

# Agenda Item #8.A.1.



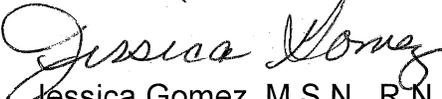
BUSINESS, CONSUMER SERVICES, AND HOUSING AGENCY • GOVERNOR EDMUND G. BROWN JR.

**Board of Vocational Nursing and Psychiatric Technicians**  
2535 Capitol Oaks Drive Suite 205, Sacramento, CA 95833-2945  
Phone 916-263-7800 Fax 916-263-7855 Web www.bvnpt.ca.gov



DATE: January 30, 2015

TO: Board Members

FROM:   
Jessica Gomez, M.S.N., R.N.  
Nursing Education Consultant

SUBJECT: Angeles College Vocational Nursing Program – Reconsideration of Provisional Approval; Consideration of Request to Admit Students (Director: Mary McHugh, Los Angeles, Los Angeles, Private)

On November 9, 2012, the Board placed the Angeles College Vocational Nursing Program on provisional approval for the two-year period from November 9, 2012, through November 30, 2014. That action was taken due to the program's noncompliance with requirements relative to program pass rates, as specified in section 2530 (l) of the Vocational Nursing Rules and Regulations which states:

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

On November 12, 2012, the Board forwarded to the Director the Notice of Change in Approval Status, identifying program deficiencies and required corrections.

On June 10 and 11, 2014, Board representatives conducted an unannounced onsite visit. Eight (8) violations were identified.

On November 21, 2014, the Board continued the program's provisional approval for three (3) months from November 21, 2014 to February 28, 2015. The Board directed the program to correct identified violations and submit documentation confirming correction by December 15, 2014.

The program is presented for reconsideration of provisional approval. In addition, the program requests Board approval to admit a class of 20 students on April 6, 2015, graduating May 20, 2016, to **replace** students that graduated on January 23, 2015.

## History of Prior Board Actions

(See Attachment A, History of Board Action.)

## Enrollment

The program offers a 42-week full – time course of instruction and a 60-week part – time course of instruction. The program is required to obtain approval by the full Board prior to the admission of students. The pattern of admissions for current and proposed classes is seen in the enrollment table below.

The following table represents **current and proposed** student enrollment based class starts and completions. The table indicates a **maximum enrollment of 63 students from March 2012 through February 2015.**

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Complete			
3/12 Day		14	12	12
6/12 Day		6	13	12 + 13 = 25
8/12 Eve		6	8	25 + 8 = 33
9/12 Day		15	15	33 + 15 = 48
2/13 Eve		15		48 + 15 = 63
	2/13 (3/12 Day Class)		-12	63 - 12 = 51
	5/13 (6/12 Day Class)		-13	51 - 13 = 38
	8/13 (9/12 Day Class)		-15	38 - 15 = 23
	12/13 (8/12 Eve Class)		-8	23 - 8 = 15
1/14 Day		15		15 + 15 = 30
	2/14 (2/13 Eve Class)		-15	30 - 15 = 15
	1/15 (1/14 Day class)		-15	15 - 15 = 0
4/15 Day Proposed	5/16	20	20	0 + 20 = 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 October 2007 through December 2014, specify the pass percentage rates for graduates of the Angeles College Vocational Nursing Program on the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®), and the variance of the program's pass rates from state average annual pass rates for the past 29 quarters.

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 [CCR §2530(I)]	Variance From State Average Annual Pass Rate
Oct - Dec 2007	2	2	100%	76%	100%	76%	+24
Jan - Mar 2008	9	5	56%	76%	64%	76%	-12
Apr - June 2008	2	0	0%	75%	54%	75%	-21
Jul - Sep 2008	2	0	0%	70%	47%	74%	-27
Oct - Dec 2008	4	4	100%	73%	53%	73%	-20
Jan - Mar 2009	9	5	56%	70%	54%	72%	-18
Apr - Jun 2009	11	8	73%	71%	65%	70%	-5
Jul - Sep 2009	14	8	57%	74%	64%	72%	-8
Oct - Dec 2009	18	16	89%	76%	70%	73%	-3
Jan - Mar 2010	9	3	33%	76%	66%	74%	-8
Apr - Jun 2010	13	5	39%	74%	58%	75%	-17
Jul - Sep 2010	19	11	58%	76%	59%	75%	-16
Oct - Dec 2010	19	12	63%	77%	52%	76%	-24
Jan - Mar 2011	28	19	58%	80%	59%	77%	-18
Apr - Jun 2011	7	2	29%	71%	60%	76%	-16
Jul - Sep 2011	16	6	38%	74%	56%	76%	-20
Oct - Dec 2011	8	3	38%	74%	51%	75%	-25
Jan - Mar 2012	17	7	41%	77%	38%	74%	-36
Apr - Jun 2012	9	5	56%	72%	42%	74%	-32
Jul - Sep 2012	19	10	53%	74%	47%	74%	-27
Oct - Dec 2012	9	1	11%	70%	42%	74%	-32
Jan - Mar 2013	4	1	25%	75%	42%	73%	-31
Apr - Jun 2013	12	7	58%	78%	42%	73%	-31
Jul - Sep 2013	9	4	44%	75%	38%	75%	-37
Oct - Dec 2013	7	2	29%	76%	44%	76%	-32
Jan - Mar 2014	15	7	47%	74%	47%	76%	-29
Apr - Jun 2014	6	4	67%	67%	46%	73%	-27

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 [CCR §2530(l)]	Variance From State Average Annual Pass Rate
Jul – Sept 2014	10	5	50%	72%	47%	73%	-26
Oct – Dec 2014	7	6	86%	72%	58%	72%	-14

\*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.

California Code of Regulations section 2530(l) 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 approved vocational nursing schools for the same period.”

This data substantiates the program’s noncompliance for the past 19 consecutive quarters.

Based on the most recent data available (October – December 2014), the program's average annual pass rate is **58%**. The California average annual pass rate for graduates from approved vocational nursing programs who took the NCLEX-PN® for the first time during the same period is 72%. The average annual pass rate for the Angeles College Vocational Nursing Program is **14** 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 program’s Board - approved faculty totals seven (7), including the program director. Six (6) instructors are available to teach in the clinical area.

Based on a maximum enrollment of 63 students, five (5) instructors are required for clinical supervision. Therefore, the current number of faculty is adequate for the current and proposed enrollment.

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

“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.”

Board files substantiate the approval of clinical facilities adequate as to type and variety of patients treated to enable current and proposed students to meet clinical objectives in accordance with Section 2534(b) of the Vocational Nursing Rules and Regulations.

### **Summary and Status of Program Deficiencies**

As noted previously, the Board placed the Angeles College Vocational Nursing Program on provisional approval on November 9, 2012 for the two-year period from November 9, 2012, through November 30, 2014, due to the program’s noncompliance with regulatory requirements relative to program pass rates. At that time, the program’s average annual pass rate was 47%. The Board 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; and, required the program to demonstrate incremental progress in correcting the violations.

On June 10 and 11, 2014, Board representatives conducted an unannounced onsite visit. Eight (8) violations of the California Code of Regulations were identified.

#### **On June 10, 2014, the Board approved a new program director.**

On June 19, 2014, the Board sent a Notice of Violation to the director, delineating violations and deficiencies identified during the program inspection and required corrections

On July 17, 2014 the director submitted a plan to correct the identified violations. Based on submitted documents and materials, the program had corrected one (1) of the identified violations. Seven (7) violations remained uncorrected.

On November 21, 2014 the Board extended the program’s provisional approval for three months, from November 21, 2014 to February 28, 2015. The Board directed the program to complete the following actions by December 15, 2014.

1. Correct deficiencies identified during the onsite visit and submit documentation confirming correction.
2. Submit a follow – up report that includes a review of the prior comprehensive analysis, effectiveness of employed interventions, revisions to the original plan, and timeline for implementation and correction.

On December 16, 2014, the director submitted to the Board, the required follow-up report (See Attachment B). Included therein, the following update was presented regarding corrections of previously identified violations.

**Violation #1: Failure to follow Board-approved Screening and Selection Criteria [Title 16, CCR, section 2526(a)(13)]**

As previously reported, examination of program and student records confirmed that the program failed to follow its Board - approved criteria in the screening and selection of candidates for admission into current and prior classes.

**Status:** Based on submitted information, this violation is not **corrected**. However, the director has submitted procedures to ensure compliance with the Board – approved criteria. As presented, the director shall have the final decision in the selection of students for admission in the next class. If implemented as presented, adherence should prevent future violations.

**Violation #2: Insufficient resources, faculty, clinical facilities, library, staff and support services, physical space, skills laboratory and equipment to achieve the program’s objectives. [Title 16, CCR, section 2530(a)]**

As previously reported, observation of the program’s Skills Laboratory during the program inspection confirmed a lack of equipment, materials, and supplies critical to students’ achievement of approved clinical objectives.

**Status:** This violation is **corrected**. The director reported that the Skills Laboratory has been cleaned and renovated and required supplies have been purchased.

**Violation #3: Failure to evaluate student performance to determine the need for remediation or removal from the program. [Title 16, CCR, section 2530(i)]**

As previously reported, an analysis of program documents substantiated the program’s failure to evaluate student performance and take actions required to correct identified performance deficits up to and including removal from the program, as specified in the program’s Board – approved Remediation Plan.

**Status:** This violation is **corrected**. Submitted documents report the program’s evaluation of student performance with follow – up consistent with the Board – approved Remediation Plan. Students not maintaining a grade of 75% or greater each term are terminated from the program.

**Violation #4: Failure to maintain compliance with regulatory requirements regarding average annual pass rates. [Title 16, CCR, section 2530(l)]**

Published examination statistics substantiate the program’s noncompliance with regulatory requirements. During the most recent nineteen (19) consecutive quarters, the program’s average annual pass rates varied

between 14 and 37 percentage points **below** the state average annual pass rate.

**Status:** This violation is **not corrected**. The violation will be corrected when the program's average annual pass rate complies with regulatory requirements.

The director reported implementation of a new Board – approved curriculum on February 2, 2013. Further, the director reported, "100% of students who graduated from the new curriculum have passed the NCLEX on the first attempt. In addition, 100% of graduates of the old curriculum who followed Angeles College's remediation plan who have taken the NCLEX test and received their results passed the NCLEX on the first attempt."

Published NCLEX/PN® examination statistics confirm the following results for program graduates tested during Quarter 3 – 2014 and Quarter 4 – 2014.

QUARTER	# TESTED	# PASSED	% PASSED
3 - 2014	1 (2011 Graduate)	0	0.00%
	7 (2013 Graduates )	3	42.85%
	2 (2014 Graduates)	2	100.00%
<b>TOTAL</b>	<b>10</b>	<b>5</b>	<b>50.00%</b>

QUARTER	# TESTED	# PASSED	% PASSED
4 -2014	5 (2013 Graduates)	5	100.00%
	2 (2014 Graduates)	1	50.00%
<b>TOTAL</b>	<b>7</b>	<b>6</b>	<b>85.71%</b>

To date, 26.67% of the February 2014 graduates admitted utilizing the new curriculum have tested; 75% of those tested have passed the NCLEX/PN®. Twenty – five percent (25%) of the 2013 graduates admitted utilizing the old curriculum have tested; 66.67% of those tested passed the NCLEX/PN®.

The program's 58% average annual pass rate remains noncompliant with regulatory requirements; however, improvement is identified.

**Violation #5:** **Failure to provide clinical experience in a sequence that positively correlates with presented theory instruction. [Title 16, CCR, section 2533(a)]**

Information from the director and clinical instructor confirmed that the program failed to provide clinical experience in a sequence that positively correlated with presented theory instruction. Students in Level II were assigned and observed performing tasks consistent with Level I. Clinical experiences consistent with presented didactic content and approved clinical objectives for Level II **were not** assigned or performed by students.

**Status:** This violation is **corrected**. The director reported implementation of procedures to correct the identified violation. Prior to each term, the director

reported meetings between theory and clinical instructors to plan clinical experiences that correlate with presented theory content. Consistent implementation of the reported procedures should prevent future violations and improve the quality of instruction.

**Violation #6: Failure to teach curriculum content in a sequence that results in student's progressive mastery of knowledge, skills, and abilities. [Title 16, CCR, section 2533(c)]**

As previously reported, students enrolled in Module II were not assigned clinical rotations consistent with Module II, as specified in the curriculum. As described, students were assigned to Skills Lab and presented theory content on test taking and studying strategies that were missed during Module I.

**Status:** Based on submitted information, this violation is **corrected**. The director reported the development and implementation of new theory – to – clinical guidelines to ensure increasing complexity of presented theory and correlated clinical instruction. Consistent implementation of the reported procedures should prevent future violations and improve the quality of instruction.

**Violation #7: Failure to have clinical facilities adequate as to number, type, and variety of patients treated, to provide clinical experience for all students in areas specified by section 2533. [Title 16, CCR, section 2534 (b)]**

As previously cited, the program failed to assign students to clinical facilities that offered clinical experiences in Maternity Nursing, Pediatric Nursing and Medical Nursing that were consistent with the program's approved curriculum.

**Status:** This violation is **corrected**. Since the onsite program inspection, the director has secured additional clinical facilities that offer clinical experiences that are consistent with the curriculum and current and proposed class enrollment. The facilities have been approved by the Board and students assigned consistent with the curriculum.

**Violation #8: Lack of active program administration by a Board approved - director. [Title 16, CCR, section 2529 (b)]**

As previously reported, based on onsite observation, evaluation of critical elements, and identification of cited violations evidenced the lack of active program administration by a director. That deficit resulted in the program's failure to provide instruction in a manner conducive to students' progressive mastery of critical knowledge, skills, and abilities, consistent with the professional practice of vocational nursing.

**Status:** Based on submitted information, this violation is **corrected**. The director has submitted a detailed report that identifies progress in correcting all violations and enhancing student achievement. Continued implementation of actions reported to date should correct the violation.

In summary, a total of eight (8) violations of the California Code of Rules and Regulations, were identified. The program's director was approved on June 10, 2014, during the onsite inspection. The director has submitted reports confirming the implementation of steps to correct identified violations. All previously identified violations have been addressed by the director.

Since placement on provisional approval, the program's average annual pass rate has varied with its lowest pass rate of 38% reported for Quarter 3 - 2013. The program's Quarter 4 - 2014 pass rate is **86%**; the average annual pass rate is **58%**, **14** percentage points below the state average annual pass rate. As such, the program's average annual pass rate has risen **eleven (11)** percentage points since placement on provisional approval.

**Recommendations:**

1. Extend Angeles College Vocational Nursing Program's provisional approval for the one (1) year period from March 1, 2015 to February 28, 2016.
2. Approve the program's request to admit 20 students commencing on April 6, 2015, graduating May 20, 2016, only, to **replace** students scheduled to graduate on January 23, 2015.
3. Require the program director to submit, under penalty of perjury, the names of all enrolled students, date of admission, placement in the curriculum, and expected date of graduation by April 17, 2015.
4. Require the program to admit no additional students without prior approval by the full Board.
5. Continue to 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.
6. Continue to require the program to comply with all approval 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.
7. Continue to require the program 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 approval.
8. Failure to make any of these corrective actions may cause the full Board to revoke the program's approval.

9. Place the program on the **February 2016** Board agenda for reconsideration of provisional approval.

**Rationale:** Of the eight (8) violations identified during the unannounced site survey, the director has corrected six (6). The director appears to be diligently working to improve the educational achievement of enrolled students. On December 16, 2014, the director submitted an updated program analysis, including revisions, implementation timeline, and report of effectiveness of employed interventions and applicable revisions. That plan addressed all identified violations.

Full implementation of the submitted plan necessitates the program's admission of additional students. It must be noted that based on submitted enrollment data, the program graduated a class of 15 students on January 16, 2015. Currently, the program has no students enrolled.

As previously stated, the Board placed the Angeles College Vocational Nursing Program on provisional approval on November 9, 2012, due to noncompliance with regulatory requirements regarding program pass rates. At that time, the program's average annual pass rate on the licensure examination was 47%, 27 percentage points **below** the state average annual pass rate. The Board directed the program to demonstrate incremental progress in correcting its violations.

Since placement on provisional approval, the program's average annual pass rates have consistently remained **below** state average annual pass rates. However, published examination statistics evidence improvement.

Currently, the program's average annual pass rate is **58%**. As such, the program's average annual pass rate has risen **eleven (11)** percentage points since placement on provisional approval.

The foregoing supports the recommendations to extend the program's provisional status and approve the request to admit a new class.

Attachment A: History of Prior Board Actions

Attachment B: Program Follow UP Report, Dated December 17, 2014; received December 16, 2014

# **Agenda Item #8.A.1., Attachment A**

## **ANGELES COLLEGE OF NURSING VOCATIONAL NURSING PROGRAM**

### **History of Prior Board Actions**

- On November 2, 2006, the Executive Officer approved the Angeles College of Nursing's request to begin a vocational nursing program with an initial class of 15 students on November 6, 2006, only; and approved the program curriculum for 1557 hours, including 590 theory, and 967 clinical hours.
- **On March 28, 2007, the Board approved a new program director.**
- On May 21, 2007, the assigned consultant inspected the program to determine compliance with Article 5 of the Vocational Nursing Rules and Regulations. Four (4) violations were noted.
- On July 10, 2007, the Executive Officer approved initial full accreditation for Angeles College Vocational Nursing Program for the period from July 10, 2007, through July 9, 2011, and the Board will issue a certificate accordingly; approved the program to admit a full-time class of 15 students to start on October 22, 2007, only, to **replace** students graduating on October 12, 2007; approved the program to admit an additional full-time class of 15 students to start on July 23, 2007, only; and approved the program to admit a part-time class of 15 students on August 6, 2007, only.
- On February 8, 2008, the Executive Officer approved the program's request to admit a full-time class of 15 students commencing February 19, 2008, only, with an anticipated graduation date of March 20, 2009.
- On March 4, 2008, the Executive Officer approved the following requests:
  1. Request to admit a part-time class of 15 students commencing April 15, 2008, with an anticipated graduation date of August 22, 2009.
  2. Request to admit a part-time class of 15 students commencing November 24, 2008, with an anticipated graduation date of March 27, 2010.
  3. Request to admit a full-time class of 15 students commencing May 12, 2008, with an anticipated graduation date of May 28, 2009.
  4. Request to admit a full-time class of 15 students commencing August 11, 2008, with an anticipated graduation date of August 14, 2009.
  5. Request to admit a full-time class of 15 students commencing November 17, 2008, with an anticipated graduation date of November 20, 2009.

