not demonstrated, the Board may revoke the program's approval.

Seven (7) quarters of licensure data are available since the program was placed on provisional approval. For the period January through March 2012, the program's average annual pass rate was **64%**, thirteen (13) percentage points below the State average annual pass rate for first - time program graduates. Over the next four (4) quarters, the program's average annual pass rate declined markedly. For the period January through March 2013, the program's average annual pass rate is **49%. 24** percentage points below the State average annual pass.

Currently, the quarter pass rate is **46%** and the **average annual pass rate is 52%.** The pass rate is eleven (11) percentage points **below** what the program's licensure pass rate was when initially placed on provisional approval on November 10, 2011. As such, the program's average annual pass rate is currently 21 percentage points **below** the state average annual pass rate.

Three (3) classes graduated in 2012. One (1) part-time class of 15 students and one (1) full-time class of 17 students graduated in March 2012. Total March 2012 graduates equal 32. Additionally, one (1) part-time class of 11 students graduated in September 2012. To date, 26 of the 32 graduates from the March 2012 classes have taken the licensure examination and six (6) have not tested. Fifteen (15) of the 26 graduates passed (58%) and 42% failed. For the September 2012 class, 11 students graduated. Of the 11 graduates, five (5) have taken the licensure examination and one (1) passed (20%) and four (4) failed (80%). Six (6) graduates from this class have not tested to date. It is concerning that recent graduates are performing poorly on the licensure examination after the program implemented their plan to bring up their licensure pass rates.

Based on the program's recent graduate's performance on the licensure examination, the requested class is recommended to be denied. By the

November 2013 Board meeting, one (1) more quarter of licensure data will be available. Twelve (12) recent graduates are potentially available to take the licensure examination.

Currently, ten (10) students are enrolled in classes. These ten (10) students were admitted utilizing the revised curriculum. They are expected to graduate in February 2014.

Attachment A: History of Prior Board Actions.

Attachment B: Notice of Change in Approval Status Dated November 22, 2011.

Attachment C: Program Correspondence Dated June 5, 2013; Received June 17, 2013.

Attachment D: Program Comprehensive Analysis Dated July 17, 2013; Received August 2, 2013.

Agenda Item #11.D.3., Attachment A

HIGH DESERT MEDICAL COLLEGE VOCATIONAL NURSING PROGRAM

History of Prior Board Actions

- On August 11, 2004, the Executive Officer approved High Desert Medical College's request to begin a vocational nursing program with an initial class of 30 students on September 10, 2004, only; **and** approved the program curriculum for 1532 hours, including 576 theory, and 956 clinical hours.
- On February 3, 2006 the Executive Officer approved initial full accreditation for High Desert Medical College Vocational Nursing Program for the period February 3, 2006, through February 2, 2010, and directed issuance of a certificate accordingly; **and** approved admission of a part-time class of 30 students starting March 20, 2006, only, to replace students graduating March 11, 2006; **and** approved admission of a full-time class of 30 students on February 6, 2006, only.
- **On May 23, 2006, a new director was approved.**
- On October 3, 2006, the Executive Officer approved the High Desert Medical College Vocational Nursing Program's request to admit a full-time class of 20 students on October 9, 2006, completing November 21, 2007; **and** approved the program's request to admit a part-time class of 20 students on November 3, 2006, graduating May 18, 2008.

Additionally, the Executive Officer approved the program's request for **ongoing** admissions to replace graduating classes, only, with the following stipulations:

- a. No additional classes are added to the program's current pattern of admissions without prior Board approval. The program's current pattern of admissions includes two full-time classes of 20 students and two part-time classes of 20 students per calendar year.
 - b. The director documents that adequate resources, i.e. faculty and facilities, are available to support each admitted class of students.
- On August 15, 2007, the Board notified the director that the program's pass rates had fallen more than ten (10) percentage points below the state average annual pass rate for the past four (4) quarters. The director was requested to submit a written plan for improving the program's NCLEX-PN[®] pass rates by September 15, 2007.

- On September 14, 2007, the Board received the program's plan for improving its pass rate.
- On November 27, 2007, the Board notified the director that the program's pass rates had fallen more than ten (10) percentage points below the state average annual pass rate for the past five (5) quarters.
- On January 22, 2008, the Board notified the director that the program's pass rates had fallen more than ten (10) percentage points below the state average annual pass rate for the past six (6) quarters. The director was asked to provide documentation verifying that the eight elements of the program's plan of correction submitted September 14, 2007, are being carried out.
- On April 4, 2008, the program director provided an update on the program's plan of correction.
- **On December 15, 2008, a new program director was approved.**
- On August 19, 2009, the Board notified the director that the program's pass rates had fallen more than ten (10) percentage points below the state average annual pass rate for the past four (4) quarters. The consultant requested submission of a written plan for improving the pass rates by September 19, 2009.
- On September 16, 2009, the Board received the following plan for improvement of the program's pass rates:
 - a. The program revised its written examinations, and implemented stricter standards for grading.
 - b. The program revised the credit granting policy.
 - c. The program revised the remediation policy, to reduce the overall number of remediation attempts that would be acceptable prior to a termination decision.
 - d. The program revised its practice of re-admitting students who had been terminated previously for poor academic performance.
- On December 2, 2009, the Executive Officer approved continued full accreditation for the High Desert Medical College Vocational Nursing Program for the period February 3, 2010 through February 2, 2014.
- On December 29, 2009, the Board notified the director that the program's average annual pass rates had fallen below 10 percentage points of the state average annual pass rate for the past five (5) quarters.
- On November 30, 2010, the Executive Officer **denied** High Desert Medical College, Vocational Nursing Program's request to admit **30** students three (3) times per year to

the full-time class; **and, approved** the program's admission of **20** students to the full-time day class commencing March 7, 2011 and graduating March 15, 2012, only; **and, denied** High Desert Medical College, Vocational Nursing Program's request to admit **30** students three (3) times per year to the part-time class; **and, approved** the program's admission of **20** students to the part-time evening class commencing on April 8, 2010, and graduating October 21, 2012, only.

Additionally, the program was required to submit a report that includes 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 by **January 28, 2011**:

- 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.

The Executive Officer **rescinded** the program's approval for ongoing admissions and required the program to obtain Board approval prior to the admission of future classes.

- On January 27, 2011, the Board received program documents as requested November 30, 2010.
- **On June 6, 2011, a new director was approved by the Board.**
- On August 25, 2011, the Executive Officer **denied** High Desert Medical College's request to admit 20 students to a full-time program commencing on September 12, 2011, graduating October 18, 2012; **and, denied** the program's request to admit 20 students into a part-time program commencing on October 14, 2011, graduating March 31, 2013; **and**, placed the program on the November 10, 2011 agenda for the Board's consideration of provisional accreditation; **and**, required the program to continue to obtain Board approval prior to the admission of future classes.
- **On September 28, 2011, a new director was approved by the Board.**

- 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 High Desert Medical College 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 High Desert Medical College Vocational Nursing Program's request to admit a class of 20 full-time, day, students on November 14, 2011, graduating on December 13, 2012, to **replace** a class that graduated October 6, 2011; **and**, required the program to admit no additional students unless approved by the full Board; **and**, required the program to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate by **September 1, 2013**.

Additionally, the Board required the program to submit follow-up reports in nine 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; **and**,

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.

Further, 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; **and**, notified the program that failure to take any of these corrective actions may cause the full Board to revoke the program's accreditation; **and**, place 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 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 25, 2012, the program director submitted fifteen (15) copies of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider.
- On February 24, 2012 the Board required the High Desert Medical College Vocational Nursing Program to submit a new instructional plan for full-time classes no later than March 30, 2012; **and**, required the program to submit a new instructional plan for part-time classes no later than March 30, 2012; **and**, delegated to the Executive Officer discretionary authority to approve the program's part-time and full-time instructional plans; **and**, denied the program's request to admit 20 part-time students on March 23, 2012, only, graduating August 7, 2013, to **replace** students that graduated on October 1, 2010; **and**, contingent on the program's submission of the full-time instructional plan, and approval of the major curriculum revision by the Executive Officer, approve High Desert Medical College Vocational Nursing Program's request to admit a class of 20 full-time students on April 2, 2012, only, graduating April 4, 2013, to **replace** students who will graduate on March 26, 2012.
- On May 11, 2012, the Board deferred action on the program's request to admit 20 part-time and 20 full-time students to **replace** students that graduated on March 18, 2012 and March 26, 2012, to the Executive Officer contingent on approval of the Instructional Plan and the program's continued improvement in its average annual pass rate. Class start and end dates will be determined at that time; and, required the program to continue to obtain approval by the full Board prior to the admission of additional classes.
- **On July 18, 2012 the Board approved a new director.**
- On August 3, 2012, the program submitted the Comprehensive Analysis as required on November 10, 2011.

- On December 6, 2012, the Executive Officer approved High Desert Medical College's curriculum for 1594.5 hours, including 640.5 theory and 954 clinical hours for the full-time program; **and**, approved the program curriculum for 1594 hours, including 630 theory and 964 clinical hours for the part-time program; **and, denied** the program's request to admit 20 part-time students on January 7, 2013; graduating July 20, 2014 to **replace** students that graduated March 8, 2012; **and, denied** the program's request to admit 20 full-time students on April 8, 2013; graduating May 9, 2014 to **replace** students that graduated on October 6, 2011; **and**, required the program to admit no additional students unless approved by the full Board.
- On March 11, 2013, the assigned consultant forwarded correspondence requesting submission of two (2) copies and a CD or Flash Drive of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider.
- On March 25, 2013, the program director submitted two (2) copies of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider.
- On May 10, 2013, the Board **denied** the program's request to admit 20 part-time students on May 31, 2013; graduating January 30, 2015, to replace students that graduated September 30, 2012; and, **denied** the program's request to admit 20 full-time students on June 3, 2013; graduating July 15, 2014, to replace students that graduated March 8, 2012; and, required the program to admit no additional students unless approved by the full Board.
- On June 5, 2013, the assigned consultant forwarded correspondence requesting submission of two (2) copies and a CD or Flash Drive of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider.
- On June 17, 2013, the program director submitted two (2) copies and a CD of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider.
- On August 2, 2013, the Board received the program's second (2nd) comprehensive analysis.

Agenda Item #11.D.3., Attachment B



STATE OF CALIFORNIA DEPARTMENT OF EDUCATION • DIVISION OF POSTSECONDARY EDUCATION
BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS
2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945
Phone (916) 263-7800 Fax (916) 263-7859 Web www.bvnpt.ca.gov



CERTIFIED MAIL

November 22, 2011

Carol Williams
Director, Vocational Nursing Program
High Desert Medical College
44815 fig Avenue, Suite 109
Lancaster, CA 93534

Subject: Notice of Change in Accreditation Status

Dear Ms. Williams:

Pursuant to the action of the Board of Vocational Nursing and Psychiatric Technicians (Board) on November 10, 2011, the provisional accreditation status of the High Desert Medical College Vocational Nursing Program has been changed from full accreditation to provisional accreditation for the two – year period from November 10, 2011 through November 30, 2013. The purpose of this letter is to explain the areas of non-compliance found and the corrections required of your program to avoid losing accreditation completely.

Once you have reviewed this letter, please sign and return the enclosed "Acknowledgement of Change in Accreditation Status" form by **Friday, December 2, 2011**.

AREAS OF NON-COMPLIANCE [VIOLATION(S)]

In accordance with Section 2526.1(c) of title 16 of the California Code of Regulations,

"The Board may place any program on provisional accreditation when that program does not meet all requirements as set forth in this chapter and in Section 2526..."

Section 2530(l) of title 16 of the California Code of Regulations 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.

- (l) Failure to maintain the required yearly average minimum pass rate for two years or eight consecutive quarters may be cause to place a program on provisional accreditation."

The program pass rates of the High Desert Medical College Vocational Nursing Program for the past twenty-two (22) quarters are set forth in the following table.

NCLEX-PN® Licensure Examination Pass Rates			
Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate	Variance from State Annual Average Pass Rate
Apr – Jun 2006	76%	100%	+24
Jul – Sep 2006	79%	47%	-32
Oct – Dec 2006	77%	48%	-29
Jan – Mar 2007	77%	48%	-29
Apr – Jun 2007	74%	44%	-30
Jul – Sep 2007	76%	58%	-18
Oct – Dec 2007	76%	57%	-19
Jan – Mar 2008	75%	62%	-13
Apr – Jun 2008	74%	68%	-6
Jul – Sep 2008	74%	63%	-11
Oct – Dec 2008	73%	58%	-15
Jan – Mar 2009	72%	53%	-19
Apr – Jun 2009	70%	49%	-21
Jul – Sep 2009	72%	42%	-30
Oct – Dec 2009	73%	63%	-10
Jan – Mar 2010	74%	67%	-7
Apr – Jun 2010	75%	60%	-15
Jul – Sep 2010	75%	60%	-15
Oct – Dec 2010	76%	44%	-32
Jan – Mar 2011	77%	49%	-28
Apr – Jun 2011	76%	50%	-26
Jul – Sep 2011	76%	63%	-13

Based on this data, the program failed to comply with regulatory requirements relative to the admission of students. Further, the program failed to maintain the annual average pass rate requirement.

REQUIRED CORRECTION(S)

1. The High Desert Medical College, Vocational Nursing Program shall obtain full Board approval prior to the admission of additional students.
2. Require the program to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate by **September 1, 2013**.
3. The program shall submit a follow-up report in 9 months, but no later than **August 1, 2012**, and 21 months, but no later than **August 1, 2013**. The report 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 Student Enrollment.
4. The program shall 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.
 5. The program shall continue 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.
 6. Failure to take any of these corrective actions may cause the full Board to revoke the program's accreditation.
 7. In the event additional violations of the accreditation standards are identified, such violations may result in further corrective action or revocation of provisional accreditation.

FUTURE BOARD ACTION

Your program will be placed on the **November 2013** Board Meeting agenda, at which point the Board may revoke or extend the program's accreditation. If you have additional information that you wish considered beyond the required corrections listed on page 3 and 4, you must submit this documentation by the fifteenth day of the second month prior to that Board meeting.

OTHER IMPORTANT INFORMATION

Please be advised that, pursuant to the Board's regulations, the program will not be authorized to admit new classes beyond the established pattern of admissions previously approved by the

Board. The established pattern of admissions approved by the Board is as follows: **Based on the above corrections, the full Board's permission will be required for each future class admission.**

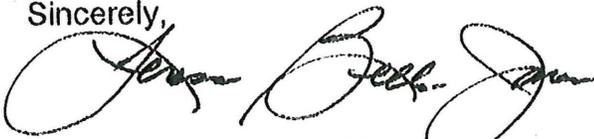
In the event your program is required to submit any report(s) as a corrective action pursuant to this notice, such reports are required in addition to any other reports required pursuant to 2527 of the Board's regulations.

The program may no longer advertise that it has full accreditation, and should take steps to correct any ongoing advertisements or publications in that regard.

A copy of title 16, California Code of Regulations, section 2526.1, regarding provisional accreditation is attached for your reference. A complete copy of the Board's laws and regulations can be found on the Board's web site at www.bvnpt.ca.gov.

Should you have questions, please do not hesitate to contact the Board.

Sincerely,



TERESA BELLO-JONES, J.D., M.S.N., R.N.
Executive Officer

Enclosures

cc: Board Members

TBJ:cca

June 5, 2013

Ms. Pam Hinckley RN, MSN
Nursing Education Consultant
Board of Vocational Nursing and Psychiatric Technician
2325 Capitol Oaks Drive, suite 205
Sacramento, CA 93833

BVNPT Received EDU
on 6/12/13 with ph

Dear Ms. Hinckley, Ms. Anderson, Ms. Teresa Bello-Jones, and BVNPT Board Members

First, I would like to thank you for this opportunity to share the ongoing efforts to improve NCLEX pass rates at High Desert Medical College. As per your request in the letter dated June 4, 2013, I respectfully submit the following information for consideration. I am requesting one part-time cohort starting October 4, 2013 and graduating March 30, 2015 to be admitted to High Desert Medical College.

Since the May 2013 BVNPT Board meeting I have continued to focus on the curriculum, faculty development, locating past graduates, and NCLEX pass rates. Currently, my main focus has been on past graduates; locating, communicating, and assessing their learning needs in order to create an individualized study plan that will increase their opportunities for a positive outcome in taking NCLEX.

High Desert Medical College has had a total of 271 graduates, 83% of the graduates have taken NCLEX, and 69% have passed NLCEX, while 29% of the graduates have not tested at this time (Exhibit 1)

The 46 students have not tested (exhibit 2)

- ❖ 15 could be located after the skip-trace
- ❖ 7 Moved out of California prior to taking NCLEX
- ❖ 9 Have ATT's
- ❖ 7 Waiting for ATT's
- ❖ 7 have never submitted an application
- ❖ 1 does not plan to test

Lancaster - Main Campus

4815 North Fig Avenue, Suite 131, Lancaster, CA 93534

: 661.940.9300 F: 661.940.7319

Bakersfield - Branch Campus

11 South Real Road, Suite 200, Bakersfield, CA 93309

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High Desert

Medical College
A Legacy Education Institution

The outreach team continues to work diligently to support past students. The last cohort of 14 students graduated from High Desert Medical College October 2012.

- ❖ 13 have sent applications
- ❖ 4 have tested
- ❖ 5 have ATT's
- ❖ 4 are waiting for ATT's
- ❖ 1 application has not been sent
- ❖ 5 have individualized study plans
- ❖ 5 will have individualized study plans after taking HESI
- ❖ All have been offered tutoring and reviews

High Desert Medical College remains dedicated to the success of all students. Currently, we have only eight students, who are demonstrating success with the new curriculum. Given the percentage of our students who are currently employed, employers who have contacted the school seeking to hire LVN's, plus the volume of inquiries seeking enrollment into the LVN program I request to start a part-time cohort.

Thank you for your time and consideration, if you have any questions please do not hesitate to let me know.

Respectively,



Cindy Fairchild EdD, MSN, RNC
Director of Nursing
High Desert Medical College
(661) 579-2905
Cindy.fairchild@hdmedcollege.com

Cc: Enclosures

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**High Desert Medical College
Exhibit 2**

Has ATT			Waiting for ATT			Contact, but app not sent		
Name	cohort	Time frame to test	Name	cohort	App sent?	Name	Cohort	Plans to test
[REDACTED]	VN 16	Aug/Sept	[REDACTED]	VN15		[REDACTED]	VN2	studying
[REDACTED]	VN20	July 1	[REDACTED]	VN19	3/15/13	[REDACTED]	VN13	No cleared Financially
[REDACTED]	VN20	June 19	[REDACTED]	VN20	5/31/13	[REDACTED]	VN14	studying
[REDACTED]	VN20	June/July	[REDACTED]	VN20	5/2/13	[REDACTED]	VN16	Traffic tickets need cleared
[REDACTED]	VN20	July/Aug	[REDACTED]	VN20	5/31/13	[REDACTED]	VN18	No cleared financially
[REDACTED]	VN20	July	[REDACTED]	VN20	3/15/13	[REDACTED]	VN20	Legal issue to clear
			[REDACTED]	VN 14		[REDACTED]	VN16	studying
App sent-no further contact-no confirmed ATT								
Name			Cohort			App sent		
[REDACTED]			VN3			1/27/12		
[REDACTED]			VN11			12/7/12		
[REDACTED]			VN18			5/30/12		
No contact, no app sent			Does not plan to test			Left area without testing		
Name	cohort	name	cohort	name	cohort	name	cohort	
[REDACTED]	VN1	[REDACTED]	VN3	[REDACTED]		[REDACTED]	VN1	
[REDACTED]	VN1	[REDACTED]	VN10	[REDACTED]				
[REDACTED]	VN2	[REDACTED]	VN12	[REDACTED]				
[REDACTED]	VN3	[REDACTED]	VN13	[REDACTED]				
[REDACTED]	VN3	[REDACTED]	VN14	[REDACTED]				
[REDACTED]	VN3	[REDACTED]	VN14	[REDACTED]				
[REDACTED]	VN5	[REDACTED]	VN15	[REDACTED]				
[REDACTED]	VN6	[REDACTED]		[REDACTED]				
[REDACTED]	VN7	[REDACTED]		[REDACTED]				
[REDACTED]	VN7	[REDACTED]		[REDACTED]				
[REDACTED]	VN7	[REDACTED]		[REDACTED]				
[REDACTED]	VN11	[REDACTED]		[REDACTED]				
[REDACTED]	VN12	[REDACTED]		[REDACTED]				
[REDACTED]	VN12	[REDACTED]		[REDACTED]				
[REDACTED]	VN13	[REDACTED]		[REDACTED]				

High Desert Medical College
Exhibit 1

Cohort	Graduated	Taken	Passed	Failed	Retake Pass	Retake Fail	Not Taken	Communication and comments
Total	271	225	155	70	19	14	46	
%		83%	69%	31%	57%	44%	29%	
VN1-2006	22	19	16	3	1	2	3	2 no contact, 1 does not plan to test
VN2-2007	14	12	11	1	1	0	2	1 no contact, 1 attending class with current cohort for review (Application never sent)
VN3-2007	12	7	7	0	0	0	5	3 no contact; 1 left state; 1 application sent-no further contact nor able to find through skip trace
VN4-2007	15	15	13	2	1	0	0	
VN5-2008	14	13	10	3	3	0	1	1 no contact
VN6-2008	8	7	6	1	0	0	1	1 no contact
VN7-2008	17	14	9	5	3	1	3	3 no contact
VN8-2009	11	11	4	7	1	3	0	
VN9-2009	11	11	10	1	0	1	0	
VN10-2009	12	11	10	1	0	0	1	1 left the state
VN11-2009	8	6	3	3	2	1	2	1 application has been sent-no further contact, 1 no contact
VN12-2010	9	6	1	5	1	1	3	2 no contact; 1 left state
VN13-2010	11	8	4	4	0	2	3	1 enlisted in US navy, 1 not cleared financialy, 1 no contact
VN14-2010	20	16	11	5	2	1	4	1 left state; 1 enlisted in the Navy; 1 waiting for ATT, 1 never took

High Desert

Medical College

A Legacy Education Institution

Vocational Nursing Program
2013 Comprehensive Analysis
Respectively Submitted

By

Cindy Fairchild EdD, MSN, RNC

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July 17, 2013

Pam Hinckley, RN, MSN
Nursing Education Consultant
Board of Vocational Nursing and Psychiatric Technicians
2535 Capitol Oaks Drive, Suite 205
Sacramento, California 95833

Dear Ms. Hinckley,

This comprehensive analysis is provided at the request of the Board, as per the November 10, 2011 BVNPT Board meeting when High Desert Medical College of placed on a provisional approval status. The first comprehensive analysis was submitted on August 1, 2012. The 2013 analysis includes the following items as requested by the Board a comprehensive analysis of the program, actions taken to improve program pass rates, timeline for implementation, and the effort of employed interventions. The following comprehensive analysis is based on observation and data gathered over the past year. This report documents the corrective actions taken to improve the nursing program at HDMC and the annual NCLEX-PN pass rates. The analysis of the nursing program is an ongoing evaluation process to improve the outcomes at HDMC.

The administrative leadership in the vocational nursing program was changed a year ago to give the program stability and strength in order to move from analysis to action. Administration and staff continue to support the improvement and success of the vocational nursing program, over the past year faculty members have received training related the new curriculum and teaching strategies.

The following is a report on the progress and changes that have been made at HDMC as a result of the comprehensive analysis.

Admission Criteria /Screening and Selection Criteria

The success of a program depends on a multitude of factors, one main factor being the caliber of student admitted to the program. HDMC maintains a standardized admissions criterion, which was revised in November 2011 to include a two-step process. The entrance process continues to include the Wonderlic SLE and HESI examination, a written essay, and an interview with the Director of Nursing. **Currently, there has only been one class admitted under the new admission requirements.**

When comparing class grades with HESI scores the current students are demonstrating the reliability of the assessment tool. The majority of the student's classroom grades are four to 10 points higher than the HESI score while one student has a classroom grade equal to the HESI score. The two students who have lower HESI scores also have extenuating obstacles to overcome.

Student ID	Wonderlic Score	HESI Score	Class Average
Student 1	22	76	86%

Student 2	24	78	88%
Student 3	30	90	84%
Student 4	20	75	75%
Student 5	24	79	83%
Student 6	22	87	78%
Student 7	23	78	87%
Student 8	24	82	86%

The admissions department has taken a proactive role by implementing a more comprehensive initial interview with potential candidates. The initial interview allows a potential candidate to gain better insight into the program demands and academic rigor, as well as answering any questions related to the program and program expectations.

Currently administration and the nursing department are evaluating further changes to the admission process which would include the requirement of official high school transcripts, drug screening and a more detailed background investigation. **(Please Refer to Attachment #1-Admission Criteria)**

Terminal Objectives

The terminal objectives were evaluated and revised in 2012 to bring the objectives into alignment with the scope of practice for the vocational nurse as set by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) Vocational Nursing Practice Act, as well as meeting the expectations of the National Council Licensure Examination for Vocational Nurses (NCLEX-PN). The terminal objectives are also now in alignment with HDMC's mission and nursing philosophy.

The terminal objectives have been implemented throughout the program to guide, support, and prepare the student to provide competent entry level nursing care as a vocational nurse, as well as preparing the student for the NCLEX-PN examination. During the 2012 comprehensive analysis it was noted that the terminal objectives required a revision to meet the current standards of practice and evidence based research in vocational nursing. The objectives now include the nursing process, critical thinking, professionalism, communication, along with cultural competence, and the ability to perform nursing skills.

HDMC's vocational nursing program currently does not meet Title 16 section 2526.1 of the California Code of Regulations, Vocational Nurse Practice Act. HDMC continues to work diligently with past graduates and the current cohort of students to meet the terminal objectives and pass the NCLEX-PN. The following are changes that have been implemented to facilitate learning in order for students to meet the programs terminal objectives:

- Candidates admitted into the program must meet all entrance requirements
- Students are required to pass a skills practicum at the end of each term
- Students must pass each term with a minimum of 75%
- Students participate in an NCLEX-PN review at the end of the program, current and future students will participate in an individualized ATI virtual NCLEX review program through ATI.
 - ATI is a standardized review program integrated throughout the nursing program. ATI offers test taking strategies, nursing content, patient care skills, as well as critical thinking development, and an individualized ATI virtual NCLEX-PN review after graduation. ATI also offers ongoing support to faculty.
- Past graduates are encouraged to take the HESI exit examination, while present and future students will be required to pass an ATI comprehensive exit examination.
- To date there have been 27 graduates who have taken the HESI exit examination and the NCLEX-PN examination, while have 18 passed the NCLEX-PN examination.

The terminal objectives have been integrated throughout the program to support academic rigor and prepare the student for the NCLEX-PN examination. Terminal objectives are continually upheld in order to be in compliance the Vocational Nurse Practice Act and to be in alignment with HDMC’s mission and philosophy.

(Please Refer to Attachment 2-Terminal Objectives)

Curriculum Objectives

A major curriculum revision was started in November 2011, as the curriculum had not been revised since the inception of the vocational nursing program in 2005. The major curriculum was completed in December of 2012. Prior to the start of the January 2013 cohort the last cohort of nursing students to start at HDMC was April of 2011. HDMC has upgraded the skills laboratory to include three mannequins, and a birth task trainer. One of the mannequins is a mid-fidelity simulator to allow for a more realistic learning experience while in the skills laboratory, furthermore the revised curriculum supports the program’s mission and philosophy by integrating creative teaching strategies into the classroom and skills laboratory based on adult learning principles.

The curriculum went from three terms to four terms and increased by 63 hours. The new curriculum includes updated content to meet current best practice, develop critical thinking skills, strengthen clinical skills and prepare the student for NCLEX. The changes to the curriculum not only include a new instructional plan, but standardized syllabi for each term, course lesson plans, daily lesson plans, and the implementation of textbooks based on current best practice, ATI, as well as reviewing the current NCLEX-PN test plan.

COURSE	Lecture Hours	Lab Hours	Clinical Hours	Credits	Total Hours
Term I	190	132	54	17.5	376
Term II	177.5	27	189	16.5	393.5
Term III	144	16	260	15.5	420
Term IV	129	60	216	14	405
Total	640.5	235	719	63.5	1594.5

- The program was increased by 63 hours, with 640.5 of theory and 954 hours of skills lab/clinic, for a total of 1594 hours
- Class activities and assignments have been designed to develop critical thinking
- The current textbook was published in 2011, and is aligned with the current best practice and the NCLEX-PN test plan
- ATI was implemented throughout the program, as well as an individualized ATI virtual review after graduation
- Standardized course syllabi, course lesson plans, and daily lesson plans have been developed and implemented to maintain consistency in the classroom while maintaining academic rigor
- ATI comprehensive exit examination will be implemented with the current cohort of students
- Individualized ATI virtual NCLEX-PN review upon completion of the program

(Please Refer to Attachment #3-Summary of Program Hours)

Instructional Plan

The instructional plan was revised and approved by the Board in December of 2012. The current course content is taught in an engaging manner through the utilization of creative teaching strategies, to meet the students various learning styles and needs, while meeting the course and program terminal objectives.

Currently, HDMC has one cohort, which consists of eight students, and has recently started the third term. **The students are demonstrating success with the revised curriculum, as evidenced by the low attrition rate, an average term grade of 84%, plus the average ATI proctored assessment is a level two, which demonstrates that a student should exceed expectations for the content area.** The students have also demonstrated continual improvement in their ability to perform basic nursing skills and the development of critical thinking.

- With the curriculum revision the program has changed from three terms to four terms
- The content follows a sequential learning process
- ATI has been integrated into the program to support learning course content, nursing skill, develop, critical thinking, and prepare the student for the NCLEX-PN examination
- Presentations of course content is augmented with the use of power points from the course textbook
- The instructional plan requires the use of textbooks and study guides, as well as the weekly examinations, homework assignments, and a basic research project which requires a written APA paper and presentation.
- Standardized lesson plans and course syllabi have been implemented in each term.
- Faculty has been oriented to the new curriculum and ATI program, as well as ongoing support
(Please Refer to Attachment #4-Term 2 Research Assignment Rubrics)

Theory and Clinical Objectives

Theory and clinical objectives had remained the same since original program approval in 2005. The new curriculum was approved December 2012. The faculty began training with the new curriculum shortly thereafter and the implementation of the new curriculum started January 2013 with the current cohort of students.