6. Request for ongoing admissions of four full-time classes of 15 students per year, to replace graduating classes; and two part-time classes of 15 students per year, to replace graduating classes.

- **On April 3, 2008, the Board approved a new Director**
- On October 14, 2011, the program was notified that the program's average annual pass rate had fallen below ten (10) percentage points of the state average annual pass rate for the past five (5) quarters.
- On November 4, 2011, the Board received the program's plan to increase pass rates.
- On February 22, 2012, the program was notified that the program's average annual pass rate had fallen below ten (10) percentage points of the state average annual pass rate for the past seven (7) quarters.
- On May 7, 2012, the program was notified that the program's average annual pass rate had fallen below ten (10) percentage points of the state average annual pass rate for the past eight (8) quarters. The program was required to submit a plan to correct the deficiency **by June 18, 2012.**
- **On May 22, 2012, a new director was approved by the Board.**
- On June 7, 2012, the Board received the program's plan to increase its licensure pass rates.
- On August 7, 2012, the program was notified that the program's average annual pass rate had fallen below ten (10) percentage points of the state average annual pass rate for the past nine (9) quarters. The program was required to submit a plan to correct the deficiency **by August 24, 2012.**
- On August 17, 2012, the assigned consultant forwarded correspondence requesting submission of eighteen (18) copies of pertinent documents, plan, and subsequent actions taken to correct identified problems that they desire Board members to consider.
- On September 20, 2012, the Board received correspondence from the program director and eighteen (18) copies of pertinent documents and subsequent actions taken to correct identified problems that they desire the Board members to consider.
- On November 9, 2012, the Board placed Angeles College Vocational Nursing Program on provisional approval for the two-year period from November 9, 2012, through November 30, 2014, 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**, rescinded approval of the program's ongoing admissions; **and**, Approved the program's admission of 15 students into an evening class beginning on January 21, 2013, only, graduating May 21, 2014, to **replace** students who graduated October 4, 2012, **pending** submission of a revised curriculum, by November

12, 2012, and Board approval of the new curriculum; **and**, delegated to the Executive Officer discretionary authority to approve the program's part – time and full – time curriculum; **and**, required the program to admit no additional classes without prior approval 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; and, required the program 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 approval; **and**, required the program to submit follow-up reports in nine months, but no later than **August 1, 2013**, and 21 months, but no later than **August 1, 2014**. 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**,

**Required** the program to comply with all approval 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; **and**, advised the program that failure to take any of these corrective actions may cause the full Board to revoke the program's approval; **and**, placed the program on the **November 2014** Board agenda for reconsideration of provisional approval.

- On February 13, 2013, the Executive Officer approved Angeles College curriculum for 1800 hours, including 750 theory and 1050 clinical hours for the full-time program; **and**, continued to require the program to obtain prior Board approval to admit students.
- On March 11, 2013, the assigned consultant forwarded correspondence requesting submission of two (2) copies and one (1) CD or Flash drive of pertinent documents, plan, and subsequent actions taken to correct identified problems that they desire Board members to consider.

- On March 13, 2013, the Board received correspondence from the program director and 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 May 10, 2013, the Board **denied** Angeles College's request to admit a day class of 15 students on May 20, 2013; completing on May 28, 2014, **replacing** the class that will graduate February 22, 2013; and, **denied** the program's request to admit an evening class of 15 students on June 25, 2013; completing on November 22, 2014, **replacing** the class that will graduate on March 31, 2013; and, required the program to continue to obtain prior Board approval to admit students.
- On July 31, 2013, the director submitted the required comprehensive analysis.
- On November 6, 2013, the Board **approved** Angeles College's request to **admit** a day class of 15 students on January 20, 2014, only; completing on January 16, 2015, **replacing** the class that graduated August 29, 2013; **and, denied** the program's request to **admit** an evening class of 15 students on March 4, 2014; completing on August 21, 2015 **replacing** the class that will graduate on December 14, 2013; and, **continued** to require the program to obtain prior Board approval to admit students.
- **On June 10, 2014 the Board approved a new director.**
- On June 10 and 11, 2014 an unannounced site visit was conducted.
- On July 11, 2014 the Director submitted correspondence identifying a plan to correct identified violations.
- On November 21, 2014 the Full Board extended Angeles College Vocational Nursing Program's provisional approval for the three (3) month period from December 1, 2014 to February 28, 2015; **and, denied** the program's request for approval to admit a class of 20 full - time students commencing on February 9, 2015, only, graduating February 26, 2016, to replace students scheduled to graduate January 13, 2015; **and, required** the program to admit no additional students without prior approval by the full Board; and, Continue to 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; **and, continued** to require the program to correct deficiencies identified during the onsite visit and submit documentation confirming correction no later than December 15, 2014; **and, required** the program to submit a follow – up report by December 15, 2014. The report must include a review of the prior comprehensive analysis, effectiveness of employed interventions, revisions to the original plan, and timeline for implementation and correction; **and, continued** to require the program to comply with all approval 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; and, continued to require the program 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 approval; failure, to take any of these corrective actions may cause the full Board to revoke the

program's approval; **and, placed** the program on the February 2015 Board agenda for reconsideration of provisional approval.

- On December 16, 2014 the Board received the required follow-up analysis of violations from the director.

**Agenda Item #8.A.1., Attachment B**

BVNPT RECD EDU  
on 12/16/14 JG



# **Follow-Up Report**

*(Including Review of  
Comprehensive Analysis,  
Revisions, Implementation  
Timeline, Progress &  
Effectiveness Report)*

## **To**

---

State of California

**BVNPT**

Department of Consumer Affairs

Report to BVNPT  
December 17, 2014<sup>1</sup>

**Jessica Gomez MSN, RN**  
Nursing Education Consultant  
Board of Vocational Nursing & Psychiatric Technicians  
2535 Capitol Oaks Drive, Suite 205  
Sacramento, CA 95833

Dear Jessica:

Enclosed in this packet please find the following materials that constitute Angeles College's follow-up report to the Board, including a review of the prior comprehensive analysis, revisions to the original plan, a timeline for implementation of corrections, a comprehensive analysis of the progress to date, and a report on the effectiveness of the corrections.

Seven required corrections were provided to us and this letter, along with the support documents constitute the report. I look forward to your feedback on our progress and your continued advice on program improvement.

**The first required correction is:**

1. The Angeles College Vocational Nursing Program shall bring its average annual pass rate to no more than 10 (10) percentage points below the State average annual pass rate.

Angeles College began the work of curriculum revision immediately after it was put on probation. The new curriculum was approved by the BVNPT on has implemented an aggressive program to raise our pass rates to no more than 10 percentage points below the State annual pass rate. Our program is called The NCLEX Success Plan, and it consists of a set of interventions designed to ensure every student gains the knowledge and skills to function as a competent vocational nurse who passes the NCLEX-PN on his or her first attempt.

**Outcomes** of the curriculum revision and the NCLEX Success Program implementation are that 100% of students who graduated under the new curriculum have passed the NCLEX on the first attempt, and 100% of graduates of prior classes who have tested and received their results passed the NCLEX on their first attempt.

**The second required correction is:**

2. The program shall continue to admit no additional students without prior approval by the full Board.

Angeles College has scheduled no additional cohorts and is not accepting applications for the VN program.

**Outcomes** are that no additional cohorts are scheduled at Angeles College, and none will be scheduled until and unless the BVNPT approves another cohort.

---

<sup>1</sup> An extension from December 15, 2014 to December 17, 2014 for this report was granted due to DON illness.

**The third required correction is:**

3. The program shall correct deficiencies identified during the onsite visit and submit documentation confirming correction no later than December 15, 2014.

The detailed report of our actions to correct the deficiencies, and the progress we have made in correcting the deficiencies is attached in a document entitled: Follow-Up Report to the BVNPT Board December 17, 2014.

**Outcomes** of our efforts to correct all deficiencies are as follows:

Violation 1: Failure to follow Board-approved admission policies.

Result—The new DON has met with admissions personnel to ensure they are all aware that admission policies cannot be changed or violated, and will personally review all applicants (to any future cohort approved by the Board). The new DON has the final authority on admission to the VN program.

Violation 2: The skills lab was not adequately supplied to serve as a learning resource to the students.

Result—This violation was corrected as of August 1, 2014, and the Lab is now in Compliance with Section 2530(a) of the Regulations. Photos of Lab supplies and new equipment are in Appendix 1.

Violation 3: The Remediation Policy was not followed and several students who failed Term I were allowed to progress to Term II.

Result—Documents in Appendix 2 show that the remediation policy is now being followed, and that students who did not pass a Term were dropped from the program.

Violation 4: The program pass rate is noncompliant with Regulation 2530(1) in that its pass rates were less than 10% below the State average.

Result—Significant progress has been made in the past two months with the implementation of a new curriculum, and implementation of the NCLEX Success Plan by the new DON. To date, 100% of students who graduated from the new curriculum have passed the NCLEX on the first attempt. In addition, 100% of graduates of the old curriculum who followed Angeles College's remediation plan who have taken the NCLEX test and received their results passed the NCLEX on the first attempt.

Violation 5: Theory content was not properly correlated with clinical experiences.

Result—Immediate efforts were made by the new DON to work with the clinical instructor to correlate clinical with theory content. A program of regular meetings between theory and clinical instructors are scheduled prior to each term to plan clinical experiences that correlate with theory content. Students now report on their course evaluations that their clinical assignments correlate with their Theory lectures, and this enhances their learning. Meeting Minutes are provided in Appendix 4.

**Violation 6:** 1. Provision of didactic and clinical instruction in a sequence conducive to students' mastery of progressively complex scientific curricular content; and 2. Utilization of curricular hours for clinical instruction solely for students' demonstration of proficiency in skill performance and provision of client care that is consistent with presented theory content.

Result—A new Theory and Clinical Correlation Guide was developed for use by Theory and Clinical instructors to ensure that clinical assignments are increasingly complex, and that they correlate directly with content presented in the didactic portion of the course. This Guide is provided in Appendix 3 of the Report.

**Violation 7:** The facility the new DON identified as the Maternity clinical placement was not approved by the Board for that use.

Result—A Board-approved maternity placement (Lawndale) was found after the unannounced visit, and based on the Education Consultant's advice, two additional clinical placements for Maternity nursing were acquired, and approved by the Education Consultant (St. Victoria Clinic and Centro Medico MacArthur Park). These three approved placements now ensure adequate maternity clinical placements for all students, and copies of the approvals are in Appendix 5 of the Report.

**Violation 8:** Lack of active program administration by a director (leading to multiple violations and low pass rates.)

Result—A new DON was approved on June 10, 2014. The extensive work done since the new DON was appointed is documented in the full Report. Pass rates have begun to rise dramatically, a new Guide has been developed for theory and clinical instructors to use to ensure clinical experiences are coordinated with theory content, and are progressive from simple procedures to complex patient care planning and implementation. Student remediation and progression policies are now being followed, and coordination among the DON and faculty has increased in a documented and productive manner.

**The fourth required correction is:**

4. The program shall submit a follow-up report by December 15, 2014. The report must include a review of the prior comprehensive analysis, effectiveness of employed interventions, revisions to the original plan, and timeline for implementation and correction.

**Outcomes:** The report is submitted as an attachment to this letter. Permission was granted by Jessica Gomez, Education Consultant, to submit the report on December 17 due to the DON suffering an illness.

**The fifth required correction is:**

The program shall comply with all approval 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.

**Outcomes:** As is documented in the full report attached to this letter, the new DON at Angeles College is determined to put the program into full compliance with all standards in Article 4 of the Vocational Nursing Practice Act, and with all Board Regulations specified in Article 5. Angeles College believes the attached report documents significant progress in these efforts, and anticipates that full compliance will be achieved within the next 4 to 6 months.

**The sixth required correction is:**

The program shall demonstrate incremental progress in correcting the violations. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the program's approval.

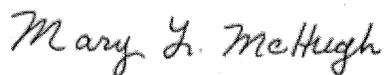
**Outcomes:** The fifth columns in the Tables in the full Report identify the effectiveness of the corrections that have been implemented. Angeles College believes the report documents significant progress in correcting the violations, as is reported in the results of corrective actions. It is understood that failure to comply with all regulations subjects the school to the possibility that the full Board may revoke the program's approval. The new DON, together with the full support of the staff and administration of the school has been working diligently to correct all violations, and with the Board's approval, will have the program in full compliance with all regulations within a very short time period.

**The seventh required correction is:**

Failure to take any of these corrective actions may cause the full Board to revoke the program's approval.

**Outcomes:** Angeles College recognizes the seriousness of violations and understands the grave consequences of failure to work on corrections and make progress on achieving full compliance with standards and regulations of the Board of Vocational Nursing and Psychiatric Technicians. The school intends to achieve full compliance as soon as is humanly possible through effective corrective actions.

Sincerely yours,



**Mary McHugh, PhD, RN**  
Director of Nursing  
Angeles College  
3440 Wilshire Blvd., Suite 310  
Los Angeles, CA 90010



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS**

**FOLLOW-UP REPORT TO THE BVNPT BOARD  
DECEMBER 17\*, 2014**

**REVIEW OF PRIOR COMPREHENSIVE ANALYSIS  
INCLUDING CORRECTIVE ACTIONS TO REMEDIATE VIOLATIONS**

**REVISIONS TO ORIGINAL PLAN OF CORRECTIVE ACTIONS**

**IMPLEMENTATION TIMELINE**

**EFFECTIVENESS OF EMPLOYED INTERVENTIONS**



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS**

**TABLE OF CONTENTS**

<b>Violation 1.....</b>	<b>3</b>
<b>Violation 2.....</b>	<b>6</b>
<b>Violation 3.....</b>	<b>11</b>
<b>Violation 4.....</b>	<b>16</b>
<b>Violation 5.....</b>	<b>30</b>
<b>Violation 6.....</b>	<b>33</b>
<b>Violation 7.....</b>	<b>35</b>
<b>Violation 8.....</b>	<b>36</b>



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 1**

**SECTION 2526(13): SCREENING & SELECTION CRITERIA**

Section 2526 (13) of the Vocational Nursing Rules and Regulations states:

“The institution shall apply to the Board for approval. Written documentation shall be presented by the director and shall include:  
... (13) Screening and selection criteria...”

**Violation #1: Originally, Violation #1&2**

Based on an examination of program and student records, the program failed to follow its Board – approved screening and selection criteria. Specifically, ten (10) out of fourteen of the current students were selected and admitted into the program with scores on the entrance exam that were substantially lower than the required 70% on reading Comprehension, Basic Math, Grammar, and Vocabulary.

**Plan of Correction #1:** This violation is not corrected. However, on July 11, 2014, the director submitted a plan to ensure the selection of future students for admission in accordance with the Board – approved screening and selection criteria.

If implemented as presented, the submitted plan will prevent future violations.

Date	Actions to Correct this violation	Timelines	Responsible Party	Effect of Employed Interventions
	<b>Updated Correction Plan</b>			
6/14/14	<ul style="list-style-type: none"> <li>Staff meeting was conducted to prevent this violation from reoccurring.</li> </ul>	- Immediately Effective	- DON	<ul style="list-style-type: none"> <li>Meeting reviewed Board-approved admission policy so all staff are aware of the requirements.</li> </ul>
6/14/14	<ul style="list-style-type: none"> <li>The new DON was confirmed by the COO to have final decision-making authority over admissions to the VN program.</li> </ul>	- Ongoing	- Under supervision of the DON, the Admissions Supervisor  - DON	<ul style="list-style-type: none"> <li>Effects of the improvements can only be observed if a new cohort is approved.</li> <li>Currently, Angeles College is not scheduled to start any new cohort.</li> </ul>



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 1**

	<ul style="list-style-type: none"> <li>• Any future cohorts allowed by the Board will consist only of applicants who meet all admission criteria and are approved by the DON.</li> <li>• The new Director will personally meet with all qualified applicants as part of the admission process. The meeting will allow the Director to evaluate the student's understanding and readiness for the rigors of nursing school, and ensure the applicant is informed of the time commitment and study requirements of the VN program.</li> <li>• Unqualified applicants will be advised by the Admissions staff but will not be referred to the DON for admission consideration.</li> <li>• Unqualified applicants will not progress in the admissions process to a meeting with the DON.</li> <li>• If a new cohort is authorized by the Board, the records of admitted students will be analyzed for their success in the program.</li> <li>• Based on the results of the analysis of the relationship between admission criteria and</li> </ul>	<ul style="list-style-type: none"> <li>- Dependent upon approval to admit a new cohort</li> <li>- Dependent upon approval to admit a new cohort</li> </ul>	<ul style="list-style-type: none"> <li>- DON</li> <li>- Admissions Supervisor and Admissions staff</li> <li>- Admissions staff</li> <li>- DON</li> <li>DON</li> </ul>	<p>Thus, if the Board approves a new cohort, these corrective actions will be applied.</p>
--	---	--	---	--



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 1**

	<p>student success as measured by term pass rates and NCLEX pass rates upon graduation, admission criteria will be evaluated and appropriate changes will be submitted to the Board for approval.</p>			
<p><b>Analysis:</b></p> <p>The New Director has submitted a correction plan that states that any future cohorts allowed by the Board will consist only of applicants who meet all admission criteria.</p> <p>As part of the correction plan, the new Director proposes to thoroughly review all admission criteria, to search the literature, and to interview other VN Program Directors whose schools have a consistently high pass rate in order to discover admission criteria that have been found to be highly predictive of success, and to apply to the BVNPT for permission to adopt admission criteria found to be successful in California.</p> <p>In addition, the new Director will propose a change to admission criteria that incorporates information gained through a personal interview of each applicant by the Director as part of the admission process. The meeting will allow the Director to evaluate the student's understanding of, and readiness for the rigors of nursing school, and ensure the applicant is informed of the time commitment and study requirements of the VN program. It will also allow the Director to investigate the commitment of the applicant to a nursing career, and to discover if there are any outside pressures on the student to pursue nursing rather than some other career in which the applicant might have more interest. Research indicates that students who are pressured to pursue a nursing career when that is not their personal desire tend to do poorly in nursing school.</p>				



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS**

**VIOLATION 2**

**SECTION 2530(a): SUFFICIENT RESOURCES, FACULTY, FACILITY, EQUIPMENT, STAFF & SUPPORT SERVICES**

Section 2530(a) of the Vocational Nursing Rules and Regulations states:

“The program shall have sufficient resources, faculty, clinical facilities, library, staff, and support services, physical space, skills laboratory and equipment to achieve the program’s objectives.”

**Violation #2: Originally, Violation #4**

Based on observation, Board representatives identified that the program’s lab and medication cart lacked supplies and materials critical to students’ achievement of approved clinical objectives. Given the absence of essential resources, students are unable to demonstrate proficiency in medication administration and other critical skills prior to implementation in the clinical setting.

**Correction #2:**

The violation is corrected. On October 9, 2014, the director submitted documentation that states the skills lab has been cleaned and refurbished and confirming the program’s purchase of supplies necessary to provide students with experiences consistent with the Board – approved objectives.

<b>Date</b>	<b>Actions to Correct this Violation</b>	<b>Timelines</b>	<b>Responsible Party</b>	<b>Effect of Employed Interventions</b>
8/4/14	All Corrections Completed 1. Supply the lab with sterile and non-sterile gloves, Foley catheter trays (at the request of the clinical instructor who identified a need for catheterization practice for female patients), and straight catheters for practice. Completed May 26, 2014.	5-26-14 to 8-4-14 & Ongoing	DON	<ul style="list-style-type: none"> <li>The Lab is now in Compliance with Section 2530(a) of the Regulations</li> <li>The new director worked quickly to bring the lab into full compliance, and in fact, to make it a center of learning excellence for clinical procedures in the school.</li> </ul>
5/26/14	2. Remove everything from drawers and cupboards, discard used, outdated and	Items 2-5 Completed 5-26-14		<ul style="list-style-type: none"> <li>As a result, the Educational Consultant has reported that the Nursing Skills Lab is now in</li> </ul>



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS**

**VIOLATION 2**

	<p>obsolete items. Completed May 26, 2014</p>			<p>compliance with Section 2530(a)</p>
<p>5/26/14</p>	<p>3. Scrub entire lab with antiseptic cleaners and steam clean floors to achieve a high level of cleanliness. Completed May 26, 2014</p>			
<p>5/26/14</p>	<p>4. Launder all linens. Completed May 26, 2014</p>			
<p>5/26/14</p>	<p>5. Inventory items in lab. Completed May 26, 2014</p>			
	<p>Result: While some materials were available for basic care practice, such as bed linens, patient gowns, draw sheets, blankets, emesis basins, tooth care supplies, bath pans, and arms and hips for IM and subcutaneous injections and IV infusions, many supplies were absent. Some supplies needed immediately for clinical practice were ordered, received, and students have already used some of these practice materials. Included in those supplies were sterile gloves in small, medium and large sizes, non-sterile procedure gloves in the same sizes, straight catheters, indwelling catheter trays, hand sanitizer, and alcohol swabs.</p>			



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS**

**VIOLATION 2**

7/7/14	<p>Additional orders included a male catheterization simulator because a replacement attachment to the existing Noel simulator was not immediately available. In addition, an additional female catheterization simulator was added so that up to 4 students can practice urinary catheterization in the lab at the same time.</p> <p>Only one human simulator was available at the time her appointment as Director, which the new Director deemed insufficient for 14 students. A new, multi-function simulator with enema, catheterization, ostomy care, trach care, dressing care, and many other features was ordered delivered in July, 2014.</p>	<p>Received June, 2014</p> <p>Received July, 2014</p>		
6/12/14	<p>6. Supplies for Term III were identified in a meeting between the new director and the clinical instructor (Supplies list in Appendix 1). Over \$500 of supplies and \$3,000 of new equipment were identified (including the male and female catheterization simulators). Supplies necessary to fully stock the lab for Terms II, III and Term IV have been received,</p>	<p>Initial orders received July, 2014 and ongoing orders restocking the lab are done as necessary</p>		



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS**

**VIOLATION 2**

	<p>as well as stock needed to practice basic procedures have been received and stocked in the lab. See attachments for a list of ordered items for the lab. Completed July 7, 2014 and on.</p> <p>7. The need to maintain the lab supplies through updated items and reordering supplies will be managed as follows: Each term at midterm, the Director and Clinical instructor for the following term will meet and review the clinical objectives for the next term so as to plan the procedures to be practiced in the lab. Required supplies and quantities will be identified by the clinical instructor and ordered by the Director. When the supplies arrive, the Director and clinical instructor will inspect them and verify that the required supplies have been received and all is in readiness for clinical procedure practice the following Term. Completed for Term III May 26, 2014. Completed for Term III July 18, 2014. Completed for Term IV, September 1, 2014.</p> <p>8. The new Director has added the duties of Lab Manager to her job duties. She has</p>	<p align="center">Ongoing</p>		
--	---	-------------------------------	--	--



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS**

**VIOLATION 2**

	<p>assumed personal responsibility for the maintenance, improvement, cleanliness, and inventory of the lab. The Director will inspect the lab at least monthly for availability of standard supplies such as linens, alcohol wipes, hand soap/sanitizer, gloves, and isolation supplies. The Director will assume responsibility for ordering supplies needed to keep the lab in readiness for learning activities.</p>	<p>June 10, 2014</p>		
<p><b>Analysis:</b></p> <p>Based on observation, Board representatives identified that the program's lab and medication cart lacked supplies and materials critical to students' achievement of approved clinical objectives. Given the absence of essential resources, students are unable to demonstrate proficiency in medication administration and other critical skills prior to implementation in the clinical setting.</p> <p>Changes included:</p> <ul style="list-style-type: none"> <li>A. All new supplies were ordered and received, including simulated meds (oral, injectable, intravenous, patch, and suppository versions), the supply of syringes and needles of various sizes were updated, PPE was purchased (gowns, gloves, bonnets, masks, and shoe covers), urinary catheters and catheter sets as well as tracheostomy and abdominal ostomy supplies were also purchased. A new master key for the medication cart was obtained, and the drawer locks were drilled out and replaced with new locks so that the cart is now fully functional.</li> <li>B. The entire lab was scrubbed with antiseptic soap, as were the manikins. All linens were laundered and several students volunteered their own time after Theory class one day to assist with stocking supplies, making the beds, and practicing with new equipment to get more practice.</li> <li>C. A new simulator has been added to the Lab</li> </ul>				



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 3**

**SECTION 2530(i): STUDENT PERFORMANCE EVALUATION, REMEDIATION & REMOVAL**

Section 2530 (i) of the Vocational Nursing Rules and Regulations states:

“The school shall evaluate student performance to determine the need for remediation or removal from the program.”

**Violation #3: Originally, Violation #3**

Although the program had an approved Remediation Policy in place, an analysis of program documents substantiates that several students were allowed to fail courses and continue in the program. Specifically, students failed Anatomy and Physiology in Module I. These students were advanced to Module II, with advisement from the Director (Former) that they could not fail any of the next four (4) quizzes in Module II. The school failed to follow through to ensure resolution and correction of the identified deficits as described in the student’s remediation plan.

**Plan of Correction #3:** This violation is not corrected. However, on July 11, 2014, the director submitted a plan to ensure evaluation of student progress to determine the need for remediation or removal from the program and reassessment of students’ educational deficiencies consistent with the approved Remediation Policy.

As presented, the program will offer remediation and tutoring weekly.

If implemented as presented, the submitted plan will prevent future violations.

<b>Date</b>	<b>Actions to Correct this Violation</b>	<b>Timelines</b>	<b>Responsible Party</b>	<b>Effect of Employed Interventions</b>
June 10, 2014	The Program has provided the students now in the program extensive remediation by hiring tutors, counseling students about effective study skills and habits, and study time requirements to remediate poor grades. The new Director has been using the remediation policy and documentation to deal with all violations of Board-Approved	Term II, June 16, 2014 to July 25, 2014	DON Approved Clinical Instructor Tutor	<ul style="list-style-type: none"> <li>• Remediation work &amp; documentation for Terms II and III completed (See Appendix 2).</li> <li>• Students who did not meet promotion criteria were dropped from the program at the end of Term II</li> </ul>



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 3**

<p>policies. The remediation policy requires students to be given remediation when their grades fall below 75%. The approved policy also requires students who do not pass a term to be dropped from the VN program. All of these policies have been followed and strictly enforced since the appointment of the new Director on June 10 during the unannounced visit.</p> <ol style="list-style-type: none"> <li>1. Beginning with the current cohort, students who fail to pass Term II will not be allowed to progress to Term III. Date of Completion: July 18, 2014</li> <li>2. Final grades will be calculated immediately after the final exam is machine graded. Date of Completion: July 18, 2014</li> <li>3. Students who earn a grade of 75% or above for Term II will be promoted to Term III. Date of Completion: July 18, 2014</li> <li>4. Students whose grade is below 75% for Term II will be informed that they may not progress to Term III. Date of Completion: July 18, 2014</li> <li>5. For all future terms for this cohort, students must earn a grade of 75% or above for the term to progress to the next term, Date of Completion: July 18, 2014 and ongoing.</li> </ol>	<p>7/18/14</p>	<p>DON/Course Instructors</p>	<p>In Term II, the Monday after the unannounced visit students were informed that a new Director had been appointed. Students were reminded of the Board-approved progression policies, and explained that the policies would be followed strictly.</p> <p>Students who had a failing grade at midterm were placed in remediation, provided with tutoring after lecture class, &amp; given a notice and remediation plan.</p> <p>Four student failed Term II and were dropped from the program.</p> <p>In Term III students are scoring much better on tests. Enforcing the progression and remediation policy has stimulated more serious study by most students. Students are not failing exams as much, and they are placed in remediation as per policy. The current program allows poorly performing students to be identified early and placed in remediation and offered tutoring classes to enhance students' efforts to pass quizzes and exams.</p>
---	----------------	-----------------------------------	--



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 3**

**Analysis:**

Although the program had an approved Remediation Policy in place, an analysis of program documents substantiates that several students were allowed to fail courses and continue in the program. These students were advanced to Module II, with advisement from the Director (Former) that they could not fail any of the next four (4) quizzes in Module II. Unfortunately, the new DON was advised by an attorney that such a policy is not legal. Every student must be given the same opportunity to pass a course into which he or she has been admitted. Therefore, all students were given the same opportunity to pass Term II. When informed that all policies would be enforced by the new DON, some students told the new Director that the former Director had promised them the progression policies would not be enforced, but admitted they had nothing in writing. They were informed that failure to enforce Board-approved policies was a violation of the conditions under which the school was allowed to offer a VN program, and that all policies would be enforced from that day forward (June 16, 2014).

As a result of enforcing remediation and progression policies, 4 students who did not earn an average of 75% in Term II, despite remediation efforts, were dropped from the program. The remaining students earned 75% or higher in both Term II and Term III and were promoted.

**Table 1**, specifies the outcome of enforcing Board approved policies in compliance with BVNPT Standards, Section 2530 (i) in the measurement of Student Performance to determine the need for removal from the program. Four (4) out of the original fifteen students from cohort VN34 (Start Date 1/27/14) who failed their exams in **Term II** were removed from the program **effective 7/25/14**.

**Table 1: List of Students who Were Removed from the Program Due to Failed Academic Performance**

Name	Theory Performance Evaluation	Clinical Performance Evaluation	Overall Performance Evaluation	Action
<b>A.D.</b>	Failed "F"	Unsatisfactory	Failed Term II	Removed from the program
<b>A.J.</b>	Failed "F"	Satisfactory	Failed Term II	Removed from the program
<b>S.R.</b>	Failed "F"	Unsatisfactory	Failed Term II	Removed from the program
<b>W.G.</b>	Failed "F"	Satisfactory	Failed Term II	Removed from the program



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 3**

**Table 2: List of Current Students with Remediation Information During Term III**

Name	Required Remediation?	Evaluation of Performance	Outcomes of Remediation Plan
N.A.	No	Passing	n/a
J.G.	No	Passing	n/a
J.H.	No	Passing	n/a
K.L.*	Yes	Completed Remediation	Passed the retake of the failed test
A.L.	No	Passing	n/a
C.S.	No	Passing	n/a
H.S.	No	Passing	n/a
G.Q.	No	Passing	n/a
C.T.	No	Passing	n/a
I.U.*	Yes	Completed Remediation	Passed the retake of the failed test
C.Z.*	Yes	Completed Remediation	Passed the retake of the failed test

Angeles College recognizes the value of Remediation as a process where both the faculty and the Program Director can help students implement strategies to manage their time more effectively and learn efficient study skills, especially when students do not meet their expected academic performance. Remediation is provided by the Theory instructor to any student who requests such services, and in addition, a tutor has been hired on a per-hour basis for students who need remediation but are available only at times the DON is unavailable.

For the Theory portion of the program, students become eligible for Theory remediation when their grade on any quiz or test falls below 75%. Remediation and tutoring will be provided by the course instructor, or the tutor will be paid (by the School) on an hourly basis to provide such services as requested by the student.

In the event that the student does not carry out the remediation plan and/or continues to be unable to meet course objectives in Theory, the student's



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 3**

progression in the Vocational Nursing Program will be reviewed by the faculty and the Director of Nursing. The student may then be placed on probation, requested to withdraw from the course, or, if the student has not met the course objectives by the end of the course, the student will receive a failing grade and be dropped from the VN program.

In the Clinical and Laboratory portions of the program, students become eligible for clinical remediation when the student demonstrates inability to meet the clinical objectives. The clinical instructor and the student will meet, unmet clinical objectives will be reviewed, and the student will be offered tutoring in the Nursing Skills Lab to practice the procedures the student has not mastered. If, despite the additional tutoring and practice, the student is unable to master all clinical nursing care objectives, the student will receive a grade of “Unsatisfactory” on the Clinical portion of the course. As with a failure in the Theory portion of the Term, students failing Clinical are not promoted to the next term and are dropped from the program.



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 4**

**SECTION 2530(I): IMPROVE NCLEX-PN PASS RATE**

Section 2530 (I) of the Vocational Nursing Rules and Regulations states:

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

**Violation #4: Originally, this violation was not included in the report generated in June 19, 2014**

Published examination statistics substantiate that the program has been noncompliant with regulatory requirements for 23 or the 28 quarters of 82.14%, for which examination statistics are available. During the most recent eighteen (18) consecutive quarters, the program’s average annual pass rates have varied between 16 and 37 percentage points below the state average annual pass rate.

**Plan of Correction #4:** This violation is not corrected. On June 11, 2014, a plan to improve program pass rates was submitted by the director. That plan was implemented in August 2014. The effectiveness of the plan will be analyzed and evaluated based on the program’s future pass rates on the NCLEX/PN.

Date	Actions to Correct this Violation	Timelines	Responsible Party	Effect of Employed Interventions
11/9/2012	The program was placed on Provisional Status on November 9, 2012 and immediately thereafter work began on development of a new Curriculum.		DON Faculty	
6/10/2014	<ul style="list-style-type: none"> <li>Major Curriculum Revision: As soon as the program was placed on provisional status on November 9, 2012, the Director and faculty began developing a new curriculum designed to improve student learning and ultimately, pass rates.</li> </ul> First Cohort admitted to the new	Approved by BVNPT on February 13, 2013  February 19, 2013	DON  DON	<ul style="list-style-type: none"> <li>100% Pass rate for graduates from the Board-Approved new curriculum (Cohort 33).</li> <li>100% Pass rate for graduates of the old curriculum who have completed the Angeles College sponsored</li> </ul>



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 4**

	<p>curriculum was Cohort 33.</p> <hr/> <ul style="list-style-type: none"> <li>• Cohort 33 graduated</li> <li>• Cohort 34 Admitted</li> <li>• Change of Leadership – As of June 2014, the Vocational Nursing Program has undergone a management change of its Director to Mary McHugh, PhD, RN.</li> <li>• Cohort 34 Graduation This cohort has had the benefit of the ATI tutorials, books, and practice tests since the beginning of Term III. As of December 14, 2014, they are all progressing well in their study materials.</li> </ul> <p>The new DON has begun implementation of the full ATI package of programs to support and enhance Cohort 34's learning.</p> <p>This Cohort will be provided with two weeks of intensive review and testing with ATI materials at the end of their program. The testing materials will be used to focus the review on any identified areas of deficit so as to better prepare them to succeed on</p>	<p>February 25, 2014</p> <p>January 27, 2014</p> <p>June 10, 2014</p> <p>January 23, 2015</p>	<p>COO</p> <p>DON</p>	<ul style="list-style-type: none"> <li>• NCLEX review program have passed NCLEX on the first attempt</li> <li>• New Curriculum has been taught to two cohorts; Cohort 33 that graduated in December of 2013 and Cohort 34 that is in Term IV as of the date of this report.</li> <li>• Outcomes of the curriculum revision: To date, 100% NCLEX-PN pass rate</li> <li>• Students' ability to pass NCLEX-style tests has increased as evidenced by no further course failures and steadily increasing scores on ATI practice tests.</li> </ul>
--	--	---	-----------------------	---



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 4**

	<p>the NCLEX Exam.</p> <p>This Cohort will also be provided with an ATI Live Review at the end of their program to assist them to prepare for the NCLEX-PN test.</p> <p><b>NCLEX SUCCESS PLAN</b></p> <ul style="list-style-type: none"> <li>• Implementation of NCLEX Review materials, Tutorials, and Assessment Testing into the new Curriculum (NLN to ATI). As part of our comprehensive program improvement plan, Angeles College changed from using the National League for Nursing (NLN) testing materials to the Assessment Technology Incorporated (ATI) comprehensive NCLEX preparation program. ATI offers a more evidence-based and comprehensive package than is available from NLN.</li> <li>• ATI tutorials are assigned as homework throughout the program, and testing using ATI Practice and Proctored tests is used to assist students and faculty to evaluate student progress in mastering content.</li> <li>• Program rigor has been increased with Cohort 34. Specifically, all tests items are</li> </ul>	<p>Ongoing</p>	<p>DON</p>	<p>100% NCLEX-PN pass rate for graduates who have completed the NCLEX Success Plan implemented by the new Director in August, 2014 (with the support of the COO, Mrs. Teresa Krause).</p> <p>All students who studied under the new curriculum and have taken the NCLEX have passed on the first attempt. Three graduates of Cohort 33 (which was the first cohort admitted after the revised curriculum was approved) out of nine (9) graduates, have passed NCLEX-PN. The remaining students are working on the ATI-Structured Review</p> <p>In addition, the 3 students from prior cohorts who studied under the old curriculum have had great success with this remediation program. Students from Cohorts VN29, VN31, &amp; VN32</p>
--	--	----------------	------------	---