- Theory hours will increase from 576 to 640.5
- Skills laboratory experience hours have increased in all four terms for the best interest of the students ensuring richer clinical experience for the students. High Desert Medical College will use simulation labs to assist in preparing students for reality based critical thinking exposure.
- A skills practicum and the end of term
- Assessing student learning is achieved in various methods throughout the curriculum using tools such, examinations, quizzes, research assignments, and assignments from the textbooks and ATI
- Standardized syllabi include theory and clinical objectives and faculty review course objectives on the first day of the term, as well as reviewing daily objectives
(Please Refer to Attachment #5-Course Objectives as found in the course syllabi)
(Please Refer to Attachment #6 -Weekly Clinical Objective)

Lesson Plans for Each Course

Prior to the major curriculum revision lesson plans were created by each instructor and had no consistency in content, form or style. As part of the curriculum revision standard lesson plans were developed to include teaching methodologies which will be used by all instructors. The standardized lesson plans are, organized and designed to be user friendly.

- Lesson plans have be developed to feature specific teaching methodologies used by all instructors. Instructors will be able to follow a simplified guideline that is more organized and instructor friendly.
- The lesson plans will be numbered identifying daily and weekly over the course of each Term.
- In the event a substitute needs to take over a class, this level of detail to the lesson plan provides an easy transition from one instructor to another and most importantly no interruption to the delivery of information to the students.
- Students receive a copy of the course lesson plan
- The standardized lesson plans were implemented with the January 2013 cohort
(Please Refer to Attachment #7- Lesson Plan for Term 1)

Textbooks

As part of the curriculum revision textbooks were updated in 2012, as previous textbooks were published in 2005, and a book committee was created to review current resources, as well as analyze and identify the need for new resources.

- Textbooks were changed to the Elsevier Evolve system, which offers support material to both students and faculty
- ATI was integrated throughout the program
- Faculty received a copy of current textbooks

(Please Refer to Attachment #8-List of Current Textbooks)

Attendance Policy

The goal is to promote a climate of learning to enhance student participation as an active learner. This philosophy is an important component for all adult learners. HDMC established attendance policies and procedures to promote student awareness and eliminate poor academic performance.

The vocational nursing program is rigorous and challenging. HDMC strongly encourages students to attend 100% of scheduled class time in order to acquire the knowledge and skills necessary to meet the course and terminal objectives. Each class day will offer important information the student will need to achieve his/her goal. If a student is absent from either theory or clinical sessions, the student is required to make-up all objectives missed.

- Instructors are required to submit attendance sheets immediately after class.
- Students are expected to contact HDMC personnel or the instructor in the event of an absence.
- HDMC personnel will contact students who have not notified HDMC personnel of their absence.
- The HDMC registrar enters data into our electronic system and follows up on abnormal occurrences.
- Students with more than 16 hours of missed classroom and/or clinical are at risk for termination from the program
- A vocational nursing student's progress is monitored and documented by the instructor
- A plan of action is documented for each student not meeting satisfactory academic progress.
- A student has 10 days to make-up missed objectives
- Faculty receive ongoing training and support to assure understanding and enforcement of attendance policy
- Attendance policy is reviewed at the beginning of each term
- Students sign a statement of expectations which includes attendance policy

(Please Refer to Attachment #9-Attendance Policy)

Remediation Policy

Students who fall below acceptable standards will benefit from a remediation program. Remediation can improve the academic standing and overall student achievement.

The Remediation policy is continuously offered within all terms to identify student-learning challenges in both the theory and clinical segments.

- The need for remediation is recognized by the instructor in reference to poor test scores, comprehension of material and overall student development.
- Remediation allows students to improve knowledge and comprehension of course content and/or nursing skills within a pre-determined time.
- Vocational nursing student's progress is monitored and documented by the instructor
- A plan of action is documented for each student not meeting satisfactory academic progress.
- Students who are placed in the remediation program will receive an individualized study plan, which is approved by the director of nursing
- A student is placed in the remediation program as soon as there is a change in grades

- A student who has been in remediation during a term may be continued with remediation at the start of the next term to help assure success with the course content and to meet satisfactory academic progress
 - Remediation is offered to all students who request extra assistance no matter the current grade
 - Any student may repeat one test during the term, after remediation. The maximum score on the test is 75%
 - An open-skills laboratory time has been added
 - Students can make Saturday appointments for tutoring or practice in the skill laboratory
- (Please Refer to Attachment #10- Remediation Policy and Documentation)**
(Please Refer to Attachment #11-Remediation for Test Retake)

Evaluation for Theory and Clinical Faculty

Faculty evaluation is an ongoing process. The faculty is evaluated by students at the end of each term; however formal peer evaluation is inconsistent. In-services and one-on-one training has been conducted to orient faculty to the new curriculum, principals of adult learning, the implementation of creative teaching strategies, and the use of technology in the classroom.

- Faculty will continue to be evaluated each term by students
 - Unannounced clinical site visits have been implemented
 - Unannounced classroom observations have been implemented
 - Faculty staff meetings have been Implemented
 - Faculty development training has been implemented
 - Weekly one-on-one faculty meetings to review instructional plan, classroom presentation, offer suggestions for improvement, and support has been implemented
 - Training sessions with the ATI educator are held as needed or requested by faculty and students
 - Faculty members are encouraged to use a student-centered teaching model and promote the principals of adult learning through the use of creative teaching strategies in order to meet the needs of the various learning styles and develop critical thinking skills
- (Please Refer to Attachment #12-Instructor Classroom Observation Form)**
(Please Refer to Attachment #13-Student Evaluation Form)

Evaluation of Theory Presentation

Nursing theory is the foundations for nursing practice. The objective of the program is to prepare the student with sufficient theoretical knowledge to pass the NCLEX-PN examination and gain the ability to perform practical skills in order to qualify for an entry-level position as a vocational nurse in a variety of healthcare settings. The curriculum has been developed to provide students with a solid foundation beginning with the theory portion focusing on the fundamentals of nursing science. Following the initial theory coursework, students utilize their knowledge and skills in the laboratory setting to prepare them for real life experiences in a clinical area.

The student must perform basic nursing skills; apply nursing concepts and demonstrate critical thinking. Multiple methods are used to deliver course content. The following teaching strategies are used in the classroom and clinic setting lectures, discussion, demonstration and return demonstration, clinical practice, visual aids, pre and post-conferences, seminars, student verbal presentations, math competency, case-study, role-play, and games. Learning is assessed formally through examinations, quizzes, homework, basic research projects, observation in the skills lab, and skills practicum testing.

- Learning is assessed informally through discussion, observation, role play and during critical thinking activities
- Students meet with the theory and clinical instructors weekly to review progress.
- The current model for teaching theory and clinical continues to utilize two different instructors, one for theory and one for clinical.

- Lesson plans and course syllabi have been standardized for consistency of objectives and outcomes for each term.
- Instructor workshops in the areas of teaching methodologies and clinical instruction have been implemented
- Clinical instructors have been provided with course material including course and daily lesson plans, syllabi, and textbooks
- Collaboration between theory and clinical instructors has been implemented to further provide continuity of course content between theory and clinic
- The term grade is calculated based on both theory and clinical areas. Theory represents the course “letter” grade, while the clinical grade is represented as a “pass” or “fail”
- The final grade reflects the points accumulated from examinations, quizzes, homework, basic research project, ATI, and term final

Measure	% of Final Grade
Tests/quizzes	55%
Homework	5%
ATI*	5%
Group Project/Presentation	10%
Term Final	25%

****ATI remediation must be completed prior to taking ATI proctored exam. Students must pass this course with a final grade of at least 75% and a receive a minimum of a level one on ATI proctored exams***

- The theory grade is based on the points received from examinations, quizzes, homework, research project, ATI, and the final
- The clinical grade is based on skills proficiency
- Failure to pass either portion of the term will result in a final grade of “fail”
(Please Refer to Attachment #14- Student Expectations)

Evaluations of Clinical Rotations and Their Correlation to Theory Presentation

Nursing instructors, theory and clinical, provide continuous, systematic and progressive education and evaluation in the classroom and clinical setting, while meeting program objectives. The student is evaluated on clinical behaviors, ability to demonstrate synthesis of theoretical and empirical knowledge, demonstrate the use of critical thinking skills, and demonstrate the ability to safely perform basic nursing skills.

Prior to the curriculum revision theory and clinic were not always in alignment. The revised curriculum is designed so the instructional plan, syllabi, and lesson plans and all congruent between out both theory and clinic.

- The theory calendar was aligned to coincide with the clinical objectives
- In cases where different instructors are teaching theory and clinical, the instructors meet weekly to discuss a plan of action to ensure students meet the objectives for the term.
- The final grade for each term is based on both theory and clinical aspects of the term.
- Students must pass both theory and clinic in order to meet program requirements and meet HDMC satisfactory academic progress requirements
(Please Refer to Attachment #15-Clinical Evaluation)

Evaluation of Student Achievement

Student achievement is evaluated using several different methods, from informal to formal as well as summative and formative. Informal assessments include classroom activities such as discussion, role-play, and case-studies, while formal assessments of learning include examinations, homework assignment, ATI and a term research project.

Prior to the curriculum revision student achievement was assessed as follows:

- 40% midterm**
- 40% final**
- 10% attendance**
- 5% quizzes, reports and projects**
- 5% participation**

Prior to 2011 students were also graded on a curve. After 2011 students were no longer grade on a curve, however the above weighted grades remained in effect. The current grading is as follows

- 55% Tests/quizzes**
- 5% Homework**
- 5% ATI**
- 10% Group Project**
- 25% Final**

- Satisfactory academic progress is achieved at the end of each term by having a minimum of 75% in the course, pass the ATI proctored examination, as well as receive a “pass” in clinical portion of the course
- Students receive weekly evaluations in both theory and clinic to review strengths and weakness
- Students receive an evaluation at the end of the term for both theory and clinic to review strengths and weakness
- Students are placed into the remediation program as soon as there is a change in grades or performance in the clinic setting
- A NCLEX-PN review has been added to the revised curriculum
- ATI has been integrated into the program, as well as the individualized ATI virtual NCLEX-PN tutor after completion of the program
- Students who graduated prior to the revised curriculum have access to the HESI exit examination
- Weekly meetings with faculty and the director of nursing have been implemented to review student progress

Current Enrollment

HDMC has only had one cohort start since 2011 due to delays in receiving approval for the major curriculum revision and low pass rates. **Currently, HDMC has eight vocational nursing students who are in their third term, and will be graduating in February 2014.**

ENROLLMENT DATA			
CLASS DATES		#Students Admitted at time of class start	#Students who have graduated or are still in the class
List ALL classes to date. Include if FT or PT and include proposed classes	Date class will Complete		
1/14/2012-FT	2/19/14	Admitted 10*	On going

***Currently there are 8 students in the cohort, which are the only nursing students at HDMC**

I feel it is imperative to develop, implement, and evaluate learning through the use of best practices in teaching, while assuring the content meets current evidence based practice in nursing in order to meet the program objectives. I believe the ongoing efforts and commitment by faculty, staff and administration will have a positive impact on NCLEX pass rates, as well as producing competent, prudent, entry level vocational nurses. HDMC continues to make great strides to become compliant with Title 16 section 2526.1 of the California Code of Regulations, Vocational Nurse Practice Act through the curriculum changes, faculty development, stringent admissions requirements, and student support.

HDMC's NCLEX-PN pass rates remain less than optimal, we continue to reach out to past graduates through the Outreach program, work with faculty, and support the current cohort of students with the implementation of the revised curriculum. Through this past year I have made many observations as well as reviewed documentation prior to Legacy Education acquiring HDMC. I strongly believe that many of these past practices continue to have a negative impact on the NCLEX pass rates, even with the implementation of the NCLEX Outreach program, and the incentives that have been offered through the program few past graduates participate in the program.

I continue to offer tutoring, review courses, individualized study plans, as well as encouraging past graduates to attend courses with the current cohort of students. Since the initiation of the Outreach program 21 students have participated in the program by attending a review course, seeking tutoring, or attending classes with the current cohort, of these 21 students 12 have passed NCLEX-PN and four have not taken the NCLEX-PN examination. The majority of the participants only participate for a short time. HDMC has 13 graduates with ATT's, of the 13 graduates four are participating in the outreach program, one stated he did not need assistance from the school, while five are contacted by the school on a regular bases to offer support, however they continue to deny the need of support, plus the school can no longer locate three graduates, even after a skip trace was placed on the graduates.

HDMC started the process to become a nationally accredited school through the Accrediting Commission for Continuing Education and Training (ACCET) in July 2012. National Accreditation serves the interests of companies, agencies, and the public through the establishment of standards, policies, and procedures in conjunction with an objective third-party professional evaluation designed to identify and inspire sound education and training practices. When such a process is matched by an institution's commitment to high standards and accountability, a partnership for quality becomes reality. HDMC was awarded a three year full accreditation on April 17, 2013. We are dedicated to quality education that meets or exceeds industry standards. HDMC's commitment to students does not end at graduation. HDMC continues to support graduates with job placement, currently more than 70% of vocational nursing students have been placed in jobs.

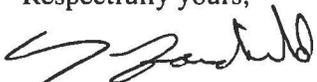
In closing, I would like to once again reiterate that I continue to work diligently to improve and enhance the educational experience for current and future students by providing a high quality education to meet current best-practice in nursing care and adult education, in order for HDMC to graduate vocational nurses who will be successful with NCLEX-PN, and are prepared to provide safe, prudent, and component nursing care. Furthermore, HDMC stays committed to all past graduates through the Outreach program. Today, HDMC has eight current students, who are at the mid-point in their program, and approximately 13 graduates who have ATT's.

Ms. Hinckley, I am appreciative of your time, expertise and support to me and HDMC as we continue to strive of an outstanding vocational nursing program.

If I can provide you with additional information or should you have any questions, please do not hesitate to contact me at (661) 579-2905

Thank you for your continued assistance and guidance.

Respectfully yours,



Cindy Fairchild EdD, MSN, RNC
Director of Nursing

Attachment 1

Admissions Criteria

VOCATIONAL NURSING – Effective July 25, 2012

High Desert Medical College will not deny admission to any person for reasons of race, age, gender, sexual orientation, national origin, ethnic background, religious affiliation, or physical disabilities, but does reserve the right to deny admission to applicants who do not successfully meet admissions requirements. The college utilizes the Scholastic Level Exam and the HESI as an entrance examination for all Vocational Nursing students.

To be eligible for admission to the VOCATIONAL NURSING Program, an applicant must meet the following requirements:

- Take and pass a nationally standardized test the Wonderlic SLE with a minimum score to gain admittance to the College. The minimum score is listed below for the Vocational Nursing Program (see “NOTE” above in reference to additional attempts to retakes and achieving the minimum required score for the SLE.

- Vocational Nursing 19

AND

- Take and pass the required entrance exam (HESI) with a score of 75. If a prospective student should fail the examination, he/she will not be allowed to retake the test for 14 days
- Be at least 18 years of age
- If 17 years of age, requires parental signature
- Provide documented evidence of a high school diploma or equivalent
- Submit a 150 word essay “Why you want to be a nurse”
- Successfully pass a back ground screening
- Final approval from the Director of Nursing to enter the program
- Attend the required Student Orientation
- Pay \$37.00 exam administration fee (HESI)

The college utilizes the Scholastic Level Exam and the HESI as an entrance examination for all Vocational Nursing students.

For the VOCATIONAL NURSING program, new students must begin instruction in Term I and complete the objectives of each sequential Term.

**Students may enroll at any time; however, scheduled start days are the only days that students may begin classes. In certain programs, students may be able to start their training after the first day but no later than the second day of classes per California regulations.

VOCATIONAL NURSING STUDENTS

A VN staff member reviews nursing Candidates after pre-qualification by the Admission Staff. Factors used to judge prospective students include, but are not limited to attitude/professionalism, previous experience/training, transportation and support services, level of commitment, entrance examination score, etc. The decision of the Admission staff and Director of Nursing is final and there is no appeal process. Upon

approval of the Admission staff and the Director of Nursing, accepted Candidates will then be required to complete applicable documentation and financial packaging. Upon completion of the financial packaging, the Candidate will complete a Nursing Department Interview to receive approval of the Nursing Director.

If the Director of Nursing approves the Candidate for enrollment, enrolled Candidates who complete the admissions process will be required to pay a non-refundable registration fee at the time of enrollment. Candidates will be placed on the prospective start list and will be required to attend the mandatory orientation and the first 6 weeks of instruction in the full-time program or first 11 weeks of instruction in the part-time program.

All VOCATIONAL NURSING students will be provided with a worksheet by the Nursing Department explaining the physical exam requirements that must be completed prior to beginning *the Nursing Program*.

Orientation for all Enrolled Candidates is conducted *the week prior to the first day of class*. During this orientation, discussions of important information concerning the administrative, educational and placement policies and procedures that each student will need during the course of instruction. During this orientation, the student will be given program specific information regarding the policies and procedures of the Department and the respective Board. Enrolled Candidates who fail to attend the first, second or third day of class may lose their training slot to another Candidate.

All enrolled VOCATIONAL NURSING candidates will be allowed to attend the first six weeks of instruction in the full-time program or the first 11 weeks in the part-time program (the Fundamentals Unit). The Fundamentals Unit will be used to determine which Enrolled Candidates will be awarded regular student status for the class. *To qualify for progression; All Enrolled Candidates will be evaluated at the end of the 6/11 week interval of the Fundamentals Unit of instruction to determine which Enrolled Candidates will be granted regular student status for the class.* Enrolled Candidates are ranked according to academic standing during the Fundamentals Unit.

In the event that two or more enrolled VOCATIONAL NURSING candidates are tied in academic standing (GPA) for an available regular student status, the Enrolled Candidates will then be judged based upon attendance and number of missed instructional days. In the event that the Enrolled Candidates are equally matched in both academic standing and attendance percentages, the Director of Nursing will make final determination.

All Enrolled Candidates should note that the first 6 weeks/11 weeks are a CRITICAL period of instruction that will determine if the Enrolled Candidate will be allowed to remain in the program. Enrolled Candidates who are not achieving acceptable academic standings in the Fundamentals Unit will be counseled and advised of their ranking in the class by the Nursing Department weekly. Tutorial and remediation programs will be available to all Enrolled Candidates to bolster their academic standing and provide assistance in increasing their academic standing during the Fundamentals unit.

Note to prospective students: It is important to know that the Admissions Committee will typically review approximately 100-200 applicants for each start. If you are serious about the program, it is imperative that you attend all scheduled appointments, complete required paperwork when due and treat all interviews and appointments professionally in order to be considered as a Candidate and/or achieve Enrolled Candidate status.

The college will attempt to make reasonable accommodations where possible in compliance with ADA standards.

PHYSICAL EXAM REQUIREMENT

VOCATIONAL NURSING

All students accepted as VOCATIONAL NURSING enrolled candidates must provide a physician's release and evidence of good health by completing a recent (within 30 days prior to enrollment) physical examination including the following elements:

- History and Physical Clearance
- Height & Weight
- Blood Pressure, Pulse and Respiration
 - Hepatitis B vaccination series is recommended, but not mandatory. RPR, Two-step TB test or chest x-ray is mandatory to assure students are not in active stage(s) of tuberculosis. MMR Titer is mandatory, if not immune, student must be vaccinated. Varicella and Polio vaccinations are mandatory if a record of immunization is not provided. Blood titers must be drawn for immunity. No immunity status requires vaccination series.
 - Proof of a tetanus vaccination within the last 10 years is also required.
 - The physician's release evidence of good health must be verified by Physician's office stamp. Falsification of such information will result in denial of admission to the program. If the applicant is pregnant or becomes pregnant, a full medical release signed by the physician with no clinical restrictions will be required.
 - The physical examination, lab tests and vaccination records MUST be turned in to the Nursing Office for review PRIOR to the Orientation for the class start (1 week before the start date).

The Nursing Office will provide each prospective student or Enrolled/Alternate Candidate with a description of the physical examination, lab test and vaccination requirements prior to enrollment.

DRUG TESTING REQUIREMENT

All Vocational Nursing students are advised that most clinical rotation sites may require a complete drug screening for student clinical rotations. Students selected for drug screening must comply with the clinical rotation policy and timeframes. The cost of any mandatory drug screening will be the responsibility of High Desert Medical College. Students who refuse to submit to mandatory drug screening will be subject to immediate termination for failure to comply with safety policies. Students who fail a mandatory drug-screening test by virtue of evidence of illegal narcotic use will be subject to immediate termination from the program under patient/student safety protocols and "Drug Free" policies.

1. Only qualified candidates may be accepted to the Vocational Nursing Program at High Desert Medical College. Qualified candidates are defined as those who fully meet the requirements stated by HDMC Admission Criteria.

2. An Admission Committee comprised constituted of Administration representative(s), Vocational Nursing Program Director or his/her designee and faculty member(s) will screen and select students for the LVN program.
3. The Screening Criteria Tool based on the point system will be used to identify the strongest candidates for the VN program. The focus will be placed on scores of:
 - HESI entry exam
 - Essay
 - Personal interview with the VN Program director.
4. The list of accepted/selected candidates will be arranged accordingly to their point-based scores obtained during the screening process.
5. When the number of eligible candidates exceeds the number of open slots in the upcoming class, they will be placed on the waiting list according to the point-based scores.

Attachment 2

Terminal Objectives

Upon completion of the Vocational Nursing Program at the High Desert Medical College, the graduate shall be able:

1. Apply the nursing process in a safe, effective, and ethical manner.
2. Communicate effectively using written, verbal and non-verbal description in a variety of settings to assist both the individual patient and family members to identify health care needs and or concerns.
3. Demonstrate professional responsibility and ethical behavior by maintaining practice competencies using professional demeanor, judgment, adhering to legal standards and working with others in a professional and cooperative manner.
4. Demonstrate ability to perform basic nursing skills.
5. Demonstrate culturally competent care of the individual patient and family through growth and development and environmental concerns.
6. Utilize resources and technologies in the delivery of patient care.
7. Demonstrate critical thinking in the delivery of patient care.
8. Successfully pass the ATI comprehensive exit exam.
9. Successfully pass the NCLEX-PN examination.
10. Work as an entry-level vocational nurse and comply within the scope of the vocational nurse practice act.

Attachment 3

**SUMMARY OF INSTRUCTIONAL PLAN PROGRAM HOURS
FULL-TIME VOCATIONAL NURSING PROGRAM**

Program: HIGH DESERT MEDCAL COLLEGE, Lancaster, CA Date: 9/10/2012

Reference: Vocational Nursing Rules and Regulations: Article 5, section 2532 (Curriculum Hours) and section 2533 (Curriculum Content)

Curriculum Content	Prerequisites	Term 1	Term 2	Term 3	Term 4	Comments	Totals
Anatomy & Physiology		52					52
Nutrition		4					4
Psychology		0		19	3		22
Growth & Development		5					5
Fundamentals of Nursing		90.5			2		92.5
Nursing Process		3.5		4.5	5	integrated () hrs	13
Communication		2		(6)	3	integrated () hrs	(6)+5
with pts with psych disorders		0				integrated () hrs	
Patient Education		1	(5) +0.5	4	8.5	integrated () hrs	(5)+ 14
*Pharmacology		18	30	20	14.5		82.5
Medical/Surgical Nursing		0	120.5	83	28		231.5
Communicable Disease		0	(2)+7.5	13.5	1	intergrated () hrs	(2) +22
Gerontological Nursing		0	13				13
Rehabilitation Nursing		0	6		2		8
Maternity Nursing		0			21		21
Pediatric Nursing		0			21		21
Leadership		1.5			12		13.5
Supervision		1			8		9
Ethics & Unethical Cond.		3				integrated () hrs	3
Critical Thinking		1					1
Culturally Congruent Care		3				integrated () hrs	3
End-of-Life Care		4.5				integrated () hrs	4.5
Total Theory Hours	0	190	177.5	144	129		640.5
Skills Lab Hours		132	27	16	60		235
Clinical Experience Hrs		54	189	260	216		719
Total Clinical Hours	0	186	216	276	276		954

TOTAL PROGRAM HOURS	1594.5
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Breakout of Clinical Hours by Topic Areas:

Topic	Hours
Fundamentals	186
Medical-Surgical	492
Pediatrics	64
Maternity	64
Leadership	84
Supervision	64
Total Clinical Hours (should match cell H26)	954

Note: This form is not required by regulation, but is a tool designed to assist program directors to accurately calculate curriculum content hours for Board-approval.

Attachment 4

Term 2 research assignment rubric: Older Adult Paper and Presentation

	Below Expectations	Basic	Proficient	Distinguished	Score/Level
Assessment of System (15 points)	The basic description is either nonexistent or lacks the component described in the assignment instructions. (0 points)	Minimally describes the components of each section as described in the assignment instructions. <i>Description of system (2 points)</i> <i>Assessment of system (2 points)</i> <i>Normal/abnormal findings (2 points)</i>	Describes the basic components of each section as described in the assignment instructions. Some minor details are missing <i>Description of system (3.5 points)</i> <i>Assessment of system (3.5 points)</i> <i>Normal/abnormal findings (3.5 points)</i>	Thoroughly and comprehensively describes of each section as described in the assignment instructions. <i>Description of system (5 points)</i> <i>Assessment of system (5 points)</i> <i>Normal/abnormal findings (5 points)</i>	
Age related diseases (25 points total 12.5 points per disease)	The basic description is either nonexistent or lacks the component described in the assignment instructions. (0 points)	Minimally describes the disease, lacks detail <i>Name of disease (0.25 points)</i> <i>Why selected (0.25 points)</i> <i>Signs/symptoms (0.75 points)</i> <i>Treatment (0.75 points)</i> <i>Health promotion prevention(0.75 points)</i> <i>Health promotion with disease (0.75points)</i> <i>Support groups 0.25points)</i>	Basic description of the disease, minor details are missing <i>Name of disease (0.5 point)</i> <i>Why selected (0.5 point)</i> <i>Signs/symptoms (1.5 point)</i> <i>Treatment (1.5point)</i> <i>Health promotion prevention (1.5 points)</i> <i>Health promotion with disease (1.5 points)</i> <i>Support groups (0.5 points)</i>	Thoroughly and comprehensively describes the disease <i>Name of disease (1points)</i> <i>Why selected (1 points)</i> <i>Signs/symptoms (2.5 points)</i> <i>Treatment (2.5 points)</i> <i>Health promotion prevention (2.5 points)</i> <i>Health promotion with disease (2.5 points)</i> <i>Support groups (1point)</i>	
Nutrition (15 points)	The basic description is either nonexistent or lacks the component described in the assignment instructions. (0 points)	Minimally describes the components of nutritional needs <i>Description of diet (2 points)</i> <i>Reason for diet (2 points)</i> <i>24 hour menu (2 points)</i>	Describes the basic components nutritional needs <i>Description of diet (3.5 points)</i> <i>Reason for diet (3.5 points)</i> <i>24 hour menu (3.5 points)</i>	Thorough and comprehensive discussion of nutritional needs <i>Description of diet (5 points)</i> <i>Reason for diet (5 points)</i> <i>24 hour menu (5 points)</i>	
Effects on ADL's (10 points)	The basic description is either nonexistent or lacks the component	Minimally describes the effects on ADL's <i>Life style changes</i>	Describes the basic effects on ADL's <i>Life style changes</i>	Thoroughly and comprehensively describes the effects on ADL's <i>Life style</i>	

	Below Expectations	Basic	Proficient	Distinguished	Score/Level
	described in the assignment instructions. (0 points)	<i>(2 points) Nursing adjustments (2 points)</i>	<i>(3.5 points) Nursing adjustments (3.5 points)</i>	<i>changes (5 points) Nursing adjustments (5 points)</i>	
Power point (5 points)	The basic description is either nonexistent or lacks the component described in the assignment instructions. Power point contains major errors, which distracts the reader. (0 points)	Minimally meets assignment requirements <i>Less than 5 slides (2 points)</i> <i>Presentation less than 10 minutes (2 points)</i> <i>Minimal class participation (2 points)</i>	Basically meets assignment requirements <i>5-14 Slides(3.5 points)</i> <i>Presentation 11-14 minutes (3.5 points)</i> <i>Moderate class participation (3.5 points)</i>	Thoroughly and comprehensively meets assignment requirements <i>More than 15 slides (5 points)</i> <i>Presentation 15-20 minutes (5 points)</i> <i>Active class participation (5 points)</i>	
Overview of presentation and project-Paper (10 points)	The basic description is either nonexistent or lacks the component described in the assignment instructions. Power point contains major errors, which distracts the reader. (0 points)	Minimally meets assignment requirements <i>States system (0.5 points)</i> <i>Over view of system (0.5 points)</i> <i>Discuss participation in project (0.5 points)</i> <i>Learned from project (0.5 points)</i> <i>APA reference page (0.5 points)</i>	Basically meets assignment requirements <i>States system (1 point)</i> <i>Over view of system (1 point)</i> <i>Discuss participation in project (1 point)</i> <i>Learned from project (1 point)</i> <i>APA reference page (1 point)</i>	Thoroughly and comprehensively meets assignment requirements <i>States system (2 points)</i> <i>Over view of system (2 points)</i> <i>Discuss participation in project (2 points)</i> <i>Learned from project (2 points)</i> <i>APA reference page (2 points)</i>	
Group participation	The basic description is either nonexistent or lacks the component described in the assignment instructions. Power point contains major errors, which distracts the reader. (0 points)	Minimally meets assignment requirements <i>Describe dynamics of group (0.25 points)</i> <i>Describe how differences were handled (0.25 points)</i> <i>Discuss instructor involvement and resolution (0.25 points)</i> <i>Self-evaluation of participation (0.25 points)</i>	Basically meets assignment requirements <i>Describe dynamics of group (1.25 points)</i> <i>Describe how differences were handled (1.25 points)</i> <i>Discuss instructor involvement and resolution (1.25 points)</i> <i>Self-evaluation of participation (1.25 points)</i>	Thoroughly and comprehensively meets assignment requirements <i>Describe dynamics of group (2.25 points)</i> <i>Describe how differences were handled (2.25 points)</i> <i>Discuss instructor involvement and resolution (2.25 points)</i> <i>Self-evaluation of participation (2.25 points)</i>	

Attachment 5

Term 1 Foundations of Nursing

Upon completion of the course, the student is expected to:

THEORY

- Discuss and define key terms
- Identify and describe the human body in relationship to anatomy and physiology
- Discuss and describe the evolution of nursing
- Discuss and demonstrate communication skills based culture, disease process, and growth and development stage of the patient and family
- Identify nursing standards of practice, desired personal characteristics, ethics and legal considerations for the vocational nurse student and professional.
- Describe and demonstrate critical thinking as an approach to inquiry to examine clinical and professional issues and search for more effective answers.
- Utilize the Nursing Process as an organizational framework to assist the patient in meeting his/her self-care requisites and demands.
- Describe the philosophy, conceptual framework, and components of the nursing self-care deficit theory model as to the vocational nursing
- Define and discuss concepts as related to cultural diversity and describe methodologies for successful communication and interaction within diverse cultures and developmental stages
- Describe and perform tasks and skills associated with pharmacological measurements, formulas, calculations and medication administration.
- Identify and discuss the responsibilities and skills required for infection control and disease prevention.
- Describe and demonstrate standards and purposes associated with accurate medical record documentation.
- Identify and discuss the grieving process
- Discuss and identify the role and responsibilities of the vocational nurse in emergencies.
- Discuss the principles/influences of growth and development throughout the life span.