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 4**

	<p>written using formats used by the NCSBN in the NCLEX-PN test. The tests are specifically designed to require not only knowledge of nursing theory, but also critical thinking through application testing.</p> <ul style="list-style-type: none"> <li>As noted in the section on Violation #3, students that do not achieve a passing grade of 75% or higher in the course will be terminated from the program.</li> </ul> <p><b>Remediation of Graduates that Have Not yet Passed the NCLEX-PN</b></p> <ul style="list-style-type: none"> <li>Angeles College is offering to reimburse graduates the \$200.00 NCLEX-PN registration fee, if students participate in the ATI NCLEX-PN Review Plan. Offering the NCLEX-PN Review course to graduates and rewarding those who complete the NCLEX-PN Review course are the college's investments in graduate success. We believe this approach has a strong potential for encouraging graduates to prepare for the NCLEX, and a reliable support tool that when used, has a proven record of pass rates in excess of 90% on the NCLEX test.</li> <li>Angeles College took a proactive approach</li> </ul>			<p>that completed the Virtual ATI and tested have all passed on their first attempt.</p> <ul style="list-style-type: none"> <li>Currently, around 30 students are enrolled in the ATI Virtual Tutor review, and they are making variable progress. Some students are progressing rapidly, and in fact 6 have completed the review and have tested and passed the NCLEX while others are scheduled to test. Other students are progressing more slowly, and some not at all. We intend to attempt to contact all registered students/graduates after the New Year to provide monetary incentives to encourage them to actively use the review in order to finish by March or April so they can test. We will follow their progress and contact them and offer additional support as indicated. (Angeles College receives weekly reports from ATI on progress each student/graduate is making on the review.)</li> </ul>
--	---	--	--	--



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 4**

	<p>to not only encourage graduates to take their credentialing exams but also prepare them with review sessions and free online tutoring to help them pass the NCLEX PN exam. Rigorous attempts are being made to contact graduates through phone calls, by U.S. mail and email in order to offer them this review course.</p> <ul style="list-style-type: none"> <li>• At no cost to the student or graduate, all students in Cohort 34 and all graduates that have not passed the NCLEX-PN have been invited to attend an ATI Live Review. This Review consists of a 3-day training program taught by an expert trainer from ATI.</li> <li>• In addition, all graduates are offered the Virtual ATI program. This is a structured review mentored by a live ATI tutor available online through email and through phone calls. The program includes a plan of study (using both ATI books and the student's texts), and intermittent testing to determine the student's readiness to progress to the next topic.</li> </ul>			
--	--	--	--	--



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 4**

**Analysis:**

The NCLEX-Success Plan implemented by the new Director in August, 2014 (with the support of the COO, Mrs. Teresa Krause) is working exceptionally well. Combined with the effectiveness of the new curriculum, all students who studied under the new curriculum and have taken the NCLEX have passed on the first attempt. Table 2 lists graduates of Cohort 33 (which was the first cohort admitted after the revised curriculum was approved), where they are in terms of taking the NCLEX-PN exam, and the outcomes of testing where known.

TABLE 2. Effectiveness of Revised Curriculum and NCLEX Success Plan With Cohort 33

No	Name	Test Date	1 <sup>st</sup> Time NCLEX Result*
1	K.A	-	Preparing to test
2	O.A	November 10, 2014	PASS
3	R.A	-	Preparing to test
4	B.B	September 25, 2014	PASS
5	M.J	-	Preparing to test
6	K.J	-	Scheduled to test (Dec. 23, 2014)
7	E.M	August 11, 2014	PASS
8	C.S.		Preparing to test
9	F.U.		Preparing to test

To the best of our knowledge, the only Cohort 33 students who have tested are the three listed above. All passed the NCLEX on the first attempt. The other six are completing their ATI review prior to testing.

**Old vs. New Curriculum**

Angeles College identified that the previous curriculum was not strong enough to adequately prepare its graduates to pass the NCLEX-PN. Therefore, a new curriculum designed to meet the BVNPT's guidelines for safe and effective care in a clinical setting was developed. The weaknesses identified



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 4**

in the old curriculum were: 1) ordering of content was not optimal; 2) instructors did not have enough instructional time to complete instruction of the curriculum's content; and 3) textbooks lacked new and pertinent content needed to adequately prepare students for the Board exam. These problems contributed to students' low NCLEX-PN pass rates.

Angeles College's Vocational Nursing (VN) Program started in November 2006. Previously, the length of the VN Program was 1557 clock hours with completion lengths of 42 weeks for daytime classes and 60 weeks for evenings/weekends classes. The revised curriculum is 1800 clock hours, and includes 200 review hours (theory/skills lab) to supplement the core curriculum hours (1600 hours). The 200 review hours are divided among the 4 Terms, and consist of intensive review sessions at the end of, each of the four core terms. Specifically, each core term has 50 review hours following the completion of 400 core curriculum hours. The revised program's completion lengths are 52 weeks for daytime classes and 72 weeks for evenings/weekends classes. The revised Vocational Nursing program changes do not significantly alter the philosophy, objectives, or content of the program. All changes have been guided and approved by the BVNPT. In addition to the 200 review hours, the proposed 1800 clock hour curriculum includes more topics (which may be included optionally according to the BVNPT) as outlined below.

In summary, 1800 clock hour curriculum includes the following changes:

- An increased emphasis on providing more review hours of both theory and skill lab subject matter between terms to ensure students' mastery of the material and their greater probability of passing the NCLEX licensing examination after graduation.
- Additional topic coverage
  - Ethics & Unethical Conduct
  - Critical Thinking
  - Culturally Congruent Care
  - End-of-Life Care
  - Review Hours
- Additional compressive review hours
  - Increase from 0 hours to 200 hours

The new curriculum was implemented in 2013 and only one class using that curriculum has graduated. As of the date of this report, 3 of this class' graduates have taken the NCLEX and all have passed. We need more implementation time and students converting into graduates for the new curriculum (combined with other changes) to improve pass rates. Most students who have recently failed the NCLEX-PN are graduates from cohorts that completed their program two or more years ago. They were taught using the old curriculum and were supervised under policies that did not



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 4**

provide sufficient academic rigor. Worse, they delayed testing so long that they are not likely to pass the NCLEX without intensive review. Angeles College has offered all these graduates the Live Reviews and Virtual ATI in order to assist them to succeed when they take the NCLEX.

These changes have been implemented to enable our students to achieve their primary goals, which are passing the NCLEX-PN exam, obtaining their licenses, and working as effective and successful vocational nurses.

**Change of Leadership**

As of June 2014, the Vocational Nursing Program has undergone a management change of its Director from Asima Jabbar, MSN, RN to Mary McHugh, PhD, RN.

I have extensive experience managing nursing schools. I served as Dean of Nursing with three different universities throughout the country. Most recently, I was the Professor and Department Chair of Nursing at National University. National University has campuses in California in Los Angeles, Fresno and San Diego, and used to have an ASN program in Nevada. I took over as Director when pass rates were problematic, and turned the schools around so that their pass rates increased to above 90% on the NCLEX-RN. My research program over the past 7 years has been evaluation research of a program designed to assist schools of nursing to achieve NCLEX pass rates of 90% or higher. I named this program The NCLEX Success Program.

I am actively implementing my NCLEX Success Program to achieve high pass rates at Angeles College. As an initial step, I contracted ATI to provide learning resources to current students. Graduates who successfully complete the Virtual ATI structured review have had an over 95% pass rate on first attempt.

We do think we are making progress, but we also know that the graduates who have not yet taken the NCLEX-PN pose a real problem to our efforts to improve our pass rate. Despite repeated contacts, there are a substantial number of graduates who have not taken advantage of the resources (including financial incentives) we are providing at no cost to them. Until we have many more graduates who were admitted and taught under the NCLEX Success Plan, we have little chance of achieving the high pass rates to which we aspire.

The progress we can report is that of the three graduates who have completed the Live Review and ATI Virtual Tutor program, all three passed NCLEX on their first attempt. As a result, during the second quarter of 2014, our pass rate was 67%, which was exactly the same as the State pass rate for that quarter. However, the following Quarter some past graduates took the test without remediating and failed, which brought our pass rate back down to 50%. To date, our quarterly pass rates have been:



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 4**

- Quarter 1: 15 tested for an average of 47%
- Quarter 2: 6 tested for an average of 67%
- Quarter 3: 10 tested for an average of 50% (5 of those testing did not accept the support materials, and they did not pass).
- For an average pass rate so far in 2014 of 51.8%

This pass rate does not meet regulations, and it is not satisfactory to me as DON. We will continue to work very hard to ensure that our students receive a high quality education and that only those who learn what is taught and successfully demonstrate they can function as safe, competent nurses through testing and clinical performance will progress through the program and graduate.

School	2010	2011	2012	2013	2014
AUHS	90.91%	After I left: 70.59%	73..8%	50%	
National CA (I arrived 12/1/12)	77.7%	75.53%	81.56%	92.34%	92.92%
National NV ASN Program		66.7%	94.74%	Program Closed in 2012	

I believe that I can turn things around for Angeles College should I be allowed more time to work on the low pass rates and have sufficient numbers of students admitted and educated through my NCLEX Success Plan. I have a strong track record for turning around schools with low pass rates in my previous positions as Director of Nursing for RN Schools and I believe we can do the same with this institution, particularly if we have the opportunity to more fully implement the program with a new cohort.

**Implementation of NCLEX Review Assessment Testing into the new Curriculum (NLN to ATI)**

As part of our comprehensive program improvement, Angeles College changed from using the National League for Nursing (NLN) testing materials to the Assessment Technology Incorporated (ATI) comprehensive NCLEX preparation program. ATI offers a more evidence-based and comprehensive



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 4**

package than is available from NLN. A key component of my success plan is the use of ATI's evidence-based program, including a set of supplementary books, online tutorials, practice tests, online personal tutoring for students and graduates (prior to their taking the NCLEX), and proctored achievement tests with a high reliability in predicting the student's ability to pass the NCLEX. NLN does not offer such a package nor do other companies that offer NCLEX support packages. They have neither the wealth of materials offered by ATI nor do they have documented results supported by comparison of graduate scores on predictor tests with actual NCLEX test results.

In addition, Angeles College is subscribing to the Mountain Measurement product which will provide information on our graduates' performance in the various areas of testing. As is well known, the only way to obtain school results along with an analysis of test-taker areas of strength and weakness is to subscribe to Mountain Measurement, which will do with the current cohort graduates.

The combination of ATI product support and the ability to base continuous curriculum improvements on evidence of student learning outcomes will be a key factor in this institution's success in producing graduates that are able to pass their licensure examination and obtain well-paying jobs as Licensed Vocational Nurses.

**Remediation Efforts for Graduates**

Angeles College took a proactive approach to prepare graduates that have not yet taken the NCLEX-PN for the NCLEX. Graduates were provided a free ATI Live Review Class (on July 11-13, 2014). Additionally, graduates were provided with the Virtual ATI program which has better than a 98% success rate. These services cost Angeles College up to \$547 per graduate and the programs were provided at no cost to graduates.

The table below lists the graduates who participated on the ATI post graduate review and tested ready to take the NCLEX. Names are provided only for those who have passed, which is public information. Note that that six (6) of the six (6) graduates tested and all passed on their first attempt. The fourth graduate, M.P., delayed scheduling her test due to personal matters. She reported to us that she took the NCLEX-PN for the first time on November 21, 2014 and is waiting for the result.



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 4**

**Remediated Graduates NCLEX Results**

No	Last Name	First Name	Cohort Period	Old or New Curriculum	Green Lighted	Test Date	NCLEX result
1	B.	B.	2/25/14	<i>New</i>	July 2014	9/25/14	<i>Passed</i>
2	L.	I.	12/21/13	Old	July 2014	7/3/14	<i>Passed</i>
3	M.	E.	2/25/14	<i>New</i>	July 2014	8/11/14	<i>Passed</i>
4	P.	M.	8/29/13	Old	July 2014	11/21/14	Pending Result
5	T.	L.	8/29/13	Old	July 2014	8/2/14	<i>Passed</i>
6	H.	S.	2/22/13	Old	Sep 2014	10/3/14	<i>Passed</i>
7	A.	O.	2/25/14	<i>New</i>	Nov. 2014	11/10/14	<i>Passed</i>

The rest of the attendees (including some 2<sup>nd</sup> time testers) are either working on self-reviews, taking review classes from another company (e.g., Kaplan) or completing their preparation with their Virtual-ATI Tutor. Their information is summarized in the Table below:



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 4**

**Graduates Currently Preparing for NCLEX through ATI Review  
(Including three (3) 2<sup>nd</sup> time testers in our NCLEX program)**

No	Last Name	First Name	Cohort Period	Old or New Curriculum	Date Tested Ready	NCLEX Result*
1	A.	O.	2/25/14	New	-	-
2	A.	R.	2/25/14	New	-	-
3	B.	M.	2/22/13	Old	-	-
4	C.	C.	12/21/13	Old	-	-
5	E.	S.	12/21/13	Old	-	-
6	H.	H.	12/17/11	Old	-	-
7	J.	M.	2/25/14	New	-	-
8	K.	D.	5/23/13	Old	-	2 <sup>nd</sup> Attempt
9	K.	H.	5/3/13	Old	-	2 <sup>nd</sup> Attempt
10	M.	R.	11/17/11	Old	-	2 <sup>nd</sup> Attempt
11	O.	E.	12/21/13	Old	-	-
12	Q.	J.	3/31/13	Old	-	-
13	R.	G.	3/3/13	Old	-	-
14	S.	C.	2/25/14	New	-	-
15	S.	V.	12/17/11	Old	-	-
16	U.	J.	3/31/13	Old	-	-

*\*Most have not taken the NCLEX. We are offering the same resources to graduates who failed the NCLEX as to those who have not yet tested.*

Angeles College's ongoing efforts to help its graduates will continue until the goal is achieved. This goal is set at obtaining a minimum of 70% pass rate by the end of 2015 and obtaining an 80% or better pass rate by the end of 2016. We do recognize that these goals are ambitious given the number



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 4**

of graduates' who have not taken advantage of the ATI Resources offered.

A second ATI Live Review Class was provided on October 17-19, 2014 for students who were not able to attend the first class, with 20 expected attendees. An additional 3 students called in hoping to attend. However, actual participation was somewhat disappointing. Of the 23 expected attendees, only 11 showed up. Despite the low attendance experienced with the October Review Class, Angeles College is tentatively scheduling another ATI Live NCLEX-PN Review for February 2015.

**Near-Future Action Plans to Improve NCLEX-PN Pass Rates for Recent and Previous Graduates**

Angeles College is planning to schedule another NCLEX-PN Live Review Class for February 2015 as preparation for its current class (Cohort #34) of eleven students, who are completing their program requirements by the end of January 2015. This Review Class will be made available as well to Angeles College graduates who have not yet passed the Board Exam.

As noted previously, the review classes are offered to all graduates, even those who have taken the NCLEX but did not pass. So far, Angeles College received positive feedback from graduates who have taken the ATI NCLEX-PN Review Program.

Current implementation of the Action Plan to improve the Pass Rate is ongoing. Angeles College took a proactive approach to not only encourage graduates to take their credentialing exams but also prepare them with review sessions and free online tutoring to help them pass the NCLEX PN exam. Rigorous attempts are being made to contact graduates through phone calls, by U.S. mail and email in order to offer them this review course. Angeles College is currently keeping track of the Weekly Progress of 31 students/graduates who are working on the Virtual ATI (NCLEX-PN Review).

Virtual ATI is an individualized review plan that provides a trained tutor to guide students in their studies to prepare for NCLEX-PN. The tutors are available online, and provide not only study guides but also testing to determine the student's mastery of all areas of the content. Special focus is given to topic areas that need students may need to pay more attention to. It contains a review plan that is directly aligned with Angeles College's current NCLEX-PN test plan.

In addition and as part of its Student Examination Participation Strategy, Angeles College is offering to pay the \$200.00 NCLEX-PN registration fee,



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 4**

if students participate in the ATI NCLEX-PN Review Plan. Offering the NCLEX-PN Review course to graduates and rewarding those who complete the NCLEX-PN Review course are the college's investments with a huge potential for reward that goes a long way to helping graduates pass their exams. Angeles College will continue to look for solutions to the problem of graduates who are delaying testing.

With all these efforts and action plans combined, Angeles College expects to have a pass rate above 75% during the upcoming quarters.



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 5**

**SECTION 2533(a): CORRELATION OF THEORY AND CLINICAL EXPERIENCE**

Section 2533(a) of the Vocational Nursing Rules and Regulations states:

"Vocational nurse programs shall include theory and correlated clinical experience."

**Violation #5: Originally, Violation #6**

Based on information from the director and clinical instructor, representatives identified that the program fails to provide clinical experience in a sequence that positively correlates with presented theory instruction. Specifically, the Level II students were assigned and observed performing tasks consistent with Level I. Clinical experiences consistent with presented didactic content and approved clinical objectives for Level II were not assigned or performed by students.