CLINIC

- Demonstrate and perform basic nursing skills
- Demonstrate and perform a data collection assessment
- Demonstrate and perform vital signs
- Demonstrate and perform adult and infant CPR
- Demonstrate safe effective body mechanics during patient care
- Demonstrate and perform patient activities of daily living
- Demonstrate and perform documentation as related to patient care
- Demonstrate and perform medication administration using the six rights
- Demonstrate and perform standard precautions

Term 2 Medical Surgical/ Gerontology/ Rehabilitation

Upon completion of the course, the student is expected to:

Theory

- Discuss and define key terms
- Discuss and review the nursing process as related to the medical-surgical patient
- Discuss and review the nursing care plan as related to the medical-surgical patient
- Discuss and identify pharmacological treatment for the medical-surgical patient
- Discuss patient teaching as related to the medical surgical-patient
- Discuss and identify diagnostic tests and procedures as related to the medical surgical patient
- Discuss nutritional requirements as related to the medical surgical patient
- Demonstrate dosage calculations as related to IV therapy
- Discuss the primary function of the integumentary system
- Discuss and identify normal pathology of the integumentary system
- Discuss and identify the etiology/pathophysiology, and disease process of disorders related to the integumentary system
- Discuss the primary function of the musculoskeletal system
- Discuss and identify normal pathology of the musculoskeletal system
- Discuss and identify the etiology/pathophysiology, and disease process of disorders related to the musculoskeletal system
- Discuss the primary function of the gastrointestinal system
- Discuss and identify normal pathology of the gastrointestinal system
- Discuss and identify the etiology/pathophysiology, and disease process of disorders related to the gastrointestinal system
- Discuss the primary function of blood and the lymphatic system
- Discuss and identify normal pathology of blood and the lymphatic system
- Discuss and identify the etiology/pathophysiology, and disease process of disorders related to blood and the lymphatic system
- Discuss the primary function of the cardiovascular system
- Discuss and identify normal pathology of the cardiovascular system
- Discuss and identify the etiology/pathophysiology, and disease process of disorders related to the cardiovascular system
- Discuss the primary function of the respiratory system
- Discuss and identify normal pathology of the respiratory system
- Discuss and identify the etiology/pathophysiology, and disease process of disorders related to the respiratory system
- Discuss the primary function of the urinary system
- Discuss and identify normal pathology of the respiratory system
- Discuss and identify the etiology/pathophysiology, and disease process of disorders related to the urinary system
- Discuss the care of the surgical patient as related to self-care and health promotion
- Discuss the care of the older adult as related to self-care and health promotion
- Discuss and define rehabilitation nursing in relation to patient self-care and health promotion

Clinic

- Continue with the objectives from term 1

- Utilize the Nursing Process as an organizational framework to assist the patient in meeting his/her self-care requisites and demands
- Demonstrate patient teaching as related to the patient's disease process
- Demonstrate and perform nasogastric tube insertion and removal
- Demonstrate and perform care for the patient receiving IV therapy
- Demonstrate and perform oxygen administration
- Demonstrate and perform tracheostomy care and suctioning
- Demonstrate and perform specimen collection
- Provide care for the medical-surgical patient
- Provide care for the older adult patient
- Provide care for the rehabilitation patient

Term 3 Medical-Surgical/Mental Health

Upon completion of the course, the student is expected to:

Theory

- Discuss and define key terms
- Discuss and review the nursing process as related to the medical-surgical and mental health patient
- Discuss and review the nursing care plan as related to the medical-surgical and mental health patient
- Discuss and identify pharmacological treatment for the medical-surgical and mental health patient
- Discuss patient teaching as related to the medical surgical and mental health patient
- Discuss and identify diagnostic tests and procedures as related to the medical surgical and mental health patient
- Discuss nutritional requirements as related to the medical surgical and mental health patient
- Discuss the primary function of the endocrine system
- Discuss and identify normal pathology of the endocrine system
- Discuss and identify the etiology/pathophysiology, and disease process of disorders related to the endocrine system
- Discuss the primary function of the reproductive system
- Discuss and identify normal pathology of the reproductive system
- Discuss and identify the etiology/pathophysiology, and disease process of disorders related to the reproductive system
- Discuss and identify communicable diseases
- Discuss and identify the etiology/pathophysiology, and disease process as related to communicable diseases
- Discuss the primary function of sensory system
- Discuss and identify normal pathology of sensory system
- Discuss and identify the etiology/pathophysiology, and disease process of disorders related to sensory system
- Discuss the primary function of the neurological system
- Discuss and identify normal pathology of the neurological system
- Discuss and identify the etiology/pathophysiology, and disease process of disorders related to the neurological system
- Discuss and identify the etiology/pathophysiology, and disease process of disorders related to the immune system

- Discuss and define the care of the oncology patient as related to self-care and health promotion
- Discuss and define the care of the mental health patient self-care and health promotion

Clinic

- Continue with the objectives from term 1 and 2
- Utilize the Nursing Process as an organizational framework to assist the patient in meeting his/her self-care requisites and demands
- Demonstrate patient teaching as related to the patient's disease process
- Demonstrate and perform a blood glucose level
- Demonstrate and administer insulin
- Provide care for the medical-surgical patient
- Provide care for the older adult patient
- Provide care for the oncology patient
- Provide care for the mental health patient

Term 4 Obstetrics/ Pediatrics/ Leadership/Comprehensive Review

COURSE DESCRIPTION:

This course introduces the vocational nursing student to the nursing care and assessment of obstetric women, the stages of normal pregnancy, labor and delivery, childbearing practices of families from various cultures and settings, newborn assessment, high risk pregnancy and complications, and patient education. The student will utilize the nursing process and the Orem's conceptual framework in the care plan for the obstetric patients and families.

COURSE OUTCOMES:

Upon completion of the course, the student is expected to:

Theory

- Discuss and define key terms
- Discuss and review the nursing process as related to the maternal-newborn, and pediatric patient
- Discuss and review the nursing care plan as related to the maternal-newborn, and pediatric patient
- Discuss and identify pharmacological treatment for the obstetrical patient, maternal-newborn dyad, and pediatric patient
- Discuss and identify diagnostic tests and procedures as related to the obstetrical patient, maternal-newborn dyad, and pediatric patient
- Discuss nutritional requirements as related to the obstetrical patient, maternal-newborn dyad, and pediatric patient
- Demonstrate dosage calculations as related to the pediatric patient
- Discuss patient teaching as related to the obstetrical patient, maternal-newborn dyad, and pediatric patient
- Discuss and describe fetal development
- Discuss and describe care of the pregnant patient as related to self-care and

- health promotion
- Discuss and describe the care of laboring patient as related to self-care and health promotion
- Discuss and describe the care of the labor and delivery patient as related self-care and health promotion
- Discuss and describe the care of the newborn as related to self-care and health promotion
- Discuss and describe the care of the pediatric patient as related to self-care and health promotion
- Define leadership as related to the role of the LVN
- Review program content

Clinic

- Continue with the objectives from term 1,2, and 3
- Utilize the Nursing Process as an organizational framework to assist the patient in meeting his/her self-care requisites and demands
- Demonstrate patient teaching as related to the patients disease process
- Provide care for obstetrical patient, maternal-newborn dyad, and pediatric patient
- Perform in the role of team leader

Attachment 6

High Desert Medical College
Full Time Schedule
Term I--Fundamental Nursing
Lab Objectives

Upon completion of this unit, the student will demonstrate competency in these skills in the laboratory setting:

Week 1

1. Arriving at clinical lab at prescribed time and with appropriate hygiene and uniform
2. Checking in with the instructor
3. Preparing for clinical assignments
4. Participating in pre and post conference each clinical lab day
5. Identifying locations of supplies in the laboratory room
6. Performing a 2-minute hand washing for preventing the transfer of microorganisms--
7. Donning non sterile gloves
8. Using the Orem's Self Care Deficit Nursing Theory and identifying universal self care requisites based on a scenario
9. Identifying developmental self care requisites based on a scenario
10. Discussing health deviation of self care based on a case scenario
11. Identifying self care deficits based on a case scenario
12. Discussing the nursing system that could meet the self care requisites of the patient
13. Communicating effectively with people from various age groups
14. Communicating effectively with people with impaired communication skills
15. Communicating effectively with people from various cultural backgrounds

Week 2

16. Locating the Patient's Bill of Rights in the lab
17. Providing the Patient's Bill of Rights to a patient
18. Providing confidential information and care in privacy
19. Locating an informed consent for an invasive procedure in the chart
20. Locating the advance directive in the chart
21. Locating the modified advance directive order or the "do not resuscitate (DNR) order" in the chart
22. Notifying the charge nurse and the doctor when a patient refuses a medical treatment
23. Communicating with peers from various cultural backgrounds to identify the cultural practices
24. Communicating with peers from various cultural backgrounds to identify differences in health care beliefs
25. Communicating with peers from various cultural background to identify cultural practices that could interfere with receiving health care
26. Communicating with peers from various cultural background based on the patients' cultural practices and health beliefs
27. Using appropriate body mechanics when providing care
28. Positioning patients

29. Performing range of motion exercise
30. Moving the patient
31. Using lifts for moving patients
32. Applying arithmetic principles learned by completing worksheets provided by instructor

Week 3

33. Performing the head tilt-chin lift procedure
34. Performing a jaw thrust procedure for the victim with suspected head, neck, or spine injuries
35. Giving mouth-to-mouth breaths to the victims of all ages (adult, child, and infant)
36. Giving mouth-to-mask breaths to the victims of all ages (adult, child, and infant)
37. Positioning hands for chest compressions
38. Performing chest compressions at the correct rate and depth
39. Performing compression-ventilation ratio to victims of all ages (except neonates) with one rescuer
40. Performing compression-ventilation ratio to victims of all ages (except neonates) with two rescuers
41. Performing an 1-rescuer adult CPR
42. Performing an 1-rescuer child CPR
43. Performing a 2-rescuer CPR for adults with an AED
44. Performing a 2-rescuer CPR for children with an AED
45. Performing an 1-rescuer infant CPR
46. Performing a 2-rescuer infant CPR
47. Relieving choking on a responsive adult and child
48. Relieving of choking on the unresponsive adult and child
49. Relieving choking on a responsive infant
50. Relieving choking on an unconscious infant
51. Wearing gloves and using barriers when providing resuscitation
52. Completing and passing the Basic Life Support course for Health Care Providers
53. Responding appropriately to fire by identifying specific fire procedures in the school or assigned facility
54. Identify items needed for a physical assessment
55. Gathering necessary equipment and supplies for physical examination
56. Interviewing a patient to obtain a nursing health history (including psychosocial and cultural history)
57. Positioning a patient in various positions for physical examination
58. Performing the inspection technique
59. Performing the palpation technique
60. Performing the auscultation technique
61. Performing the percussion technique
62. Completing the basic head-to toe assessment
63. Completing the basic body systems assessment
64. Notifying a registered nurse of the assessment findings
65. Documenting the assessment findings using a narrative format

Week 4

66. Documenting the assessment findings using a SOAPE charting format
67. Reviewing examples of nursing care plan
68. Practicing formulating a nursing care plan using the nursing process
69. Participating in the care planning process with other team members
70. Discussing with and observing a registered nurse formulating a nursing diagnosis
71. Carrying out the nursing actions per the care plan
72. Evaluating the outcomes
73. Reviewing the patient care plan and make recommendations for revisions as needed
74. Applying critical thinking when planning patient care
75. Reading charting samples
76. Identifying the charting styles
77. Practicing charting using legal charting guidelines
78. Documenting care using a narrative charting
79. Documenting care using a focus charting format
80. Documenting care using the SOAPIE charting format, except the nursing diagnosis
81. Bathing the patient, administering a back rub
82. Administering oral hygiene
83. Care of the hair, nails, and feet
84. Perineal care: male and female and the catheterized patient
85. Bed making
86. Positioning the bedpan
87. Converting drug dosages using the metric system

Week 5

88. Assisting a patient
89. Transferring a patient
90. Discharging a patient
91. Documenting basic assessment findings and data collection on appropriate forms
92. Informing a registered nurse of abnormal findings
93. Measuring body temperature
94. Obtaining a pulse rate
95. Auscultating using a stethoscope
96. Obtaining an apical pulse rate
97. Obtaining a respiratory rate
98. Obtaining a blood pressure reading
99. Measuring height and weight
100. Applying the nursing process to formulate a nursing care plan for a patient with pain
101. Observing, interviewing, and assessing the patient for pain
102. Collecting and documenting subjective and objective data in pain assessment
103. Informing a registered nurse of pain
104. Participating in the development of the plan of care to control pain based on the patient's needs

105. Developing expected outcomes for pain relief
106. Implementing the care plan for pain relief
107. Managing the patient's pain using non-invasive pain relief techniques and medications
108. Evaluating the patient's pain

Week 6

109. Reviewing the patient medical conditions and dietary order
110. Assisting patients with eating
111. Serving and removing tray
112. Measuring intake and output
113. Assessing the patient for signs and symptoms of fluid and electrolytes imbalance
114. Informing the registered nurse of the patient's signs and symptoms of fluid and electrolytes imbalance
115. Developing the nursing plan of care for the patient with fluids and electrolytes imbalance
116. Implementing the nursing actions as planned for the patient with fluids and electrolytes imbalance
117. Evaluating the nursing interventions for the patient with fluids and electrolytes imbalance
118. Ensuring safety measures are in place when providing patient care
119. Applying safety reminder devices
120. Locating the physician order in the chart
121. Reading the physician's order and identifying essential components of the medication order
122. Practicing transcribing a medication order onto the medication administration record in the lab
123. Practicing sending the order to the pharmacy
124. Checking the medications received from the pharmacy against the order
125. Obtaining a verbal order
126. Locating the controlled substance log in the medication room
127. Observing the method of signing out and counting the controlled substances

Week 7

128. Performing a 2-minute hand washing
129. Gloving
130. Gowning for isolation
131. Donning a mask
132. Double bagging
133. Isolation technique
134. Surgical hand washing
135. Preparing a sterile field
136. Performing open sterile gloving
137. Preparing for disinfection and sterilization
138. Interviewing the patient to gather data about the patient and his/ her family system
139. Listing the psychosocial developmental stage of the patient

- 140. Listing the cognitive developmental stage of the patient
- 141. Listing the developmental tasks of the patient
- 142. Applying the patient's specific developmental, psychosocial, and cognitive stage in the patient care plan
- 143. Formulating appropriate nursing interventions according to the patient's cognitive developmental and psychosocial stage

Week 8

- 144. Care of the body after death
- 145. Administering tablets, pills, and capsules
- 146. Administering liquid medications
- 147. Administering rectal suppositories
- 148. Administering topical agents
- 149. Calculating basic drug dosage problems using the Drug Dosage Formula:
Desired dose
----- x Quantity
Have on hand
- 150. Observing and describing the wound appearance and drainage
- 151. Implementing the nursing actions for wound care
- 152. Evaluating the wound
- 153. Changing a sterile dry dressing
- 154. Applying a wet-to dry dressing
- 155. Applying a transparent dressing
- 156. Performing sterile irrigation
- 157. Removing staples or sutures and applying steri-strips
- 158. Maintaining Hemovac/Davol suction and T-Tube drainage
- 159. Applying a bandage
- 160. Applying a binder, arm sling, and T-Binder

Week 9

- 161. Calculating the oral medication dosage (solids and liquid medications) using the formula: $(D/H) \times Q$
- 162. Administering eye drops and eye ointments
- 163. Administering eardrops
- 164. Administering nose drops
- 165. Administering nasal spray
- 166. Preparing patient for diagnostic examination
- 167. Collecting a midstream urine specimen
- 168. Collecting a sterile urine specimen via catheter port
- 169. Collecting a 24-hour specimen
- 170. Collecting a stool specimen
- 171. Determining the presence of occult blood in stool
- 172. Collecting a sputum specimen by expectoration
- 173. Obtaining a throat specimen
- 174. Obtaining a nose culture

Week 10

- 175. Administering inhalants
- 176. Administering sublingual medication
- 177. Administering buccal medications
- 178. Locating the injection sites
- 179. Irrigating eye
- 180. Applying warm, moist eye compresses
- 181. Irrigating ear
- 182. Applying a hot, moist compress to an open wound
- 183. Inserting a rectal tube
- 184. Administering an enema
- 185. Digital examination with removal of fecal impaction
- 186. Performing a nasal irrigation

Week 11

- 187. Preparing parenteral medications
- 188. Giving an intramuscular injection
- 189. Giving a Z-track injection—Skill 23-15
- 190. Giving an intradermal injection
- 191. Giving a subcutaneous injection
- 192. Calculating liquids for injection using the formula: $(D/H) \times Q$
- 193. Applying a tourniquet
- 194. Applying an arm splint using a triangular bandage
- 195. Moving the victim with suspected spinal cord injury
- 197. Calculating basic drug dosage problems using the Drug Dosage Formula:
Desired dose
----- x Quantity
Have on hand
- 198. Using the nursing process and developing a care plan addressing the patient comfort and pain issue

Week 12

- 199. **Clinical pass off**
- 200. Performing previously learned concepts for this unit if have not done yet

High Desert Medical College
Full Time Schedule
Term IV—Maternal and Neonatal Nursing/ Pediatric Nursing/ and
Leadership
Clinical Objectives

MATERNAL AND NEONATAL NURSING:

Upon completion of this unit the student will be able to competently demonstrate these skills in the clinical setting:

Week 1:

1. **Orienting to the clinical facility**
2. Utilizing standard precautions (hand washing and personal protective devices such as gloving, gowning, masking) in the care of the obstetric woman and the newborn to reduce the risk of transmission of organism
3. Provide antepartal care to an obstetric woman
4. Interview and perform an antepartal assessment of the obstetric patient's physical, psychosocial, spiritual, emotional condition, and coping skills including the medical and obstetric history, vital signs, para/ gravida
5. Assist and observe the obstetric assessment (gynecologic examination with Pap smear)
6. Identify presumptive, possible, and positive signs of pregnancy
7. Determine the estimated date of birth based on the method of Nagele's rule
8. Assess an obstetric patient for self care needs, common discomforts, limitations and possible danger signs that might occur during pregnancy of the obstetrical patient
9. Document data collected according to the facility
10. Inform the charge nurse and the instructor of abnormal findings
11. Identifying the client's educational needs based on self care deficits
12. Prepare and assist the obstetric patient undergoing diagnostic tests and procedures (Fetal Heart Tones, Fundal Height, Ultrasonography, Maternal Serum Alpha-Fetoprotein Screening, Chorionic Villus Sampling, Amniocentesis, Nonstress Test, Contraction Stress Test, Magnetic Resonance Imaging, and Biophysical Profile). Assist with the collection of laboratory screening of blood and urine as ordered
13. Identifying possible nursing diagnoses of the obstetric patient
14. Identify a patient education goal
15. Participate in the care planning for the obstetric patient
16. Develop measurable expected outcomes base on the needs and priority of care
17. Implement the nursing interventions per the care plan
18. Provide patient education to an obstetric patient for antepartal care
19. Evaluate the interventions and outcomes and assist with the care plan revision

20. Identify oxytocic drugs and tocolytic drugs and discuss important preadministration and ongoing assessment activities the nurse should perform with the patient receiving a drug used to treat obstetrical medical conditions
21. Administer medications to the obstetrical client according to the six-right method of medication administration
22. Explain to the instructor the classification, actions, nursing implications and the common side effects of the medications used in obstetric care prior to administration
23. Calculate the medication dosage using the drip factor

Week 2 :

24. Provide care to a woman during labor and delivery
25. Assess the obstetric woman for signs of impending labor
26. Describe signs and symptoms of true and false labor and impending labor
27. Assist with the application of an external fetal heart monitoring device
28. Listen to fetal heart tones and identify changes in fetal heart rate that may occur during labor
29. Monitor uterine contractions and fetal status and position
30. Identify the mechanisms of labor
31. Identify the stages of labor in the vertex position: engagement, descent, flexion, internal rotation, extension, external rotation, resolution and expulsion
32. Assist the expectant mother in different body positions that will facilitate labor. Assist the expectant mother with direction on pushing, and breathing
33. Observe the process of a vaginal delivery and recognize the use of standard precautions
34. Observe the Cesarean section delivery and recognize the use of standard precautions
35. Participate or observe care provided for the newborn at the time of delivery. Observe the new born admission and assessment procedure
36. Observe and assist with the one-minute and five-minute Apgar Score Evaluation
37. Assist with the newborn care
38. Monitor postoperatively the obstetric patient who received anesthesia during Cesarean birth
39. Observe special safety precautions in the identification of the mother and newborn
40. Identify the self care deficits and needs of a laboring mother
41. Identify the nursing diagnoses relevant to the woman in labor
42. Identify an expected outcome that is patient specific and measurable
43. Complete a nursing care plan of a laboring mother based upon the assessment
44. Implement interventions that are necessary to arrive at the expected outcome
45. Provide patient teaching of basic information regarding the labor and delivery process
46. Evaluate the interventions to determine if they have met the expected outcome or not
47. Reassessing the patient as needed to identify additional problems

48. Administer medications to the obstetric woman according to the six-right method of medication administration
49. Explain to the instructor the classification, actions, nursing implications and the common side effects of the medications used

Week 3:

50. Provide postpartum care to the mother and newborn using the nursing process
51. Perform an assessment of the patient's physical, psychosocial, and emotional status during the postpartum period
52. Identify different types of lochia
53. Identify the self care deficits and teaching needs of a postpartum mother, and a newborn
54. Identify psychosocial aspects of a new family
55. Identify the nursing diagnoses relevant to the postpartum mother, and the newborn
56. Identify an expected outcome that is patient specific and measurable
57. Complete a nursing care plan of a newborn and a postpartum mother based upon the assessment
58. Implement interventions that are necessary to arrive at the expected outcome
59. Provide patient teaching of basic information regarding lactation and the advantages of breastfeeding
60. Provide patient teaching regarding care of the newborn
61. Evaluate the interventions to determine if they have met the expected outcome or not
62. Reassessing the patient as needed to identify additional problems
63. Administer medications to the newborn according to the six-right method of medication administration
64. Explain to the instructor the classification, actions, nursing implications and the common side effects of the medications used for the newborn

Week 4:

65. Identify a patient with a problem or condition related to pregnancy, labor, and delivery
66. Observe and/ or assist the nurse and other disciplines with the care of high risk mother and newborn.

PEDIATRIC NURSING:

Upon completion of this unit the student will be able to competently demonstrate these skills in the clinical setting:

Week 5

1. Orient to the facility
2. Utilize standard precautions in all daily care.

3. Care for pediatric patients (infants, toddlers, school-age children, and / or adolescents) using the family centered care approach
4. Demonstrate keen observation of children's behaviors
5. Perform as a role model for children and family
6. Communicate effectively to the children (at the age level of the children)
7. Establish a trusting relationship with children and family
8. Advocate for the child's needs
9. Perform a basic assessment of the pediatric patient's physical, psychosocial, developmental, and emotional condition including (medical history, vital signs, weight, height, and growth measurements)
10. Perform a head to toe assessment of a pediatric patient
11. Document data collected according to the facility procedures
12. Recognize the pediatric patient's growth and developmental stage
13. Identify potential safety hazards
14. Recognize health deviations and report to the nurse and the instructor
15. Identify nursing diagnosis based on the assessment and health deviations
16. Participate in planning care for pediatric patients based on patient needs using the nursing process
17. Identify an expected outcome that is patient specific and measurable
18. List general nursing interventions for pediatric patients
19. Identify a patient education goal for the pediatric patient and/ or the pediatric patient's family
20. Implement interventions that are necessary to arrive at the expected outcome
21. Provide care for the pediatric patient based on the plan of care
22. Provide teaching to the pediatric patient with regards to health promotion (physical activity, injury prevention, violence, immunization, environment quality, obesity, substance abuse, alcohol abuse, responsible sexual behavior, mental health, access to health care, dental health)
23. Provide teaching to the parent/s of a pediatric patient with regards to health promotion (physical activity, injury prevention, violence, immunization, environment quality, obesity, substance abuse, alcohol abuse, responsible sexual behavior, mental health, access to health care, dental health)
24. Provide teaching to the child's parents about the car seat's safety law
25. Evaluate the interventions to determine if they have met the expected outcomes or not
26. Reassess the pediatric patient as needed to identify additional problems

Week 6

27. Observe or assist the health care facilities with the admission and orientation for the pediatric patient and families
28. Interview the pediatric patient and/ or family to obtain the nutritional intake, sleep and rest pattern
29. Provide teaching to the parent/s of the pediatric patient regarding nutrition, sleep and rest, bathing and feeding
30. Recognize stages of separation anxiety

31. Select age-appropriate toys for the infant, toddler
32. Plan age-appropriate activities for the school-age child or adolescent
33. Administer medications and immunizations to pediatric patients using the six-right method of medication administration
34. Observe the medical management of pediatric patients with physical disorders
35. Assist and prepare the pediatric patient for diagnostic tests and procedures (intake and output, weighing the diaper, weight, height, body surface area, urine collection, blood specimen collection, X-ray examination, immunization, feedings via different routes like oral, gastrostomy, and/ or parenteral nutrition, oxygen application, and/ or suctioning)
36. Recognize the most common laboratory tests (and their normal values) for the pediatric patients
37. Inform the charge nurse and the instructor of abnormal lab values
38. Identify a pediatric patient with physical disorders or special needs (respiratory disorders, upper and lower respiratory tract infections, asthma, diarrhea and gastroenteritis, GI disorders, musculoskeletal disorders, neurological disorders, skin disorders, communicable diseases, chickenpox, measles, rubella, mumps, diphtheria, pertussis, hearing and vision problems, learning disabilities, cardiovascular disorders, blood disorders, anemia, immunology disorders, juvenile arthritis, genitourinary disorders, endocrine disorders)
39. Recognize the signs and symptoms of above disease processes
40. Identify nursing diagnosis based on the assessment and health deviations
41. Participate in planning care for pediatric patients with physical disorders or special needs using the nursing process
42. Provide care to the pediatric patient with physical disorders or special needs
43. Identify an expected outcome that is patient specific and measurable
44. List general nursing interventions for the pediatric patients and family
45. Identify a patient education goal for the pediatric patient and/ or the pediatric patient's family
46. Implement interventions that are necessary to arrive at the expected outcome
47. Teach the pediatric patient or family members about childhood immunizations and vaccinations
48. Teach the pediatric patient about asthma's triggers and control, and medication administration
49. Evaluate the interventions to determine if they have met the expected outcomes or not
50. Reassess the pediatric patient as needed to identify additional problems

Week 7, 8:

51. Care for the child with a mental or cognitive disorder (hydrocephalus, Down's syndrome, autism, anorexia, bulimia, suicide, and / or substance use)
52. Observe the medical management of pediatric patients with a mental or cognitive disorder
53. Assist and prepare the pediatric patient for diagnostic tests and procedures
54. Recognize the most common laboratory tests (and their normal values) for the pediatric patients

55. Inform the charge nurse and the instructor of abnormal lab values
56. Identify a pediatric patient with a mental or cognitive disorder (autism, anorexia, bulimia, learning disabilities, hydrocephalus, Down's syndrome, suicidal, and / or substance use)
57. Recognize the signs and symptoms of above disorder processes
58. Identify the signs and symptoms of child abuse
59. Identify nursing diagnosis based on the assessment and health deviations
60. Participate in planning care for pediatric patients with a mental or cognitive disorder using the nursing process
61. Provide care to the pediatric patient with a mental or cognitive disorder
62. Identify an expected outcome that is patient specific and measurable
63. List general nursing interventions for the pediatric patients and family
64. Identify a patient education goal for the pediatric patient and/ or the pediatric patient's family
65. Implement interventions that are necessary to arrive at the expected outcome
66. Evaluate the interventions to determine if they have met the expected outcomes or not
67. Reassess the pediatric patient as needed to identify additional problems
68. Administer medications to the pediatric patient with a cognitive or mental disorder using the six-right medication administration method

LEADERSHIP

Week 9-17:

Upon completion of this unit, the student will demonstrate competency in these skills in the clinical setting:

1. Role play the different leadership styles and discuss the pros and cons of each
2. Given a set of scenarios, suggest appropriate actions that demonstrate effective leadership, mentoring and delegation
3. Given a set of scenarios, demonstrate appropriate decision making as to which patients can be roomed together. Explain the rationale for each decision
4. Demonstrate the skill of prioritizing and organizing when given patient situations (scenarios)
5. Role play situations in which the role of the LVN and the RN might not be clearly delineated. Identify, discuss and clarify the conflicts
6. Given a set of scenarios, identify the emergency situation and demonstrate knowledge of how to care for the patient and family
7. Demonstrate skills of prioritization during a "mock code"
8. Given a "mock" telephone order demonstrate accurate physician's order transcription utilizing currently approved medical terminology and abbreviation
9. Follow directions from the instructor and the charge nurse
10. Receive team assignment and patient report from the primary nurse and instructor.
11. Make nursing rounds on all patients assigned to team
12. Function as a team leader and assist the instructor in making assignments and monitoring the work of team members.