**Plan of Correction #5:** This violation is not corrected.

Date	Actions to Correct this Violation	Timelines	Responsible Party	Effect of Employed Interventions
6/11/14	<p><b>Updated Correction Plan:</b></p> <ol style="list-style-type: none"> <li>1. Develop a detailed map of clinical experiences the clinical instructors are to provide for students. The map provides a detailed outline of lecture content for each week, and the clinical objectives and assignments to be provided for the week by clinical instructors.</li> <li>2. Ensure all Clinical Instructors have a copy of the Clinical Guidelines Map Coordinating Theory Content with Clinical Assignments (Appendix 3).</li> <li>3. The Theory and Clinical Instructors</li> </ol>	<p>Meetings: 7/23/14 10/13/14</p> <p>(Minutes in Appendix 4)</p>	<p style="text-align: center;">DON Clinical Faculty</p>	<ol style="list-style-type: none"> <li>1. Clinical planning meetings are scheduled prior to every term.</li> <li>2. As of the end of Term II, students reported in course evaluations that their clinical experiences are much more advanced, and are now congruent with lecture content.</li> <li>3. Most students are achieving higher grades on quizzes and exams than they did in Term II. (This is interpreted as better learning because theory and clinical are specifically coordinated).</li> </ol>



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 5**

6/16/14	<p>shall meet at least two weeks prior to the beginning of a term to review the weekly theory topics and discuss clinical assignments that will enhance the students learning and skills related to Theory topics</p> <p>4. Theory instructor and clinical instructor began informal weekly meetings in which various issues, including coordination of clinical experiences with theory content are discussed. Initiated June 16, 2014</p>			
6/17/14	<p>5. The Clinical Instructor states she has been seeking relevant clinical experiences, but didn't make that explicit to students. In order to make the coordination better, she began directing post conferences specifically to patients with problems that are discussed in lecture. Initiated June 17, 2014 and ongoing.</p> <p>6. Beginning with Term III, the Director, Course Theory Instructor and Clinical Instructor will meet prior to the beginning of the term to review the weekly lecture content and make plans for coordination of clinical experiences</p>			



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 5**

	<p>with theory content and the clinical objectives of the Term. Minutes of this meeting will be kept and presented at the Quarterly Faculty Meetings for review and approval by the faculty. The minutes will be appended to the minutes of the faculty meetings for review by faculty, administration, and members of the Board. First Clinical Planning Meeting was conducted on July 23, 2014 for Term III and the second on October 13<sup>th</sup> for Term IV.</p>			
<p><b>Analysis:</b></p> <p>To ensure careful coordination between Theory and Clinical experiences, it was determined that a detailed guide for Clinical Instructors was needed so they were aware of the content of each lecture, and the kinds of patients they must assign to students so that they would have patients needing the care being discussed in lecture, and so the care plans they developed would address the clinical problems presented in Lecture. That Document is contained in Appendix 3.</p>				



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 6**

**SECTION 2533(c): CURRICULUM CONTENT**

Section 2533 (c) of the Vocational Nursing Rules and Regulations states:

“The curriculum content shall be taught in a sequence that results in student’s progressive mastery of knowledge, skills, and abilities”.

**Violation #6: Originally, Violation #7**

As presented in the approved curriculum and confirmed by the Director, enrolled students were in Module II. However, the director stated that students were not assigned Module II clinical rotations, as specified in the curriculum. As described, students were assigned to Skills Lab and presented theory content on test taking and study strategies that were missed during Module I.

**Plan of Correction #6:** This violation is not corrected. The director has submitted documentation specifying the initiation of a directive that clinical content will be used solely for clinical learning. However, documentation confirming the following essential instructional guidelines has not been received; 1. Provision of didactic and clinical instruction in a sequence conducive to students’ mastery of progressively complex scientific curricular content; and 2. Utilization of curricular hours for clinical instruction solely for students’ demonstration of proficiency in skill performance and provision of client care that is consistent with presented theory content.

<b>Date</b>	<b>Actions to Correct this Violation</b>	<b>Timelines</b>	<b>Responsible Party</b>	<b>Effect of Employed Interventions</b>
6/17/14	1. A meeting was scheduled between the DON and the Clinical Instructor to review the Nurse Educator findings (Meeting Minutes in Appendix 4). The meetings also focused on planning for more structured clinical experiences for the students through focused clinical assignments that: <ol style="list-style-type: none"> <li>a. Coordinated clinical experiences with theory lecture content</li> <li>b. Ensured increasingly complex nursing</li> </ol>	6/17/14  Coordination achieved by 6/25/14 and ongoing	DON	1. Students reported increased satisfaction with their learning experiences on their course evaluations  2. Student grades began to improve for most students during Term II.  3. In Term III, student performance in clinical was observed to improve, and student grades on quizzes and exams tended to improve for most students.



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 6**

	<p>care and procedures to coordinate with the increasing complexity of nursing care theory presented in lecture.</p> <p>2. A new document specifying the clinical assignments that must be made to match the advancing theory content was developed and is entitled Clinical Guidelines Map Coordinating Theory Content with Clinical Assignments (Appendix 3).</p> <p>3. The document specifies increasingly complex nursing care procedures.</p> <p>4. The document specifies clinical procedures for all clinical days and hours scheduled so that no clinical time will be used for other than clinical education.</p>			
<p><b>Analysis:</b></p> <p>Considerable formal and informal coordination is now taking place among the DON, Theory Instructor, and Clinical faculty to ensure that clinical experiences involve progressively more complex care and skills, and that clinical assignments are explicitly made to ensure students are providing care consistent with the theory being presented in class. A major undertaking was determined to be necessary to communicate more effectively about what theory content was presented and the associated clinical experiences Clinical Instructors must seek to ensure clinical experiences support and enhance learning from Theory classes. This document is provided in Appendix 3.</p>				



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 7**

**SECTION 2534(b): ADEQUATE CLINICAL FACILITY**

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

“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.”

**Violation #7: Originally, Violation #5**

Information provided by the director during the visit substantiated that the facility to which students were assigned for Maternity Nursing was not approved by the Board for that use. The director reported a lack of awareness of a clinical facility that had been approved by the Board for student assignment in May 2012. Based on that approval, Board staff confirmed that the facility offered clinical experiences in Maternity Nursing, Pediatric Nursing, and Medical Nursing that were consistent with the program’s approved curriculum.

**Plan of Correction #7:** This violation is not corrected. However, on July 11, 2014, the director submitted a plan of correction that specifies assignment of students to a Board – approved clinical facility that provides clinical experiences consistent with the approved objectives in Maternity Nursing.

**If implemented as presented, the submitted plan will prevent future violations.**

<b>Date</b>	<b>Actions to Correct this Violation</b>	<b>Timelines</b>	<b>Responsible Party</b>	<b>Effect of Employed Interventions</b>
9-6-13	1. Lawndale Clinic was found to be an existing site approved for maternity care.	Term IV, 10-27-14 – 1-23-15	DON	1. All students have been assigned their maternity clinical days at the new Clinic.
11-17-14	2. A new Maternity Clinic, Centro Medico MacArthur Park was recruited to ensure adequate sites (and alternative sites) to accommodate all students in the program. (Appendix 7)			2. All Maternity clinical assignments have been held at an approved clinical site.  3. The program has sufficient Maternity sites to accommodate all students’ OB hours,



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 7**

**Analysis:**

The new DON has now thoroughly familiarized herself with the approved clinical sites, and based on the advice of Mrs. Gomez, our Education Consultant, a new Maternity site was secured in order to be sure of adequate clinical sites for all students.



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 8**

**SECTION 2529(b): VN PROGRAM DIRECTOR**

Section 2529 (b) of the Vocational Nursing Rules and Regulations states: “Each vocational nursing program shall have one faculty member, designed as director who meets the requirements of subsection (c)(1) herein, who shall actively administer the program. The director is responsible for compliance with all regulations in Chapter 1, Article 5 (commencing with Section 2525 et seq.)”

**Violation #8: Originally, this violation was not included in the report generated in June 19, 2014**

Onsite observation, evaluation of critical elements, and identification of cited violations by Board representatives demonstrate the lack of active program administration by a director. As a result, the program failed to provide instruction in a manner that is conducive to students’ progressive mastery of critical knowledge, skills, and abilities consistent with the professional practice of vocational nursing.

**Plan of Correction #8:** This violation is not corrected. On June 10, 2014 (during the visit), consultants approved a new program director. That director has been responsive to the Board’s requests for information and the development of a plan to correct program deficiencies. The new director has also submitted a plan to conduct regular faculty meetings to ensure the provision of cohesive didactic and theory instruction. However, given the totality of program deficiencies, the current director has had insufficient time to achieve required corrections.

<b>Date</b>	<b>Actions to Correct this Violation</b>	<b>Timelines</b>	<b>Responsible Party</b>	<b>Effect of Employed Interventions</b>
6/10/2014	New Director of the VN Program approved by Education Consultant	June 10, 2014 and Ongoing  7/11/2014	New DON Mary L. McHugh	<ul style="list-style-type: none"> <li>• DON developed a plan to correct <u>Violation 1</u> concerning failure to follow Board Approved admission policies and Board Approve Remediation policies.</li> <li>• DON has followed the Remediation Policies and evidence of Remediation Documentation is in Appendix 2.</li> <li>• <u>Violation 2</u> has been corrected. The DON assumed responsibility for the Clinical Nursing Lab and brought it into compliance with Section 2530(a) of the Regulations. Education Consultant notified DON that the</li> </ul>



**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 8**

				<p>school has now corrected Violation 2.</p> <ul style="list-style-type: none"> <li>• DON has developed and implemented a plan to correct <u>Violation 3</u>. Specifically, all Board-approved remediation and progression policies have been implemented. Evidence of remediation is in Appendix 3, along with gradebooks for Terms II and III demonstrating compliance with progression policy.</li> <li>• To address <u>Violation 4</u>, the new DON, in collaboration with the COO, faculty and staff of Angeles College has designed and implemented a program called the NCLEX-Success Plan designed to produce first time NCLEX-PN pass rates of 90% or higher for all students and graduates who participate. The plan is already beginning to produce excellent results: To date, all graduates who have participated in the plan and have tested have passed NCLEX on the first attempt.</li> <li>• The DON has addressed <u>Violation 5</u> by initiating meetings with clinical faculty to ensure that clinical assignments were matched with theory content. Although the Clinical Instructor had a copy of the lecture schedule, that did not ensure proper</li> </ul>
--	--	--	--	--



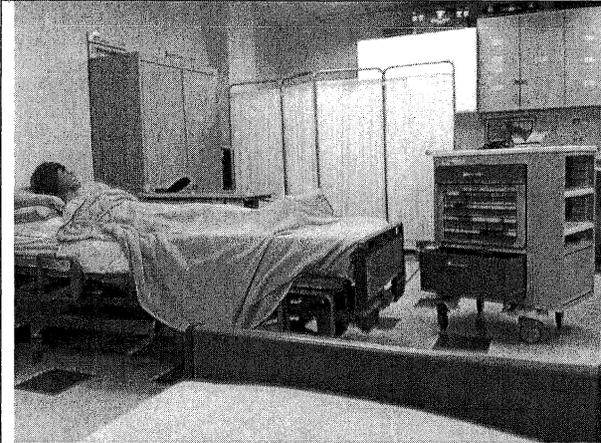
**VOCATIONAL NURSING PROGRAM  
IMPROVEMENT PLAN TIMELINE ON NON-COMPLIANCE VIOLATIONS  
VIOLATION 8**

				<p>assignments for congruency between theory and clinical</p> <ul style="list-style-type: none"> <li>• A new guideline document was created that documents the clinical assignments that are to be made each week of the program so that clinical assignments will be progressively more complex, and will match the clinical topics addressed in the Theory component of the course. (See Appendix 3)</li> <li>• <u>Violation 6</u> was addressed through development of a schedule of meetings between clinical instructor and theory instructor to coordinate theory and clinical learning experiences. (Minutes in Appendix 4)</li> <li>• <u>Violation 7</u> was addressed through addition of a new maternity site and identification of an existing approved maternity site. (See Appendix 5)</li> </ul>
<p><b>Analysis</b></p> <p>With frequent advice and counsel from the Education Consultant, the new DON is working to implement all approved corrective actions in order to rapidly bring the program into full compliance with all Regulations. She is managing the program with support from the College faculty, staff, and administration.</p>				

## APPENDIX 1

### Equipment and Supplies Purchased for the Lab

The lab has been fully restocked, and additional, high tech simulation of many nursing procedures is now possible with purchase of an additional "Susie Simon" simulator.



Lab, linens, floors, simulators, cupboards, and drawers thoroughly cleaned and set up for patient safety and patient care simulations. Simulation of nursing care of a diabetic ketoacidosis patient pictured.

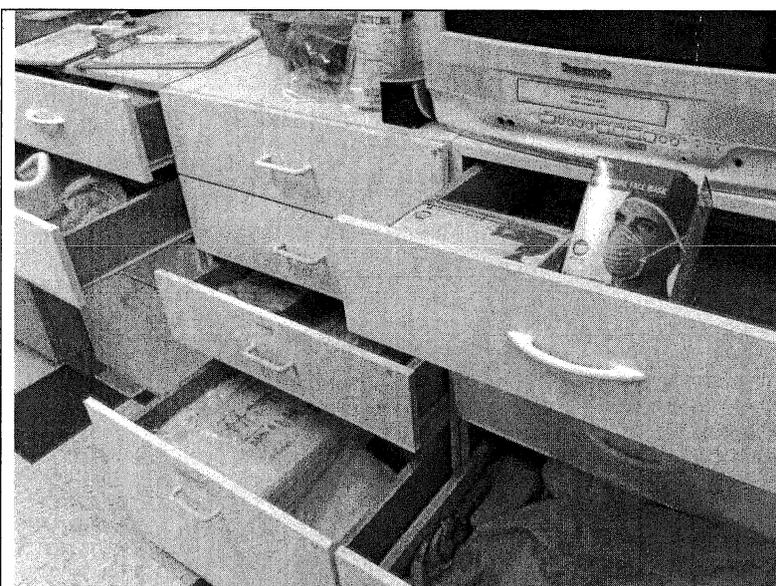


New simulator that allows practice for care of patients with a trach, ostomy, GT tube, fecal impaction, NG tube insertion, catheterization, injections, IVs and multiple other procedures that can now be taught in the lab.

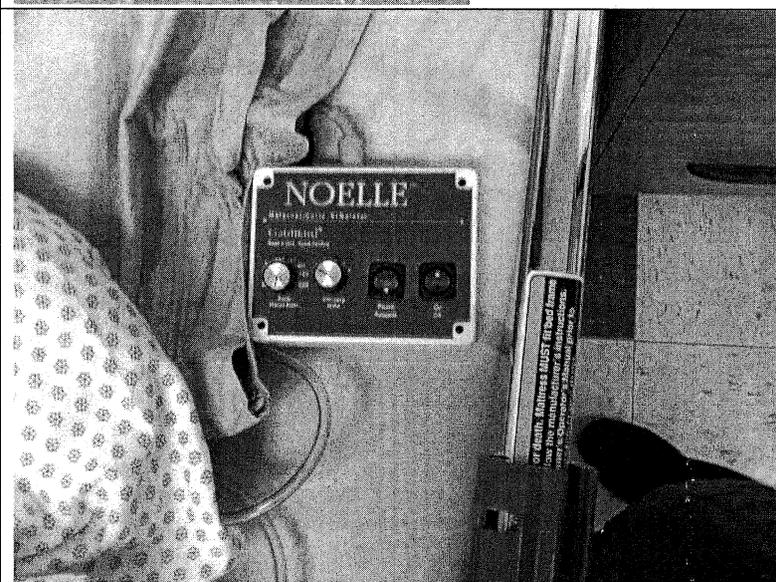
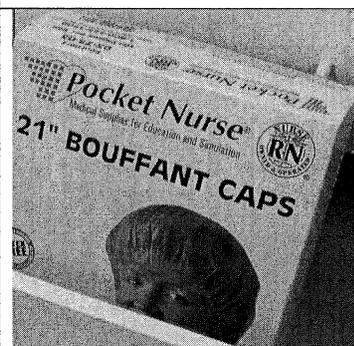
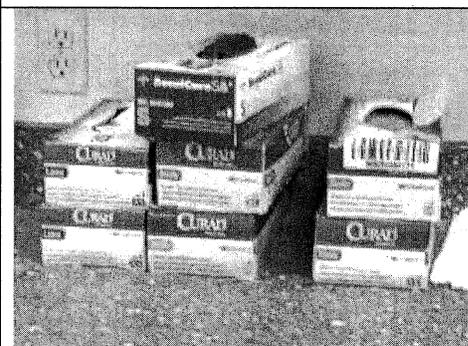


New locks installed on the med cart so it can now be used to practice medication administration, & safe storage and handling of patient medications.

Privacy screen cleaned and repaired so it can be used for patient privacy practice.



Restocked PPE supplies including gowns, gloves of all sizes, caps, masks and shoe covers pictured.



Noelle and Hal birthing simulator, includes high tech OB simulator with various parts to simulate labor with normal and breech presentations, fetal distress simulation, boggy uterus, postpartum hemorrhage, and includes various simulation accessories.