13. Receive and provide a clear and concise patient report and instructions to and from student team members
14. Assist team members with patient care, procedures, and medications
15. Communicate changes in the patient condition to the instructor and the charge nurse and to the assigned student
16. Identify the health care facility's support services and perform as a resource person to other team members
17. Demonstrate the ability to supervise others
18. Demonstrate the ability to take orders for a patient
19. Demonstrate organizational and time management abilities
20. Demonstrate collaborative abilities in the management of patient care
21. Identify barriers that impede successful group functioning.
22. Utilize effective leadership skills to promote cohesive teamwork and effectiveness of the group. Demonstrate the necessary communication skills that enhance effectiveness of the work group.
23. Obtain the daily report from team members and reporting to the instructor and the charge nurse at the end of the clinical day
24. Apply principles of medication administration to team of clients
25. Develop a leadership style. Identify the methods of leadership utilized in current facility.
26. Provide care according to the LVN Practice Act of California and within the scope of practice of a LVN student
27. Advocate for the patient care
28. Demonstrate critical thinking and safety behaviors and practices when providing care for the patient

Full Time Schedule

**Term IV—Maternal and Neonatal Nursing/ Pediatric Nursing/ and
Leadership**

Lab Objectives

Week 17

29. Demonstrate the proper nursing procedures during the **clinical pass off** skills test

Attachment 7

High Desert Medical College
Vocational Nursing
Lesson Plan

Course Term 1 (Full Time)							
Week 1							
Day	Topic	Resource Chapter	Clinical/ Skills Lab	Exam	Lecture Hours	Lab Hours	Total Hours
1	Learning Strategies	Handouts	Hand Hygiene	No	6	2	8
2	Evolution of Nursing Nursing Theory	Foundation and Adult Health Nursing: Chapter 1	Nursing Theory	No	6	2	8
3	Communication	Foundation and Adult Health Nursing: Chapter 3	Communication	No	6	2	8
4	Anatomy and Physiology: Introduction to the Body Chemistry of Life Math Review	Human Body in Health and Disease Chapter 1& 2 Foundation and Adult Health Nursing: Chapter 23	Review	No	6	2	8
5	Open Skills Lab						8
Week 2							
Day	Topic	Resource Chapter	Clinical/ Skills Lab	Exam	Lecture Hours	Lab Hours	Total Hours
1	Legal Aspects of Nursing	Foundation and Adult Health Nursing: Chapter 2	No Skills Lab	Quiz	8	0	8
2	Cultural Diversity Body Mechanics	Foundation and Adult Health Nursing Chapter 8 & 15	Body Mechanics Prior Skills	No	6	2	8
3	Body Mechanics	Foundation and Adult Health Nursing: Chapter 15	Body Mechanics Prior Skills	No	2	6	8
4	Anatomy and Physiology: Cells, Tissues, Systems of the Body Mechanisms of Disease Math Review	Human Body in Health and Disease Chapter 3-5 Foundation and Adult Health Nursing: Chapter 23	Review	Quiz	6	2	8
5	Open Skills Lab						8
Week 3							
Day	Topic	Resource Chapter	Clinical/ Skills Lab	Exam	Lecture Hours	Lab Hours	Total Hours
1	CPR		CPR	Quiz	0	8	8
2	Physical Assessment Nursing Process Critical Thinking	Foundation and Adult Health Nursing Chapter 5&6	Physical Assessment Prior Skills	No	6	2	8
3	Physical Assessment	Foundation and Adult Health Nursing	Assessment Prior Skills	No	4	4	8

High Desert Medical College
Vocational Nursing
Lesson Plan

4	Anatomy and Physiology: Integumentary and Skeletal Systems Math review	Chapter 5 Human Body in Health and Disease Chapter 6&7 Foundation and Adult Health Nursing Chapter 23	Review	Quiz	6	2	8
5	Open Skills Lab						8
Week 4							
Day	Topic	Resource Chapter	Clinical/ Skills Lab	Exam	Lecture Hours	Lab Hours	Total Hours
1	Documentation	Foundation and Adult Health Nursing: Chapter 7	No Skills Lab	Quiz	8	0	8
2	Documentation Hygiene and Care of the Patient's Environment	Foundation and Adult Health Nursing: Chapter 7	Hygiene Prior Skills	No	2	6	8
3	No Theory		Hygiene Prior Skills	No	0	8	8
4	Anatomy and Physiology Muscular System Math Review	Human Body in Health and Disease Chapter 8 Foundation and Adult Health Nursing Chapter 23	Review	Quiz	6	2	8
5	Open Skills Lab						8
Week 5							
Day	Topic	Resource Chapter	Clinical/ Skills Lab	Exam	Lecture Hours	Lab Hours	Topic Hours
1	Admissions, Transfer, and Discharge	Foundation and Adult Health Nursing Chapter 11	Admissions, Discharge, Transfers, Prior Skills	Quiz	4	4	8
2	Vital Signs	Foundation and Adult Health Nursing Chapter 4	Vital Signs and Prior Skills	No	4	4	8
3	Pain Management, Comfort, and Rest Medication Administration	Foundation and Adult Health Nursing Chapter 16 & 23	Prior Skills	No	4	4	8
4	Anatomy and Physiology: Nervous System and Senses	Human Body in Health and Disease Chapter 9 10	Review	Quiz	4	4	8
5	Open Skills Lab						8
Week 6							
Day	Topic	Resource Chapter	Clinical/ Skills Lab	Exam	Lecture Hours	Lab Hours	Topic Hours

High Desert Medical College
Vocational Nursing
Lesson Plan

1	Basic Nutrition, and Nutrition Therapy	Foundation and Adult Health Nursing Chapter 21	Nutrition, and Prior Skills	Quiz	4	4	8
2	Fluids and Electrolytes	Foundation and Adult Health Nursing Chapter 22	Prior Skills	No	4	4	8
3	Safety	Foundation and Adult Health Nursing Chapter 14	Prior Skills	No	4	4	8
4	Anatomy and Physiology: Endocrine, Fluid and Electrolyte Balance, Acid-Base Balance Medication Administration	Human Body in Health and Disease Chapter 11,20,21 Foundation and Adult Health Nursing Chapter 23	Review	Quiz	6	2	8
5	Open Skills Lab						8

Week 7

Day	Topic	Resource Chapter	Clinical/ Skills Lab	Exam	Lecture Hours	Lab Hours	Topic Hours
1	Medical-Surgical Asepsis and Infection and Control Bloodborne Pathogens:	Foundation and Adult Health Nursing Chapter 12 Video	Prior Skills	Quiz	4	4	8
2	Life Span Development	Foundation and Adult Health Nursing Chapter 9	Prior Skills	No	4	4	8
3	No Theory		Clinic	No	0	8	8
4	Anatomy and Physiology: Blood Cardiac	Human Body in Health and Disease Chapters 12 & 13		Quiz	4	4	8
5	Open Skills Lab						8

Week 8

Day	Topic	Resource Chapter	Clinical/ Skills Lab	Exam	Lecture Hours	Lab Hours	Topic Hours
1	Loss, Grief, Dying, and Death Medication Administration	Foundation and Adult Health Nursing Chapter 10 & 23	Prior Skills	Quiz	6	2	8
2	Surgical Wound Care	Foundation and Adult Health Nursing Chapter 13	Wound Care Prior Skills	No	6	2	8
3	No Theory		Clinic	No	8		
4	Anatomy and Physiology: Cardiac	Human Body in Health and Disease	Review	Quiz	4	4	8

High Desert Medical College
Vocational Nursing
Lesson Plan

5	Chapters 13, 14						
	Open Skills Lab						8
Week 9							
Day	Topic	Resource Chapter	Clinical/ Skills Lab	Exam	Lecture Hours	Lab Hours	Topic Hours
1	Medication Administration Complementary Alternative Therapies Medical Terminology	Foundation and Adult Health Nursing Handouts Chapter 17 & 23	Prior Skills	Quiz	6	2	8
2	Specimen Collection and Diagnostic Examination	Foundation and Adult Health Nursing Handouts Chapter 19	Specimen Collection Prior Skills		6	2	8
3	No Theory		Clinic		0	8	8
4	Anatomy and Physiology: Lymphatic System and Immunity	Human Body in Health and Disease Chapter 15	Review	Quiz	4	4	8
5	Open Skills Lab						8
Week 10							
Day	Topic	Resource Chapter	Clinical/ Skills Lab	Exam	Lecture Hours	Lab Hours	Topic Hours
1	Medication Administration	Foundation and Adult Health Nursing Chapter 23	Prior Skills	Quiz	6	2	8
2	No Theory		Prior Skills			8	
3	No Theory		Clinic			8	
4	Anatomy and Physiology: Respiratory System	Human Body in Health and Disease Chapter 16	Review	Quiz	4	4	8
5	Open Skills Lab						8
Week 11							
Day	Topic	Resource Chapter	Clinical/ Skills Lab	Exam	Lecture Hours	Lab Hours	Topic Hours
1	Medication Administration	Foundation and Adult Health Nursing Chapter 23	Prior Skills	Quiz	6	2	8
2	Emergency First Aid Nursing	Foundation and Adult Health Nursing Chapter 24	Prior Skills	No	4	4	8
3	No Theory		Clinic	No	0	8	8
4	Anatomy and Physiology: Digestive System and Nutrition Metabolism	Human Body in Health and Disease Chapter 17, 18	Review	Quiz	4	4	8

High Desert Medical College
Vocational Nursing
Lesson Plan

5	Open Skills Lab						8
Week 12							
Day	Topic	Resource Chapter	Clinical/ Skills Lab	Exam	Lecture Hours	Lab Hours	Topic Hours
1	Term Review	Foundation and Adult Health Nursing Chapters 1-20	Prior Skills	Quiz	4	4	8
2	Term Review	Foundation and Adult Health Nursing Chapters 1-20	Prior Skills		4	4	8
3	No Theory		Clinic		0	8	8
4	Anatomy and Physiology: Urinary and Reproductive System	Human Body in Health and Disease Chapter 19 & 22	Review	Quiz	4	4	8
5	Open Skills Lab						8
Week 13							
Day	Topic	Resource Chapter	Clinical/ Skills Lab	Exam	Lecture Hours	Lab Hours	Topic Hours
1	Term Final/Presentations		No Skills	Final	8	0	8
2	Presentations/ATI Fundamentals Proctored Exam		Skills Final	No	4	4	8
3	No Theory		Clinic	No	0	8	8
4	Anatomy and Physiology Final		Skills Final		4	4	8
5			Skills Final		0	8	8

Attachment 8

ISBN #	Vendor	Book Name	Edition	Author
VOCATIONAL NURSING				
9780323058742	Elsevier	Foundation of Nursing/Adult Health Nursing – Textbook	6E	Christensen
9780323099431	Elsevier	Foundation of Nursing/Adult Health Nursing – SG	6E	Christensen
9780323054928	Elsevier	Human Body in Health & Diseases	5E	Thibodeau
9780323054874	Elsevier	Human Body in Health & Diseases – Study Guide	5E	Swisher
	ATI	PN Adult Medical Surgical	8th	ATI Testing
	ATI	PN Fundamentals Nursing	8th	ATI Testing
	ATI	PN Maternal Newborn Nursing	8th	ATI Testing
	ATI	PN Mental Health Nursing	8th	ATI Testing
	ATI	PN Nursing Care of Children	8th	ATI Testing
	ATI	Nursing Leadership and Management	5th	ATI Testing
	ATI	Nutrition For Nursing	4th	ATI Testing
	ATI	PN Pharmacology For Nursing	5th	ATI Testing
	ATI	PN Adult Medical Surgical	8th	ATI Testing.
	ATI	PN Fundamentals	8th	ATI Testing.

Recommend Books

9780323049375	Elsevier	Mosby Dictionary of Med, Nursing & Health Prof	8E	Mosby
9780323071727	Elsevier	Mosby's Guide/Nursing Diagnosis	3E	Ladwig
9780323084475	Elsevier	Mosby PDQ For LPN	3E	Mosby
9781437723342	Elsevier	Saunders Nursing Drug Handbook	2012	Hodgson

Attachment 9

Attendance Policy

VOCATIONAL NURSING

High Desert Medical College provides accelerated learning programs and mandates students to attend 100% of the scheduled class time in order to acquire the knowledge and skills necessary for each program. Each class day will offer important information that the student will need to achieve his/her goal of a new career. If a student is absent from either theory or clinical sessions, the student is required to make-up any objectives missed.

The following are the attendance requirement guidelines for the VOCATIONAL NURSING program:

- Students are required to attend all theory and clinical classes as scheduled.
- Students will be required to demonstrate achievement of theory and/or clinical objectives presented on the day(s) absent.

It is the responsibility of the student to call the VOCATIONAL NURSING department, Clinical Coordinator when they are absent **ALL THEORY AND CLINICAL OBJECTIVES MUST BE MADE UP FOR ANY DAY THE STUDENT IS NOT PRESENT AT THEORY OR CLINICAL**. Absences must be called *in to the Vocational Nursing office and the instructor on the same day of the absence*. Students need to connect with the Vocational Nursing office for clinical or theory absences. Students are expected to be accountable for their actions.

The school may review and require clearance for health conditions and pregnancy. If a pregnant student has full medical clearance, with no restriction, she may continue in the program. A Leave of Absence may be granted for the birth of a child, significant illness with a note from the doctor or extenuating circumstances.

To return to school after a medical LOA, the student must provide the school with a full medical clearance.

The student will be readmitted on a space-available basis only.

The student is responsible for making all arrangements with the Vocational Nursing office via the appropriate make up form for all theory make-ups and clinical make-ups.

A student is allowed no more than two (2) absences per term and eight (8) absences for the entire program. Any absences exceeding these numbers will cause a student to be terminated from the program.

All attendance issues are subject for review by the Director of Nursing.

Attachment 10

Authorized By: Mercedes N. Alafriz, LeeAnn Rohmann

Published Date: 2/6/2013 **Replaces:** None

Remediation Policy

Purpose:

Create an individual remediation plan for vocational nursing student who demonstrates any sign of:

1. Change in grade (didactics or clinical)
2. Change in attendance
3. Behavioral issues requiring written documentation

Policy:

1. Schedule meeting with student
 - A. Within one week of incident
 - i. Have written documentation i.e. grades, test, clinical evaluation, attendance, or other evidence of unsatisfactory progress or behavior
 - B. Notify Director of Nursing of remediation meeting
2. Student is to bring a detailed written personal plan of action for remediation
 - A. Review plan of action with student
3. Document meeting with student on Remediation Form
 - A. Include student name, issues, plan of action, date
 - i. form is attached with policy
4. Remediation Action Plan
 - A. Signatures of all involved instructors must be obtained and progress report sent to primary instructor and Director of Nursing
 - i. tutoring
 - ii. skills lab
 - iii. clinical
4. Develop detailed remediation plan of action with student

A. Notify Director of Nursing of remediation plan

B. Schedule follow-up meeting with student

- i. follow-up should be done weekly to monitor progress
- ii. schedule final re-evaluation meeting

5. Re-evaluation meeting

A. Meet Goal

- i. no further follow-up required
- ii. offer continued support and resources

B. Goal not met

- i. Schedule appointment if Director of Nursing

6. Director of Nursing and student develop remediation

A. follow steps 1-4

7. Second Reevaluation

A. Meet Goal

- i. no further follow-up required
- ii. offer continued support and resources

B Goal not met

- i. termination from program

8. Remediation must be satisfactorily completed by end of term, or student will be considered to not making satisfactory progress.