## APPENDIX 2 Remediation Documents and Gradebooks for Terms II and III

Name	Quiz 1		Quiz 2		Quiz 3		Quiz 4		Quiz 5		Quiz 6		Quiz 7		Quiz Ave		Midterm		Final		Med Crds		Grade Points		Rounded Grade		Letter Grade						
	PTS	%	G. PTS	%	Score	%	Score	%	G. PTS	%	PTS	%	PTS	%	PTS	%	PTS	%															
	25		25		25		25		25		25		25		25		25		25		25		25		25		25		25				
NA	18	0.60	13	0.87	12	0.80	10	0.67	20	0.80	12	0.80	17	0.89	19	0.78	30	0.60	15	0.50	0.75	22.50	20.00	1.00	76	89	77			C			
AD	22	0.73	10	0.67	13	0.87	10	0.67	23	0.82	10	0.67	17	0.89	13	0.74	36	0.72	18	0.60	0.77	23.10	20.00	1.00	84	92	85			F			
WG	13	0.43	8	0.53	10	0.67	9	0.60	17	0.68	11	0.73	7	0.37	14	0.57	29	0.58	14	0.50	0.64	19.20	19.38	0.92	67	42	67			F			
RG	21	0.70	11	0.73	13	0.87	13	0.87	21	0.84	11	0.73	17	0.89	20	0.61	38	0.76	19	0.60	0.83	24.90	20.00	1.00	84	09	84			B			
JH	26	0.87	12	0.80	10	0.67	15	1.00	24	0.96	15	1.00	20	1.00	22	0.91	43	0.86	21	0.50	0.93	27.90	20.00	1.00	92	07	92			A			
AJ	15	0.50	10	0.67	7	0.47	0	0.00	11	0.44	9	0.60	4	0.21	10	0.41	25	0.50	12	0.50	0.60	18.00	17.30	0.63	58	10	58			F			
KL	17	0.57	0	0.00	12	0.80	14	0.93	11	0.44	9	0.60	17	0.89	15	0.60	40	0.80	20	0.00	0.84	25.20	20.00	1.00	80	32	80			B			
AL	19	0.63	12	0.80	12	0.80	14	0.93	21	0.84	16	1.07	19	1.00	21	0.87	38	0.76	19	0.00	0.95	28.30	20.00	1.00	89	19	89			B			
SR	19	0.63	8	0.53	10	0.67	14	0.93	17	0.68	10	0.67	17	0.89	17	0.89	27	0.54	13	0.50	0.59	17.70	20.00	1.00	69	09	69			F			
CS	27	0.90	13	0.87	14	0.93	13	0.87	18	0.72	13	0.87	16	0.84	21	0.86	39	0.78	19	0.50	0.90	27.00	20.00	1.00	87	91	88			B			
HS	19	0.63	13	0.87	12	0.80	12	0.80	18	0.72	12	0.80	16	0.84	19	0.78	35	0.70	17	0.50	0.86	25.80	16.00	0.62	78	81	79			C			
CT	16	0.53	11	0.73	14	0.93	14	0.93	20	0.80	13	0.87	18	0.95	20	0.82	34	0.68	17	0.00	0.89	26.70	20.00	1.00	84	29	84			B			
IU	15	0.50	6	0.40	13	0.87	11	0.73	19	0.76	14	0.93	15	0.79	17	0.80	29	0.58	14	0.50	0.76	22.80	20.00	1.00	75	10	75			C			
CZ	16	0.53	10	0.67	9	0.60	12	0.80	17	0.68	11	0.73	10	0.53	16	0.65	25	0.70	17	0.50	0.70	21.00	20.00	1.00	74	71	75			C			
Possible Points	30		15		15		15		25		15		15		25		50																

Name	Quiz 1		Quiz 2		Quiz 3		Quiz 4		Quiz 5		Quiz 6		Quiz 7		Quiz 8		Midterm		Final		Total		
	PTS	%	PTS	%	PTS	%	PTS	%															
	25		25		25		25		25		25		25		25		25		25		25		
NA	8	1.00	13	0.87	12	0.80	14	0.93	14	0.93	12	0.80	19	0.63	10	0.67	39	0.80	28	0.62	78	1.4	C
RG	8	1.00	18	1.20	14	0.93	17	1.13	17	1.13	16	1.07	20	0.67	14	0.93	46	0.94	36	0.8	91	1.4	A
JH	8	1.00	18	1.20	14	0.93	16	1.07	16	1.07	15	1.00	27	0.90	15	1.00	47	0.96	42	0.93	96	0.8	A
KL	7	0.88	13	0.87	15	1.00	13	0.87	16	1.07	16	1.07	10	0.33	11	0.73	39	0.80	41	0.91	81	0.4	B
AL	8	1.00	17	1.13	15	1.00	17	1.13	17	1.13	16	1.07	27	0.90	17	1.13	42	0.86	38	0.84	92	0.5	A
SQ	8	1.00	17	1.13	13	0.87	11	0.73	11	0.73	14	0.93	22	0.73	10	0.67	42	0.86	41	0.91	88	0.7	B
CS	8	1.00	17	1.13	16	1.07	17	1.13	16	1.07	16	1.07	22	0.73	14	0.93	41	0.84	32	0.71	86	0.5	B
HS	8	1.00	17	1.13	14	0.93	16	1.07	16	1.07	17	1.13	17	1.13	16	1.07	39	0.80	37	0.82	82	0.7	B
CT	8	1.00	16	1.07	14	0.93	16	1.07	16	1.07	17	1.13	25	0.83	15	1.00	38	0.78	38	0.84	89	0.2	B
IU	7	0.88	14	0.93	10	0.67	12	0.8	9	0.60	9	0.60	16	0.53	15	1.00	31	0.63	41	0.91	81	0.1	B
CZ	6	0.75	12	0.80	9	0.60	9	0.6	9	0.6	16	1.07	15	0.50	11	0.73	33	0.67	46	1.02	84	0.6	B



**VOCATIONAL NURSING PROGRAM  
REMEDICATION PLAN ACTION FORM**

Student Name: XXXXXXXXXX Faculty Name: Dr. Mary McHugh

<input checked="" type="checkbox"/> Theory	<input type="checkbox"/> Clinical
<input type="checkbox"/> Term 1	<input type="checkbox"/> Term 2
<input checked="" type="checkbox"/> Term 3	<input type="checkbox"/> Term 4

Performance Objectives: Pass Comprehensive Final Exam

TARGET OBJECTIVES	PERFORMANCE EVALUATION	COMMENTS/ REMEDICATION PLAN
Pass the Make-Up Final Exam	1    2    3 <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">2</span>	Attend remediation week (break week between Term III and Term IV). Study to master course content sufficient to pass the course with a 75% or higher grade.
	1    2    3	

LEGEND:    1= UNABLE TO MEET OBJECTIVES  
              2= MET WITH MINIMAL ASSISTANCE  
              3= MET BY SELF SATISFACTORY



**REMEDIATION PLAN ACTION FORM**

<p>Instructor Comments (Additional): Student is a National Guardsman who has been activated and this leaves very little time for study. The Army is trying to give the student all possible permissions to assist with program completion. However, student failed the final exam and needs extra time for study to firmly own the course content.</p> <p>Action: Student will attend a 5 day remediation period at the school, which will include 8 hours of review lecture by the instructor. During the remaining time, the student will study assigned chapters, and prepare summaries of the text content as well as flash cards for study.</p> <p>A make-up final exam will be provided to give the student one more chance to pass Term III.</p>
<p>Student Comments (if any): I will study very hard. I know I can succeed with this extra time.</p>

Student Sign:

[Redacted Signature]

Date: 10-17-2014

Faculty Sign:

Mary J. McHugh

Date: 10-17-2014

*Please forward this to the Director for review and approval*

cc: *Student copy*  
*Student file*

Director Sign:

Mary J. McHugh

Date: 10-17-2014





### REMEDIATION PLAN ACTION FORM

**Instructor Comments (Additional):**

~~\_\_\_\_\_~~ has already had two absences and it is not yet even midterm. In addition, despite being reminded repeatedly that it is required that she notify the course instructor if she is going to be late or absent for a class, no such notification has ever happened,

While her attention in class has been good, it is clear she is again not studying her text books because she is not doing well on her weekly quizzes. A grade of 75% is required for passing, and given that she has now failed two quizzes, the instructor is very concerned that she will not pass the course if her study habits do not improve such that she can pass all quizzes and examinations.

Student is to immediately increase her study time and provide to the instructor paragraph summaries of assigned readings in her text books to demonstrate that she is studying consistently and she must pass tests to demonstrate she is studying effectively.

**Student Comments (if any):**

Student Sign: ~~\_\_\_\_\_~~ Date: November 10, 2014  
Faculty Sign: Mary M. Allough Date: November 10, 2014

*Please forward this to the Director for review and approval*

cc: *Student copy*  
*Student file*

Director Sign: Mary M. Allough Date: November 10, 2014

Remediation Plan Action Form Created 09/1/06; Reviewed 2/4/10; Updated 01/2012





REMEDIATION PLAN ACTION FORM

<p>Instructor Comments (Additional): Student has had 7 absences and has failed quizzes such that she has put her ability to complete the term successfully at risk.</p> <p>Despite having been told several times that it is not acceptable to be absent without notifying the instructor, no notices of absence have been received by either the instructor or the school office.</p> <p><del>Student must rectify the pattern of absences and failure to notify the instructor of absences in order to remain in the VN program.</del></p> <p>Student must make up the work missed from all the absences.</p> <p>Student must pass tests and quizzes.</p>
<p>Student Comments (if any):</p>          

Student Sign: [Redacted Signature] Date: 12/9/2014  
Faculty Sign: Mary McHugh PhD RD Date: 12/9/2014

*Please forward this to the Director for review and approval*  
cc: Student copy  
Student file

Director Sign: Mary McHugh PhD RD Date: 12/9/2014  
Remediation Plan Action Form Created 09/1/06; Reviewed 2/4/10; Updated 01/2012



**VOCATIONAL NURSING PROGRAM  
REMEDIATION PLAN ACTION FORM**

Student Name: [REDACTED] Faculty Name: Dr. Mary McHugh

<input checked="" type="checkbox"/> Theory	<input type="checkbox"/> Clinical
<input type="checkbox"/> Term 1	<input checked="" type="checkbox"/> Term 2
<input type="checkbox"/> Term 3	<input type="checkbox"/> Term 4

Performance Objectives: 1. Improve consistency of study time/habits Pass all quizzes and examinations

TARGET OBJECTIVES	PERFORMANCE EVALUATION	COMMENTS/ REMEDIATION PLAN
1. Inconsistent study habits resulting in a failed midterm examination	1      2      3 <span style="font-size: 2em;">( 1 )</span>	Student must study consistently using the 3-Reading study method.
2. Improve grades on quizzes and examinations to consistently score above 75%.	1      2      3 <span style="font-size: 2em;">( 1 )</span>	While most of [REDACTED] grades have been Bs, she failed the quiz just prior to the Midterm exam with a C- grade. Additional study time is essential if the student is to pass.

LEGEND: 1= UNABLE TO MEET OBJECTIVES  
2= MET WITH MINIMAL ASSISTANCE  
3= MET BY SELF SATISFACTORY



REMEDATION PLAN ACTION FORM

Instructor Comments (Additional):  
[redacted] is a capable student, and it was a surprise that she failed the midterm exam given her earlier grades, all of which were B's except for the first quiz.

The instructor is concerned that she may be working too many hours to permit her sufficient study time. She is advised to work no more than 16 hours a week so as to have adequate time to properly study and prepare for her anticipated career.

Student Comments (if any):  
Student expressed a strong commitment to her studies and promised to study more hours..

Student Sign: [redacted] Date: 6-17-2014

Faculty Sign: Mary McHugh Date: 6-17-2014

*Please forward this to the Director for review and approval*  
cc: Student copy  
Student file

Director Sign: Mary McHugh Date: 6-17-2014



**VOCATIONAL NURSING PROGRAM  
REMEDATION PLAN ACTION FORM**

Student Name: XXXXXXXXXX Faculty Name: Dr. Mary McHugh

<input checked="" type="checkbox"/> Theory	<input type="checkbox"/> Clinical
<input type="checkbox"/> Term 1	<input checked="" type="checkbox"/> Term 2
<input type="checkbox"/> Term 3	<input type="checkbox"/> Term 4

Performance Objectives: 1. Pass all quizzes and examinations

TARGET OBJECTIVES	PERFORMANCE EVALUATION	COMMENTS/ REMEDATION PLAN
1. Pass all quizzes and examinations	(1)    2    3	Student must study consistently. States she used the 3-Reading for the two tests she passed with an A, but not for the other tests. Consistently use the 3-Reading study method.
2. Improve study habits	(1)    2    3	Student is asked to submit her study notes every week to help her improve her consistency in using effective study habits

LEGEND:    1= UNABLE TO MEET OBJECTIVES  
               2= MET WITH MINIMAL ASSISTANCE  
               3= MET BY SELF SATISFACTORY





**VOCATIONAL NURSING PROGRAM  
REMEDATION PLAN ACTION FORM**

Student Name: [REDACTED] Faculty Name: Dr. Mary McHugh

<input checked="" type="checkbox"/> Theory	<input type="checkbox"/> Clinical
<input type="checkbox"/> Term 1	<input checked="" type="checkbox"/> Term 2
<input type="checkbox"/> Term 3	<input type="checkbox"/> Term 4

Performance Objectives: 1. Increase study time & Effectiveness 2. Pass future tests

TARGET OBJECTIVES	PERFORMANCE EVALUATION	COMMENTS/ REMEDATION PLAN
1. Improve study habits to improve learning content for the term.	<div style="display: flex; justify-content: space-around; align-items: center;"> <span style="border: 1px solid black; border-radius: 50%; padding: 5px;">1</span> <span>2</span> <span>3</span> </div>	Attend remediation sessions with instructor. Change study habits to use 3-Reading Method.
2. Improve grades on quizzes and examinations	<div style="display: flex; justify-content: space-around; align-items: center;"> <span style="border: 1px solid black; border-radius: 50%; padding: 5px;">1</span> <span>2</span> <span>3</span> </div>	Student has failed 4 quizzes to date. While it is possible to pass this course, student <b>MUST</b> study more effectively and earn grades averaging 80% or higher on future quizzes and tests.

**LEGEND:** 1= UNABLE TO MEET OBJECTIVES  
2= MET WITH MINIMAL ASSISTANCE  
3= MET BY SELF SATISFACTORY



**REMEDIATION PLAN ACTION FORM**

Instructor Comments (Additional):  
[redacted] has failed the first four quizzes and must study more effectively to get her grades up to 75% or higher.

She is reminded that a grade of 75% or higher in the course is required to pass this term and be promoted to the next term. I have also explained to the student that the decision last term to promote students to Term III, even if they fail Term II, will not be repeated this term. Students who do not earn an overall average grade of 75% or higher in this course will be dropped from the VN program:

Student also has a tendency to fall asleep in class and is warned that this is not acceptable.

Student Comments (if any):  
I guess I have to cut my work hours because it is hard to study when I am so tired from work and school.

*Student counselled by phone due to work schedule.*

*Verbal permission to sign*

Student Sign: [redacted] Date: 5-23-2014

Faculty Sign: *Mary J. McHugh* Date: 6-3-2014

Please forward this to the Director for review and approval  
cc: Student copy  
Student file

Director Sign: *Mary J. McHugh* Date: 5-23-2014





REMEDATION PLAN ACTION FORM

Instructor Comments (Additional):  
 [redacted] began well, and earned grades as high as A's and B's on some quizzes, but as low as D's on others. This indicates that when he studies and learns his content, he is very capable of learning the material. He has many concerns in his personal life, and is advised to work to separate out those from his academic work or get counseling to assist him to better focus on his studies. He is reminded that failure to earn a grade of 75% or higher in this course will result in him being dropped from the VN program.

He is also advised that his learning is impaired by his tendency to engage in side conversations during class, and to leave class frequently for up to a half hour or more. In addition, he has arrived late sometimes in the morning, and has a habit of returning late—sometimes very late—from lunch.

He is advised that this behavior is inconsistent with good work habits and with the expectations of a clinical work place, where he hopes to be employed after graduation.

Student Comments (if any):  
 Student related confidential information about his personal issues.

Student Sign: [redacted] Date: 6-10-2014

Faculty Sign: Mary McHugh Date: 6-10-2014

Please forward this to the Director for review and approval  
cc: Student copy  
Student file

Director Sign: Mary McHugh Date: 6-10-2014



**VOCATIONAL NURSING PROGRAM  
REMEDATION PLAN ACTION FORM**

Student Name: XXXXXXXXXX Faculty Name: Dr. Mary McHugh

<input checked="" type="checkbox"/> Theory	<input type="checkbox"/> Clinical
<input type="checkbox"/> Term 1	<input checked="" type="checkbox"/> Term 2
<input type="checkbox"/> Term 3	<input type="checkbox"/> Term 4

Performance Objectives: 1. Pass all quizzes and examinations

TARGET OBJECTIVES	PERFORMANCE EVALUATION	COMMENTS/ REMEDATION PLAN
1. Pass all quizzes and examinations	<div style="display: flex; justify-content: space-around; align-items: center;"> <span style="border: 1px solid black; border-radius: 50%; padding: 5px;">1</span> <span>2</span> <span>3</span> </div>	Student must study consistently. States she can't use the 3-Reading method because it takes too long and is boring. Other study methods suggested.
2. Improve study habits	<div style="display: flex; justify-content: space-around; align-items: center;"> <span style="border: 1px solid black; border-radius: 50%; padding: 5px;">1</span> <span>2</span> <span>3</span> </div>	Student is asked to submit her flash cards every week to motivate her to make flash cards as a way of learning.

LEGEND: 1= UNABLE TO MEET OBJECTIVES  
2= MET WITH MINIMAL ASSISTANCE  
3= MET BY SELF SATISFACTORY



REMEDIATION PLAN ACTION FORM

<p>Instructor Comments (Additional):</p> <p>_____ has not passed a quiz in the course, and must improve her grades to pass this course. She states she doesn't like the 3-Reading method because that isn't the way she likes to study. Discussed other study methods with her and she is willing to try making flash cards to memorize content to see if that helps her learn the material.</p>
<p>Student Comments (if any):</p> <p>States she will try harder because she really wants to become an LVN.</p>

Student Sign: \_\_\_\_\_ Date: 5-20-2014

Faculty Sign: Mary McHugh Date: 5-20-2014

*Please forward this to the Director for review and approval*  
cc: Student copy  
Student file

Director Sign: Mary McHugh Date: 5-20-2014



**VOCATIONAL NURSING PROGRAM  
REMEDIATION PLAN ACTION FORM**

Student Name: [REDACTED] Faculty Name: Dr. Mary McHugh

<input checked="" type="checkbox"/> Theory	<input type="checkbox"/> Clinical
<input type="checkbox"/> Term 1	<input checked="" type="checkbox"/> Term 2
<input type="checkbox"/> Term 3	<input type="checkbox"/> Term 4

Performance Objectives: 1. Pass all quizzes and examinations

TARGET OBJECTIVES	PERFORMANCE EVALUATION	COMMENTS/ REMEDIATION PLAN
1. Pass all quizzes and examinations	1    2    3 (1)	Student must study consistently. States she hasn't had time to make up the flash cards as previously agreed.
2. Improve study habits	1    2    3 (1)	Student is asked to submit her flash cards every week to motivate her to make flash cards as a way of learning.

LEGEND: 1= UNABLE TO MEET OBJECTIVES  
2= MET WITH MINIMAL ASSISTANCE  
3= MET BY SELF SATISFACTORY



REMEDATION PLAN ACTION FORM

**Instructor Comments (Additional):**  
Despite remediation session, [redacted] has not passed a quiz in the course, and has now failed the midterm examination. Warned in strongest possible terms that she must improve her grades to pass this course, and that I will not promote any student to Term III who doesn't pass the course. Can provide no evidence of the study she promised in the first remediation action plan. One hopeful bit of news is that she has left her full time job as a CNA and now should have plenty of time to study.

We discussed the fact that I can develop and administer a make-up midterm exam, but if she doesn't pass other quizzes too, she cannot pass simply on make-up exams. I also noted that without additional study and learning, there is little likelihood she will pass another midterm exam because it will be an alternate form test, not the same one she just failed.

**Student Comments (if any):**  
Repeats her intention to try harder because she wants to become an LVN.

Student Sign: [redacted] Date: 6-17-2014

Faculty Sign: Mary McLaughlin Date: 6-17-2014

*Please forward this to the Director for review and approval*  
cc: Student copy  
Student file

Director Sign: Mary McLaughlin Date: 6-17-2014

**APPENDIX 3**

**Clinical Guidelines Map  
Coordinating Theory Content with Clinical Assignments**



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

**Clinical Guidelines Map  
Coordinating Theory Content with Clinical Assignments**

**Angeles College VN Program**

**Table of Contents**

Term I.....	2
Term II.....	44
Term III.....	62
Term IV.....	94



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

**TERM I**

	<b>READING ASSIGNMENT</b>	<b>THEORY</b>	<b>CLINICAL Days 3, 4, &amp; 5</b>
Week 1 Day 1	* Foundations of Nursing <i>Christensen, Kockrow</i> Chapter 1,2,14 * Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 7,14	1. Identify the origins of nursing 2. Discuss the history of nursing and how educational preparations are similar and different 3. Identify standards of the National Federation of Licensed Practical Nurses in relationship to each of the following: education, legal status, & practice 4. Describe licensure, the role of LVN, RN, and a nurse organization 5. Discuss patient rights 6. Explore various nursing organizations, health care systems, quality assurance, and types of health care facilities 7. Explore the Wellness-Illness Continuum 8. Discuss Maslow's Hierarchy of Needs 9. Identify nursing interventions to help meet these needs 10. Discuss lifestyle factors. 11. Identify health concerns across life span. 12. Define legal & ethical aspects of nursing 13. Demonstrate an understanding of the Vocational Nurse Practice Act. 14. Differentiate between legal and ethical considerations in correlation with the practice of nursing. 15. Discuss safety measures and prevention in	In the skills lab the student will demonstrate the following procedures: <ul style="list-style-type: none"> <li>• Practice use of safety reminder devices (SRD), restraints:               <ul style="list-style-type: none"> <li>o Wrist or Ankle SRD</li> <li>o Elbow SRD</li> <li>o Vest SRD</li> <li>o Gait safety reminders</li> </ul> </li> <li>• Practice different body positioning as listed below in the skills lab:               <ul style="list-style-type: none"> <li>o Supine</li> <li>o Dorsal Recumbent</li> <li>o Lithotomy</li> <li>o Sims'</li> <li>o Prone</li> <li>o Lateral recumbent</li> <li>o Knee-Chest</li> <li>o Transferring using gait belt</li> </ul> </li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>emergency and disaster situations.</p> <p>16. Summarize safety precautions that can be implemented to prevent falls</p> <p>17. Describe safe and appropriate methods for patients requiring a safety reminder device (SRD)</p>	<ul style="list-style-type: none"> <li>• Perform active and passive ROM</li> <li>• Ambulate patient with use of gait belt</li> <li>• Transfer patient from bed to wheel chair and wheel chair to bed using gait belt</li> </ul>
<p>Week 1 Day 2</p>	<p>* Foundations of Nursing <i>Christensen, Kockrow</i> Chapter 12,14,15,18,19, 20</p> <p>* Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 18,19</p>	<p>1. Cite the steps to be followed in the event of a fire.</p> <p>2. Discuss the role of the nurse in the event of disaster planning</p> <p>3. Provide a detailed explanation for the basic level of nursing care to the patients; including body mechanics, hygiene measures, linen change, and how to maintain patient comfort and safety.</p> <p>4. Discuss principles of body mechanics in relation to safe and effective patient care; including range of motion, restraints, and positioning.</p> <p>5. Explain principles of bed making, different types of beds, and maintenance of patient comfort and safety.</p> <p>6. Discuss assisting a patient in the use of the bedpan, urinal, and bedside commode.</p> <p>7. Describe hygiene measures in detail, including the procedure for hand washing, shaving, hair care, oral hygiene, and skin care.</p> <p>8. Discuss methods of collecting and handling specimens from a patient, such as urine, blood, sputum, and stool.</p> <p>9. Discuss the purpose of measuring blood glucose levels and its effects on the human body.</p>	<ul style="list-style-type: none"> <li>• Demonstrate procedure to make occupied, unoccupied, and post-operative beds</li> <li>• Demonstrate procedure of giving and receiving bed pan and urinal to the patients</li> <li>• Practice Personal Hygiene procedures listed below in the skills lab including: <ul style="list-style-type: none"> <li>o Hand washing technique</li> <li>o Provide skin care including bed baths, perineal care, back rub, &amp; shaving.</li> <li>o Demonstrate dressing undressing a patient with and without IV tubing</li> <li>o Demonstrate foot care &amp; nail care</li> <li>o Demonstrate hair care &amp; eye care</li> <li>o Demonstrate oral hygiene; including denture care</li> </ul> </li> <li>• Demonstrate procedures for specimen collection including collection of urine via</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>10. List interventions to measure blood glucose levels using the finger stick method following guidelines from CDC and OSHA to collect blood specimens.</p> <p>11. Discuss necessary nursing interventions in preparation for a patient having diagnostic examinations.</p> <p>12. Explain the nutritional and fluid needs of patients and the nurse's role in maintaining records for intake and output of the patient.</p> <p>13. Discuss how to provide safe care to a patient with tubes, such as nasogastric and urinary tubes.</p>	<p>midstream , sterile urine specimen via catheter port, and stool specimen</p> <ul style="list-style-type: none"> <li>• Demonstrate how to collect sputum specimen by expectoration</li> <li>• Calculate and record intake and output</li> </ul>
<p>Week 2 Day 1</p>	<p>* Foundations of Nursing <i>Christensen, Kockrow</i> Chapter 13,20,23</p> <p>* Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 19</p>	<p>1. Discuss how to provide safe care to a patient with tubes inserted, such as nasogastric, urinary, gastrostomy and J-tubes.</p> <p>2. List interventions of inserting and removing nasogastric tubes.</p> <p>3. List interventions of inserting and removing male and female foley catheters.</p> <p>4. Discuss the importance of elimination needs and how to administer an enema to a patient proficiently.</p> <p>5. Describe some reasons why cleansing and oil retention enemas are prescribed.</p> <p>6. Discuss steps for digital examination with removal of fecal impaction.</p> <p>7. Explain how to perform colostomy, ileostomy, and urostomy care.</p> <p>8. Discuss briefly how to perform colostomy</p>	<p>In the skills lab the student will demonstrate the following procedures:</p> <ul style="list-style-type: none"> <li>• Practice insertion and removal of nasogastric tube</li> <li>• Demonstrate insertion of Foley catheter in males and females using the sterile technique</li> <li>• Demonstrate removal of a Foley catheter.</li> <li>• Identify steps in performing routine catheter care to prevent infections in male and female patients</li> <li>• Demonstrate care of gastrostomy and J-tubes with accurate documentation</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>irrigation.</p> <p>9. List interventions in administrating suppositories</p> <p>10. Explain procedures using the sterile techniques to apply dressings, bandages and binders.</p> <p>11. Explain the difference between sterile and clean dressings</p> <p>12. Discuss assessment and nurse's role in performing wound care.</p> <p>13. Discuss essential nursing measures when applying hot and cold applications to the patients.</p>	<ul style="list-style-type: none"> <li>• Demonstrate administration of cleansing enema</li> <li>• Identify steps to perform colostomy and ileostomy care</li> <li>• Demonstrate procedure to administer rectal suppositories</li> <li>• Demonstrate care for a client with a wound including measuring the wound, describing the character of the wound, odor, color, and amount of discharge with documentation</li> <li>• Demonstrate changing sterile dressing</li> <li>• Demonstrate application of wet to dry dressing</li> <li>• Demonstrate removing staples or sutures using the sterile technique</li> <li>• Demonstrate application of bandages, binders, arm slings, and T-binders</li> </ul>
<p>Week 2 Day 2</p>	<p>* Foundations of Nursing <i>Christensen, Kockrow</i> Chapter 4,24</p>	<p>1. Explain how to provide basic level nursing care to patients when obtaining vital signs, while maintaining patient comfort and safety.</p> <p>2. Identify the guidelines for vital signs measurement.</p> <p>3. Discuss how to accurately record and report vital signs' measurements.</p> <p>4. Discuss the nurse's role during emergency situation.</p> <p>5. Discuss moral and legal interventions of performing first aid.</p> <p>6. List characteristics, assessment, and emergency care for bone injuries.</p> <p>7. Demonstrate procedures and nurse's role in performing CPR, FBAO, shock, and hemorrhage.</p> <p>8. Discuss how a nurse can deal with specific emergencies: poisons, alcohol, drugs, heat &amp; cold injuries, &amp; burns</p>	



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<ul style="list-style-type: none"> <li>• Demonstrate taking vital signs, such as blood pressure, temperature, pulses, &amp; respiration</li> <li>• Demonstrate procedures of an emergency situation if one occurs</li> <li>• Demonstrate application of an arm splint using a triangular bandage/sling</li> <li>• Perform <b>CPR</b> and <b>FBAO</b> procedures accurately (continue in week-3)</li> <li>• Provide care of patient in shock, bleeding and hemorrhage</li> </ul>
Week 3 Day 1	* Foundations of Nursing <i>Christensen, Kockrow</i> Chapter 12	<ol style="list-style-type: none"> <li>1. Discuss basic knowledge related to microbiology, diseases, and disorders.</li> <li>2. Discuss communicable disease and prevention.</li> <li>3. List organs involved in the normal defense mechanism against infection and factors that may alter disease.</li> <li>4. Define the stages of infectious process.</li> <li>5. Explain the importance of immunity and the body's defense against infection.</li> <li>6. Explain the difference between medical and surgical asepsis.</li> <li>7. Explain how each element of the chain of infection contributes to infection.</li> <li>8. Explain culture, sensitivity. and staining aide in diagnosis</li> </ol>	<p>In the skills lab the student will demonstrate the following procedures:</p> <ul style="list-style-type: none"> <li>• Practice <b>CPR</b> and <b>FBAO</b> procedures</li> <li>• Surgical hand washing</li> <li>• Identify care for a patient who is in isolation</li> <li>• Demonstrate the use of reverse isolation</li> <li>• Demonstrate procedures for donning and removing gloves, gown, and masks</li> <li>• Demonstrate how to don sterile gloves</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>9. State how to perform all nursing care utilizing all standard precautions.</p>	
<p>Week 3 Day 2</p>	<p>* Foundations of Nursing <i>Christensen, Kockrow</i> Chapter 5,6,7</p>	<p>1. Discuss techniques for donning and removing gown gloves, and mask. 2. Discuss types of precautions and which patients require those precautions. 3. List all components related to the prevention of infection control; including standard precautions, isolation, and how to handle hazardous materials. 4. Discuss health promotion in patient teaching for infection control. 5. Exemplify steps in assisting the physician doing a physical exam. 6. List equipment necessary during a physical examination. 7. Explain the necessary skills for physical examination and nursing assessment. 8. Discuss the normal and abnormal findings in head to toe assessment 9. Explain the components of the nursing process and how it relates to patient care. 10. Explain the data collection process in the Client Care 11. List and explain the six phases of the nursing process and how to use it to formulate a nursing diagnosis. 12. Demonstrate a nursing process plan by writing a nursing care plan.</p>	<ul style="list-style-type: none"> <li>• Demonstrate how to open a sterile package</li> <li>• Simulate care for patients in Airborne, Droplet, and Contact precautions</li> <li>• Demonstrate double bagging</li> <li>• Preparing a sterile field</li> <li>• Practice previously learned skill(s); taking vital signs, such as blood pressure, temperature, pulses, respiration</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>13. List three examples of standardized languages that are recognized by the American Nurse Association (ANA).</p> <p>14. Explain the nurse's role in discharge planning.</p> <p>15. Discuss discharge planning, charting, and reporting to the physician.</p> <p>16. Discuss common medical abbreviations and terminology and use consistently with correct spelling.</p>	
<p>Week 4 Day 1</p>	<p>* Foundations of Nursing <i>Christensen, Kockrow</i> Chapter 7,8</p> <p>* Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 6</p>	<p>1. Describe documentation using different charting methods.</p> <p>2. Explain the relationship of the nursing care plan to care documentation and patient care reimbursement.</p> <p>3. Discuss common abbreviations and symbols that are used in nursing and those that are banned.</p> <p>4. Outline behaviors that demonstrate an awareness of the basic psychological needs of all people as described by Maslow.</p> <p>5. Identify the importance of transcultural nursing.</p> <p>6. Identify and discuss cultural variables that may influence health behaviors.</p> <p>7. Identify how cultural data can be used to assist the nurse to develop a therapeutic relationship with the patient.</p> <p>8. Use the principles of effective communication at all times.</p> <p>9. Discuss the importance of cultural assessment for health care.</p>	<p><b><u>WEEK 4</u></b></p> <p>In the skills lab the student will demonstrate the following procedures:</p> <ul style="list-style-type: none"> <li>• Perform Head to Toe Assessment with documentation</li> <li>• List interventions to measure blood glucose levels using finger stick following guidelines from</li> <li>• Assisting patient with feeding</li> <li>• Demonstrate Nasogastric and Gastrostomy Tube Feedings</li> <li>• Demonstrate Choose MyPlate</li> </ul> <p><b>MyPlate Replaces MyPyramid (2011)</b></p>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>10. Discuss the relationship between health and illness.</p> <p>11. Describe ways that culture affects the individual.</p> <p>12. Explain how personal cultural beliefs and practices can affect nurse-patient and nurse-nurse relationships.</p> <p>13. Discuss religious beliefs and practices affecting health care in the united states.</p> <p>14. Explain the influence of culture, ethnicity, &amp; religion</p> <p>15. Discuss the use of nursing process when caring for culturally diverse patients.</p> <p>16. Identify guidelines for admission, discharge, and transferring a patient correctly.</p> <p>17. Discuss the nurse's responsibilities in performing an admission and transfer.</p>	 <ul style="list-style-type: none"> <li>• Measure height and weight using upright scale and in bed</li> <li>• Demonstrate BMI calculation</li> </ul>
<p>Week 4 Day 2</p>	<p>* Foundations of Nursing <i>Christensen, Kockrow</i> Chapter 3,6,11,21,33</p> <p>* Structure &amp; Function of the Body <i>Thibodeau, Patton</i> Chapter 16</p>	<p>1. Discuss the nurse's responsibilities in performing discharge of the patient.</p> <p>2. Identify the nurse's role when the patient chooses to leave the hospital against medical advice (AMA).</p> <p>3. Explain how nurses can meet the nutritional and fluid needs of patients.</p> <p>4. Discuss roles of the nurse in assisting clients with nutritional needs.</p> <p>5. Discuss the concepts of the MyPyramid Food Guidance System.</p> <p>6. Discuss the concepts of the MyPlate Food Guidance</p>	



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<ul style="list-style-type: none"> <li>7. System and the Nutrition Facts label.</li> <li>8. Discuss medial nutrition therapy and therapeutic diets.</li> <li>9. Identify and discuss various diets used as therapy.</li> <li>10. Discuss obesity and kilocalorie modification diets and assessment for overweight and obese patient</li> <li>11. List interventions in measuring a patient's height and weight.</li> <li>12. Discuss how to calculate the Body Mass Index (BMI)</li> <li>13. Discuss the three most common eating disorders.</li> <li>14. Discuss special diets prescribed by the physicians in detail.</li> <li>15. Discuss Cultural and Social Aspects of Nutrition</li> <li>16. Describe Parenteral Nutritional Support including tube feeding, TPN and PPN, and food &amp; medication interaction.</li> <li>17. Differentiate between TPN and PPN</li> <li>18. Discuss the principles of effective communications, patient education, and documentation.</li> <li>19. Discuss components of verbal and nonverbal communication.</li> <li>20. List various therapeutic communication techniques.</li> </ul>	
Week 5 Day 1	* Foundations of Nursing <i>Christensen, Kockrow</i>	1. Discuss the principles of effective communication, patient education, and documentation.	In Convalescent Center



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

<p>Chapter 3,6,9,33,38 * Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 27,28 * Structure &amp; Function of the Body <i>Thibodeau, Patton</i> Chapter 21</p>	<ol style="list-style-type: none"> <li>2. Discuss potential barriers to communication.</li> <li>3. Apply therapeutic communication techniques to patients with special communication needs.</li> <li>4. Apply the nursing process to patients with impaired verbal communication.</li> <li>5. Discuss military and civilian times.</li> <li>6. Describe wellness, health promotion, and disease prevention in detail.</li> <li>7. Explore the Wellness-Illness Continuum.</li> <li>8. Describe how finances and housing are major concerns for the older adult.</li> <li>9. Discuss lifestyle factors including physical activity and nutrition, and what the risk factors are.</li> <li>10. Identify health concerns across the life span</li> <li>11. Discuss the nurse's role of violence and abuse, and care as they apply to domestic, child, adolescent, and older adult.</li> <li>12. Discuss suggested screening for preventive health concerns for people 50 years and older.</li> <li>13. Describe changes associated with aging for each of the body systems.</li> <li>14. Discuss causes that deviate health and wellness to disease.</li> <li>15. Discuss the nurse's role in teaching patients how to use Healthy People 2010 objectives including health habits and personal hygiene.</li> <li>16. Emphasize behaviors that display an awareness of the basic psychological needs of all people as</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrate the hand washing technique.</li> <li>• Locate facility policies, procedures &amp; patient rights documents</li> <li>• Promote patients rights and knock on door before entering</li> <li>• Provide patient privacy by pulling curtains during personal care</li> <li>• Keep patient records confidential and treat patients with respect &amp; dignity at all the times</li> <li>• Encourages patients to make choices and explains procedures prior to performing on patient</li> <li>• Demonstrate knowledge of procedure for Heimlich maneuver for conscious/unconscious patients and CPR to save a patient's life.</li> <li>• Display knowledge of fire/disaster, oxygen safety, and use of fire extinguisher per hospital policy.</li> <li>• Administer a complete/partial bed bath, or a shower, male/female perineal care, and oral hygiene.</li> <li>• Demonstrate procedures for denture care, nail care, shaving, and combing the patient's hair</li> </ul>
---	--	--