Attachments

1. Remediation Form

2. Remediation Algorithm

High Desert Medical College
Vocational Nursing Program
Remediation Contract

Clinical

Behavioral

Attendance

Theory

Name of Student _____ Date _____

Term _____

Briefly Describe Issue:

Date of student/instructor/Director meeting _____

Detailed Plan of Action (be very specific and include completion dates, may attach+ a typed plan; if using typed plan it must be signed by both the student and instructor)

Attach student's personal detailed plan of action

Date of re-evaluation _____

Summary of remediation Satisfactory

Unsatisfactory

If student remains unsatisfactory follow algorithm

Instructor Signature/Date

Student Signature/Date

Director of Nursing Signature/Date

High Desert Medical College
Vocational Nursing Program
Progress Report

Clinical

Behavioral

Attendance

Theory

Name of Student _____ Date _____

Term _____

Describe Accomplishments :

Describe suggestions for further improvement:

Student signature/date

Instructor signature/date

forward copy to primary instructor and director of nursing

**High Desert Medical College
Vocational Nursing Program
Student Plan of Action**

Clinical Behavioral Attendance Theory

Name of Student _____ Term _____ Date _____

I understand I am not making satisfactory progress in the vocational nursing program. I further understand if I do not satisfactorily complete the remediation plan I am at risk for being terminated from the vocational nursing program. I am proposing the following plan of action

Concern	Planned action to meet standard	Expected completion date

This is not the actual plan, but your recommendations. This plan will be reviewed with your instructor and final remediation plan will be developed.

Student signature/date

Instructor signature/date

Attachment 11

Student Name _____ CSD: _____ Term: _____

Instructor: _____ Date: _____



Remediation Process:

- * The student has failed: _____ Grade: _____
- * Per the High Desert Medical College Catalog the student has 10 calendar days to complete the remediation plan once assigned.
- * If the remediation process is not completed or the student did not pass the remediation exam the original module grade will stand and be factored into the over all term GPA. The student will not be allowed to remediate the system again.
- * The remediation plan must be complete and signed off prior to taking the remediation exam.

Testing Times:

Take the remediation test by: _____ Required hours: _____ (Max 4-6 hrs)

Maximum grade that can be obtained is passing for current term.

Check which Applies

Student must choose a time to take the remediation exam

- | | | | | |
|--------------------------|-----------------|---|----------|-------------------------|
| <input type="checkbox"/> | Teacher testing | * | 11:00 am | |
| <input type="checkbox"/> | LA testing | * | 14:00 pm | |
| | | * | 16:00 pm | circle the time desired |

Plan, Objectives, Schedule- at school

List the objective (s) that the student is failing.

- * Review system with remediator, noting weaknesses & strengths
- * Bring all questions for the @ home assignments for the system to the remediator.

Plan, Objective, Schedule- at home

- * Answer all of the questions at the end of the chapters: _____ Chapter _____
- * Spend a minimum of 4 hours remedating with ATI _____
- * Complete assigned ATI remediation template _____

Plan Start Date _____

Plan End Date _____

Student Signature: _____

Date: _____

Instructor Signatur _____

Date: _____

Remediation complete Pass Fail

Comments: _____

Remediators Signature: _____ Date: _____

DON Int: _____

Grade Change Completed	
------------------------	--

Attachment 12

INSTRUCTOR CLASSROOM OBSERVATION FORM

Instructor Name: _____

Location: _____

Date: _____ Time: From: _____ To: _____

Course Title: _____ # Students: _____

Observer Name & Title: _____

Observer Instructions: Complete the sections below by checking the YES / NO / N/A boxes. Assign each section a score using the evaluation measures listed below. At the end of the form, assign an overall evaluation score for the participant based on a qualitative review of section scores.

5 = Exceptional 4 = Exceeds Expectations 3 = Meets Expectations 2 = Needs Improvement 1 = Unacceptable

1. PLANNING AND PREPARATION

YES	NO	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lesson topics and activities are in compliance with prescribed curriculum
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Arrived in classroom 15 minutes prior to start of class; is ready to begin class on time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has required lesson materials prepared in advance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has all necessary equipment ready and in operable condition
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides evidence of adequate lesson planning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Maintains a neat and orderly classroom or lab environment
			Comments:
			Score: / 5

2. PRESENTATION SKILLS

YES	NO	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Greets each student by name upon arrival
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Begins class on time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Records student attendance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Effectively communicates lesson objectives to class
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Explains relevance of course, class, today's learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Effectively relates prior learning to current lesson
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Communicates effectively; speaks clearly; is easily understood; writes legibly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Presents lesson topics and activities in a logical and effective order
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Checks effectively for student understanding; uses a variety of assessment techniques
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses various and appropriate instructional methods during the lesson; incorporates active learning (hands on, discussion, all students involved)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses support materials and equipment effectively
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Utilizes class time wisely; effectively paces instruction and activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates a mastery of the subject matter
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Effectively relates subject matter to the "real-world" via examples, analogies, experiences, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Displays energy and enthusiasm about the subject in his or her teaching
			Comments:
			Score: / 5

3. INTERACTION WITH STUDENTS

YES	NO	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows evidence of having established class rules at start of term; students are aware of and follow class rules
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Maintains effective control; manages disruptive students in a respectful, effective, professional manner
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Promotes active participation in the lesson by all students
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Displays a positive role model for students
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Exhibits a professional appearance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Commands the respect and confidence of, and demonstrates respect for, his/her students
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Responds effectively to student questions and comments; provides feedback, acknowledges all responses
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates patience and a positive attitude; praises students appropriately
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides the opportunity for all students to experience success
Comments:			Score: / 5

4. CLOSURE AND SUMMARY

YES	NO	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teaches full number of hours; provides 10 min break hourly; does not accumulate break time to end early
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Effectively summarizes lesson
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Involves students in the lesson summary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Effectively relates daily lesson to future lesson(s)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assigns related homework
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Asks students to call or email with questions; provides office hours and availability
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reminds students about the availability of campus support services and tutoring
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensures students are informed and prepped for next class session
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ends class with energy and excitement; presents a reason or incentive to return
Comments:			Score: / 5

OVERALL EVALUATION: Summary of most important evaluation points. (Not an arithmetic average of evaluation points.)

5 = Exceptional 4 = Exceeds Expectations 3 = Meets Expectations 2 = Needs Improvement 1 = Unacceptable

Strengths and Areas in Need of Improvement:	Score: / 5
---	-------------------

Observer's Signature _____

Date _____

Instructor's Signature _____

Date _____

Supervisor's Signature _____

Date _____

Attachment 13

Course Satisfaction Survey

Today's Date: _____ Program Name: _____

Course Name: _____ Instructor Name: _____

1. Please rate your course experience. *

	Yes	No
Were your Instructors prepared for class?	<input type="radio"/>	<input type="radio"/>
Were they knowledgeable in the subject matter?	<input type="radio"/>	<input type="radio"/>
Were your Instructors available for additional help?	<input type="radio"/>	<input type="radio"/>
Did you evaluate the Instructors?	<input type="radio"/>	<input type="radio"/>
Did your classes start and end on time?	<input type="radio"/>	<input type="radio"/>
Was there ample time for practice on equipment? (e.g., computer, medical, electronic).	<input type="radio"/>	<input type="radio"/>
Did your instructor explain the requirements and competencies for successful completion of the course?	<input type="radio"/>	<input type="radio"/>
Did you receive progress reports on your knowledge of theory and performance competencies throughout the program?	<input type="radio"/>	<input type="radio"/>

Course Satisfaction Survey

	Yes	No
Are you aware of the schools policy on academics and attendance?	<input type="radio"/>	<input type="radio"/>

Provide additional comments below:

2. Please rate your experience with instructional supplies and facility. *

	Yes	No
Was the equipment in working order?	<input type="radio"/>	<input type="radio"/>
Did you receive a course syllabus on your first day of class?	<input type="radio"/>	<input type="radio"/>
Were there ample supplies and equipment available during class instruction?	<input type="radio"/>	<input type="radio"/>
Were your textbooks received in a timely manner?	<input type="radio"/>	<input type="radio"/>
Was the equipment sufficient in relation to the size of the class during instruction?	<input type="radio"/>	<input type="radio"/>
Was the facility clean and maintained?	<input type="radio"/>	<input type="radio"/>

Provide additional comments below:

Attachment 14

Vocational Nursing Student Expectations

Nursing is about caring, and the ability to provide competent, prudent care to the patient and family. A vocational nurse incorporates the nursing process in patient care to promote, restore, and maintain homeostasis in collaboration with the other health care disciplines. A vocational nursing program is rigorous with high expectations and demands as you learn the nursing process, critical thinking, and disease processes. Nurses care for the vulnerable, and are responsible for supporting the patient to meet their self-care requisites and demands, maintain a safe environment, and support the patient's autonomy, therefore nurses are expected to demonstrate a higher level of integrity and maintain the highest ethical standards.

The following are expectations for the vocational nursing student at High Desert Medical College

1. As a nursing student at HDMC I am expected to contribute to a positive climate while on campus and in the clinical setting.
2. As a nursing student at HDMC I am expected to be a courteous, thoughtful and responsive to faculty, staff, fellow students, and staff in the clinical setting.
3. As a nursing student at HDMC I am expected to be sensitive to other's cultural beliefs, and show respect to various views while on campus and in the clinical setting.
4. As a nursing student at HDMC I am expected to demonstrate a level of responsibility and ethical judgment consistent with professional guidelines for the field of healthcare professionals while on campus and in the clinical setting.
5. As a nursing student at HDMC I am expected to maintain a drug free environment. (page 9)
 - a. If selected for a drug screen the student must comply with the request or be subject to immediate termination.
 - b. A student who fails a drug screening test will be subject to immediate termination.
6. As a nursing student at HDMC I am expected to attend all scheduled classes, theory and clinic, in order to meet the program objectives and outcomes. (page 18)
 - a. Students who do not meet this requirement are required to make up the course objectives within ten days of the missed hours.
7. As a nursing student at HDMC I am expected to take all examinations on the scheduled day and time. (page 18-19)
 - a. The classroom door will be locked at the beginning of the test and students will not be allowed to enter the room after the test begins. In the event a student is late they will take an alternate test after the regularly scheduled class.
 - b. In the event a student misses an examination the instructor must be notified of the need to make up an examination and the examination must be made up during non-classroom hours on the first day the student returns. Failure to do so will result in a zero for the examination.
 - c. Make up examinations will receive a maximum score of 75%.

- d. Quizzes less than 25 points will not be made up.
 - e. It is the responsibility of the student to turn in homework prior to taking a make-up examination.
8. As a nursing student at HDMC I am expected to maintain at least a 75% to pass the course plus meet clinical expectations. In the event a student is not meeting expectations he/she will be placed on remediation and mandatory tutoring. (page 18)
- a. After remediation a student may repeat one examination during the term. The maximum points allowed for passing the remediation examination is 75%. (page 30)
9. As a nursing student at HDMC I am expected to be prepared for theory and clinic (page 19)
- a. Students who come to school unprepared, including but not limited to falling asleep, being disruptive or disrespectful are at risk for being dismissed for the remainder of the day.
 - b. The student will be required to make up the missed hours.
 - c. Assignments worth less than 25 points will not be accepted late after the start of an examination.
10. As a nursing student at HDMC I am expected to be on time for theory and clinic. (page 27-28)
- a. All missed time will be factored in increments of quarter hours, ie 5 minutes late will be documented at 15 minutes late.
 - b. Three tardies will count as one absence.
11. As a nursing student at HDMC I am expected to maintain compliance with dress code while on campus and in the clinical setting. (page 36-38)
- a. Students who come to school in attire that is not suitable may not be allowed to attend class that day and will receive an absence.
 - b. The student will be required to make up the missed hours
12. As a nursing student at HDMC I am expected to not use cell phones of any type in the classroom or clinic setting, this includes but not limited to phones going off during class, texting, answering the phone or recording lectures. (page 39)
- a. First offense: Student will receive a written warning.
 - b. Second offense: Student will be sent home for the day and required to make up missed hours.

I have read and reviewed the above expectations with my instructor. I understand if I do not comply with the program and school expectations I am at risk for disciplinary action up to and including termination from the program.

Name printed

Name signed

Instructor

Date

Term

Attachment 15

High Desert Medical College
Vocational Nursing - Clinical Evaluation

Student Name _____ Instructor _____ Term 1 2 3 4

Clinical Site _____ Rotation dates _____ Grade Satisfactory Not Satisfactory

Professionalism	1	2	3	4	5	6	7	8	Comments
Comply with agency and school policies, state laws and regulations.									
Treats all individuals with dignity and respect.									
Prepared for clinical experiences.(watch, stethoscope, notebook, drug book, follows dress code, ect)									
Protect client rights (privacy, autonomy, confidentiality).									
Practice within the legal and ethical frameworks of a student vocational nurse.									
Demonstrate professional behaviors									
Report errors promptly and respond appropriately.									
Assume responsibility for learning.									
Maintain professional boundaries.									
Accept responsibility for assigned client care.									
Demonstrate accountability for actions.									
Advocate for clients.									
Demonstrates punctuality when arriving to clinic									
Safety and Infection Control	1	2	3	4	5	6	7	8	
Maintain a safe, effective care environment.									
Use available technology in accordance with agency policies and procedures.									
Request assistance when needed.									
Perform hand hygiene									
Observe universal precautions									
Client Care	1	2	3	4	5	6	7	8	
Perform basic data collection assessment and document									
Prepare clients for interventions.									
Perform nursing skills competently, gives rationale for procedure									
Demonstrate caring behaviors towards clients and families.									
Respond to clients in distress.									
Ensure clients' ADLs are completed.									
Provide nursing care for more than one client									
Accurately document care provided as related to Orem's Self-Care Theory									
Medication Administration	1	2	3	4	5	6	7	8	

Skills performed

Comments

Students Signature _____ **Date** _____

Clinical Instructors Signature _____ **Date** _____

- (I) Independent: Performs accurately and safely each time without supportive cues from the instructor.
- (S) Supervised: Performs accurately and safely each time; requires supportive or directive cues occasionally.
- (A) Assisted: Performs accurately and safely each time; requires frequent supportive cues; takes longer; occasionally late.
- (P) Provisional: Performs safely under supervision; not always accurate; requires continuous supportive and directive cues; wastes time due to ineffectiveness.
- (U) Unsafe: Performs in an unsafe manner; unable to demonstrate behavior; requires continuous and supportive directive cues.
- (N/O) No opportunity: Not observed or does not apply

A student who receives a "provisional" or "unsafe" will immediately be placed in remediation. A student who receives three "assisted" in the same category during a clinical rotation will be placed in remediation. Remediation must be completed prior to the end of the term to continue to make successful academic progress (SAP). A student who has repeated episodes of "provisional" or "unsafe" care will be at risk of termination from the program.