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

<p>Week 5 Day 2</p>	<p>* Foundations of Nursing <i>Christensen, Kockrow</i> Chapter 9,10</p> <p>* Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 27,28</p> <p>* Structure &amp; Function of the Body <i>Thibodeau, Patton</i> Chapter 21</p>	<p>described by Maslow.</p> <ol style="list-style-type: none"> <li>1. Discuss basic knowledge of health promotion and care as they apply to infant, child, adolescent, and older adult.</li> <li>2. Discuss Erikson's stages of psychological development from infancy, toddler, preschooler, school age, adolescence, young adulthood, middle adulthood, to late adulthood.</li> <li>3. Describe Piaget's four stages of cognitive development.</li> <li>4. Discuss safety considerations and injury prevention for all ages from birth to late adulthood.</li> <li>5. Describe nursing knowledge related to loss, grief, dying, and death of a patient and how this impacts the patient's family.</li> <li>6. Describe cultural and religious aspects of death.</li> <li>7. Emphasize behaviors that demonstrate an awareness of the basic psychological needs of all people as described by Maslow.</li> <li>8. Discuss the principles of effective communication.</li> <li>9. Discuss signs of approaching death and care of the deceased.</li> <li>10. Explain concepts of euthanasia; do not resuscitate (DNR), organ donations, fraudulent methods of treatment, and a dying person's Bill of Rights.</li> <li>11. Explain advance directives, which include the living will and durable power of attorney.</li> </ol>	<ul style="list-style-type: none"> <li>• Perform skills such as weighing, measuring height of the patient using an upright scale and in bed</li> <li>• Empty urinary bags, collect and identify specimens, and measure intake and output of the patient</li> <li>• Demonstrate feeding the helpless patient using the assistive devices</li> <li>• Display knowledge of postmortem care</li> <li>• Utilize techniques for handling of linen while making the patient's bed</li> <li>• Develop hypothetical awareness by adapting nursing care according to the condition of the patient.</li> <li>• Display knowledge of medical and surgical asepsis by observing principles of the sterile technique and utilization of standard/universal precautions at all times.</li> <li>• Perform and document a head to toe assessment and differentiate normal vs. abnormal data collection on all assigned patients.</li> <li>• Report any signs or symptoms that may show a change in the</li> </ul>
-------------------------	---	---	--



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<p>condition and document with accuracy as per hospital policy on all assigned patients.</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of medical terminology by charting accurately.</li> <li>• Perform learned procedures according to the hospital's policy manual.</li> <li>• Adapt the principles of positioning, moving, lifting, and transporting according to the patient's condition under instructor's supervision.</li> <li>• Gather and organize data to discuss in post-conference as related to specific patients.</li> <li>• Perform range of motion exercises, such as active and passive.</li> <li>• Transfer patients using a gait belt from bed to chair, wheelchair, gurney, and back using safe and effective methods under the instructor's supervision.</li> <li>• Ambulate patient with walker and cane using gait belt.</li> <li>• Utilize techniques in applying postural supports (Safety Devices), Soft Wrist/Ankle</li> </ul>
--	--	--	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<p>Restraint as</p> <p>Safety Device</p> <ul style="list-style-type: none"> <li>• Obtain vital signs, record and report on all assigned patients.</li> <li>• Provide care for a patient with a G-Tube and/or a NG tube including insertion, checking for placement, irrigation and feeding.</li> <li>• Perform dressing changes, urinary catheterizations, (both male and female) and ostomy care as discussed in the class room using the hospital's policy and procedures.             <ul style="list-style-type: none"> <li>• Begin to develop nursing care plans for all assigned patients under the instructor's supervision.</li> <li>• Explain the classification, normal dosage, side effects, nursing implications, and purpose of all medications each</li> </ul> </li> </ul>
--	--	--	--



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<p>assigned patient is receiving.</p> <ul style="list-style-type: none"> <li>• Calculate medication dosages as assigned by the instructor.</li> <li>• Administer medications utilizing the rights discussed in the class.</li> <li>• Demonstrate the ability to perform all procedures covered in the skills lab.</li> <li>• Assess patients according to the Wellness-Illness continuum</li> <li>• Educate patients on how to change his/her lifestyle in order to maintain health and wellness</li> <li>• Educate patients on how to use Healthy People 2010 objectives including health habits and personal hygiene.</li> <li>• Assess client psychological needs according to Maslow's Hierarchy of Needs.</li> <li>• Demonstrate care of deceased.</li> <li>• Assess end-of-life needs.</li> </ul>
--	--	--	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<ul style="list-style-type: none"> <li>• Provide patient education in regards to end of life needs.</li> <li>• Provide post-partum care,</li> </ul>
Week 6 Day 1	<p>* Foundations of Nursing <i>Christensen, Kockrow</i> Chapter 10,33,37,39,40</p> <p>* Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 29</p>	<ol style="list-style-type: none"> <li>1. List interventions to care for a body after death.</li> <li>2. Accentuate behaviors that display an awareness of the basic psychological needs of all people as described by Maslow.</li> <li>3. Describe the choices an older adult has to face later in life.</li> <li>4. Identify some common myths and realities concerning older adults.</li> <li>5. Discuss the aging process and characteristics of the older population.</li> <li>6. Discuss safety and security issues for older adults and the nurse's role in reporting elder abuse and neglect per hospital policy.</li> <li>7. List common groups of medications used by the older adults.</li> <li>8. Discuss community health resources and how to help a patient access them.</li> <li>9. Define term rehabilitation according to the World Health Organization (WHO).</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrate hand washing technique.</li> <li>• Locate facility policies, procedures &amp; patient rights documents</li> <li>• Promote patients rights and knock on door before entering</li> <li>• Provide patient privacy by pulling curtains during personal care</li> <li>• Keep patient records confidential and treat patients with respect &amp; dignity at all the times</li> <li>• Encourages patients to make choices and explains procedures prior to performing on patient</li> <li>• Demonstrate knowledge of procedure for Heimlich maneuver for conscious/unconscious patients and CPR to save a patient's life.</li> <li>• Display knowledge of fire/disaster, oxygen</li> </ul>
Week 6 Day 2	<p>* Foundations of Nursing <i>Christensen, Kockrow</i> Chapter 37,40</p>	<ol style="list-style-type: none"> <li>1. List federal agencies and their individual roles in improving patient care.</li> <li>2. Describe the interdisciplinary rehabilitation team concept and the function of each team member.</li> <li>3. Discuss nurse's role in patient education.</li> </ol>	



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>4. Differentiate between palliative and curative care and how nurses can assess, document, and provide comfort to the patient.</p>	<p>safety, and use of fire extinguisher per hospital policy.</p> <ul style="list-style-type: none"> <li>• Administer a complete/partial bed bath, or a shower, male/female perineal care, and oral hygiene.</li> <li>• Demonstrate procedures for denture care, nail care, shaving, and combing the patient's hair</li> <li>• Perform skills such as weighing, measuring height of the patient using an upright scale and in bed</li> <li>• Empty urinary bags, collect and identify specimens, and measure intake and output of the patient</li> <li>• Demonstrate feeding the helpless patient using the assistive devices</li> <li>• Display knowledge of postmortem care</li> <li>• Utilize techniques for handling of linen while making the patient's bed</li> <li>• Develop hypothetical awareness by adapting nursing care according to the condition of the patient.</li> <li>• Display knowledge of medical and</li> </ul>
--	--	---	--



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<p>surgical asepsis by observing principles of the sterile technique and utilization of standard/universal precautions at all times.</p> <ul style="list-style-type: none"> <li>• Perform and document a head to toe assessment and differentiate normal vs. abnormal data collection on all assigned patients.</li> <li>• Report any signs or symptoms that may show a change in the condition and document with accuracy as per hospital policy on all assigned patients.</li> <li>• Demonstrate knowledge of medical terminology by charting accurately.</li> <li>• Perform learned procedures according to the hospital's policy manual.</li> </ul>
--	--	--	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<ul style="list-style-type: none"> <li>• Adapt the principles of positioning, moving, lifting, and transporting according to the patient's condition under instructor's supervision.</li> <li>• Gather and organize data to discuss in post-conference as related to specific patients.</li> <li>• Perform range of motion exercises, such as active and passive,</li> <li>• Transfer patients using a gait belt from bed to chair, wheelchair, gurney, and back using safe and effective methods under the instructor's supervision.</li> <li>• Ambulate patient with walker and cane using gait belt.</li> <li>• Utilize techniques in applying postural supports (Safety Devices), Soft Wrist/Ankle Restraint as Safety Device</li> <li>• Obtain vital signs, record and report on all</li> </ul>
--	--	--	--



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<p>assigned patients.</p> <ul style="list-style-type: none"><li>• Provide care for a patient with a G-Tube and/or a NG tube including insertion, checking for placement, irrigation and feeding.</li><li>• Perform dressing changes, urinary catheterizations, (both male and female) and ostomy care as discussed in the class room using the hospital's policy and procedures.</li><li>• Begin to develop nursing care plans for all assigned patients under the instructor's supervision.</li><li>• Explain the classification, normal dosage, side effects, nursing implications, and purpose of all medications each</li></ul>
--	--	--	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<p>assigned patient is receiving.</p> <ul style="list-style-type: none"> <li>• Calculate medication dosages as assigned by the instructor.</li> <li>• Administer medications utilizing the rights discussed in the class.</li> <li>• Demonstrate the ability to perform all procedures covered in the skills lab.</li> <li>• Provide geriatric care.</li> <li>• Educate geriatric patients in regards to the aging process.</li> <li>• Provide post-partum care.</li> <li>• Educate a patient as to how they can access community health resources.</li> </ul>
Week 7 Day 1	<p>* Foundations of Nursing <i>Christensen, Kockrow</i> Chapter 23,37,39,40</p> <p>* Basic Pharmacology for Nurses <i>Clayton</i> Chapter 1,6,7</p>	<ol style="list-style-type: none"> <li>1. Discuss community health resources and how to help a patient access them.</li> <li>2. Describe types of home care agencies and services offered.</li> <li>3. Define a nurse's role in providing services in homes as directed and supervised by the RN.</li> <li>4. Describe and demonstrate the legal and ethical parameters related to medication administration.</li> <li>5. Explain why a medication may be ordered for a particular patient.</li> <li>6. Define the Control Substances Act.</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrate hand washing technique.</li> <li>• Locate facility policies, procedures &amp; patient rights documents</li> <li>• Promote patients rights and knock on door before entering</li> <li>• Provide patient privacy by pulling curtains during personal care</li> <li>• Keep patient records confidential and treat</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<ol style="list-style-type: none"> <li>7. List clients' rights and rights for safely administering medications to the clients.</li> <li>8. Discuss different routes of medication administration.</li> <li>9. List factors to consider in choosing routes for administration of medication.</li> <li>10. Discuss factors that influence dosage and action of the medications</li> <li>11. Discuss prescribed and over the counter drugs and the nurse's role in administering those drugs.</li> <li>12. Discuss the components of prescription.</li> <li>13. Discuss JCAHO's abbreviations to avoid medication errors.</li> </ol>	<p>patients with respect &amp; dignity at all the times</p> <ul style="list-style-type: none"> <li>• Encourages patients to make choices and explains procedures prior to performing on patient</li> </ul>
<p>Week 7 Day 2</p>	<ul style="list-style-type: none"> <li>* Foundations of Nursing <i>Christensen, Kockrow</i> Chapter 23</li> <li>* Basic Pharmacology for Nurses <i>Clayton</i> Chapter 1-4,6,7</li> <li>* Structure &amp; Function of the Body <i>Thibodeau, Patton</i> Chapter 5</li> <li>* Adult Health Nursing <i>Christensen, Kockrow</i> Chapter 1</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain the conversion of measurement units within the metric system and the apothecary system.</li> <li>2. Demonstrate how to calculate the dosage of medication with 100% accuracy.</li> <li>3. Describe drug classifications explaining its effects on different body systems.</li> <li>4. Differentiate between trade and generic names.</li> <li>5. List commonly used medications.</li> <li>6. Discuss resources to look for drug information.</li> <li>7. Identify anatomical directional terms.</li> <li>8. List and identify the principal directional terms and sections (planes) used in describing the body and the relationship of body parts to one another.</li> <li>9. List major cavities of the body and subdivisions of each.</li> </ol>	<ul style="list-style-type: none"> <li>• Display knowledge of fire/disaster, oxygen safety, and use of fire extinguisher per hospital policy.</li> <li>• Administer a complete/partial bed bath, or a shower, male/female perineal care, and oral hygiene.</li> <li>• Demonstrate procedures for denture care, nail care, shaving, and combing the patient's hair</li> <li>• Perform skills such as weighing, measuring height of the patient using an upright scale and in bed</li> <li>• Empty urinary bags, collect and identify specimens, and measure intake and output of</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>10. Explain the meaning of the term homeostasis and give an example of a typical homeostatic mechanism.</p> <p>11. Define the nine abdominal regions and the four abdominal quadrants</p> <p>12. Discuss terminology used and general planes of the body, such as sagittal, frontal, and transverse.</p> <p>13. List axial and appendicular divisions of the body.</p> <p>14. Discuss knowledge of basic chemistry.</p> <p>15. List important elements in the human body and their symbols.</p> <p>16. Define an atom and its composition.</p> <p>17. Discuss chemical and physical changes with one example each.</p> <p>18. Differentiate between organic and inorganic chemistry and how acid, bases and salt effect body systems.</p> <p>19. Explain the differences between cell, tissues, organs, and systems</p> <p>20. Identify and discuss the basic structure and functions of the cell.</p> <p>21. Discuss cellular transport, cells division, and how cells affect aging.</p> <p>22. Explain the structure and functions of the tissues and membranes and its affect on aging.</p> <p>23. Describe the organs of the human body in relation to each system, their definitions and functions.</p>	<p>the patient</p> <ul style="list-style-type: none"> <li>• Demonstrate feeding the helpless patient using the assistive devices</li> <li>• Display knowledge of postmortem care</li> <li>• Utilize techniques for handling of linen while making the patient's bed</li> <li>• Develop hypothetical awareness by adapting nursing care according to the condition of the patient.</li> <li>• Display knowledge of medical and surgical asepsis by observing principles of the sterile technique and utilization of standard/universal precautions at all times.</li> <li>• Perform and document a head to toe assessment and differentiate normal vs. abnormal data collection on all assigned patients.</li> </ul>
--	--	---	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>24. Describe and discuss the structure, appendages, and functions of the integumentary system.</p> <p>25. Discuss how the integumentary system influences the functions of the body.</p> <p>26. Identify on a diagram the major structures of the integumentary system and the major parts of each structure.</p>	<ul style="list-style-type: none"> <li>• Report any signs or symptoms that may show a change in the condition and document with accuracy as per hospital policy on all assigned patients.</li> <li>• Demonstrate knowledge of medical terminology by charting accurately.</li> <li>• Perform learned procedures according to the hospital's policy manual.</li> <li>• Adapt the principles of positioning, moving, lifting, and transporting according to the patient's condition under instructor's supervision.</li> <li>• Gather and organize data to discuss in post-conference as related to specific patients.</li> <li>• Perform range of motion exercises, such as active and passive.</li> <li>• Transfer patients using a gait belt</li> </ul>
--	--	--	--



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<p>from bed to chair, wheelchair, gurney, and back using safe and effective methods under the instructor's supervision.</p> <ul style="list-style-type: none"> <li>• Ambulate patient with walker and cane using gait belt.</li> <li>• Utilize techniques in applying postural supports (Safety Devices), Soft Wrist/Ankle Restraint as  <div style="padding-left: 40px;">Safety Device</div> </li> <li>• Obtain vital signs, record and report on all assigned patients.</li> <li>• Provide care for a patient with a G-Tube and/or a NG tube including insertion, checking for placement, irrigation and feeding.</li> <li>• Perform dressing changes, urinary catheterizations, (both male and female) and ostomy</li> </ul>
--	--	--	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<p>care as discussed in the class room using the hospital's policy and procedures.</p> <ul style="list-style-type: none"> <li>• Begin to develop nursing care plans for all assigned patients under the instructor's supervision.</li> <li>• Explain the classification, normal dosage, side effects, nursing implications, and purpose of all medications each assigned patient is receiving.</li> <li>• Calculate medication dosages as assigned by the instructor.</li> <li>• Administer medications utilizing the rights discussed in the class.</li> <li>• Demonstrate the ability to perform all procedures covered in the skills lab.</li> <li>• Educate a patient as to how they can access community health resources</li> </ul>
Week 8 Day 1	* Structure & Function of the Body	1. Discuss assessment of the skin including injuries and eruptions.	<ul style="list-style-type: none"> <li>• Demonstrate hand washing technique.</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

	<p><i>Thibodeau, Patton</i> Chapter 5-10</p>	<ol style="list-style-type: none"> <li>2. Discuss how the integumentary system affects aging.</li> <li>3. Explain how hair testing can be used in genetic identification.</li> <li>4. Describe and discuss the structure and functions of the skeletal system and the effects of aging on it.</li> <li>5. Discuss how the skeletal system influences the functions of the body</li> <li>6. Explain the interrelationship of the systems</li> <li>7. Identify on a diagram the major structures of the skeletal system and the major parts of each structure</li> <li>8. List the structures and functions of the axial skeleton.</li> <li>9. List the structure and function of the cervical, thoracic, lumbar, sacrum, and coccyx bones.</li> <li>10. List the structure and function of thoracic bones including the ribs, sternum, and xiphoid process.</li> <li>11. List structures and functions of the appendicular skeleton.</li> <li>12. Name types of joints, locations, and function of each.</li> <li>13. Describe and discuss the structure and functions of the muscular system and the effects of aging on it.</li> <li>14. Describe the structure and function of smooth, cardiac, and skeletal muscles.</li> <li>15. Discuss how the muscular system influences the functions of the body maintaining homeostasis.</li> <li>16. Describe the structure and function of skeletal</li> </ol>	<ul style="list-style-type: none"> <li>• Locate facility policies, procedures &amp; patient rights documents</li> <li>• Promote patients' rights and knock on door before entering</li> <li>• Provide patient privacy by pulling curtains during personal care</li> <li>• Keep patient records confidential and treat patients with respect &amp; dignity at all the times</li> <li>• Encourages patients to make choices and explains procedures prior to performing on patient</li> <li>• Demonstrate knowledge of procedure for Heimlich maneuver for conscious/unconscious patients and CPR to save a patient's life.</li> <li>• Display knowledge of fire/disaster, oxygen safety, and use of fire extinguisher per hospital policy.</li> <li>• Administer a complete/partial bed bath, or a shower, male/female perineal care, and oral hygiene.</li> <li>• Demonstrate procedures for denture care, nail care, shaving, and combing the patient's</li> </ul>
--	--	--	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

	<p>muscles.</p> <p>17. Explain the interrelationship of the systems.</p> <p>18. Identify on a diagram the major structures of the muscular system and the major parts of each structure.</p> <p>19. Describe and discuss the structure and functions of the endocrine system and the effects of aging on it.</p> <p>20. Explain and list the functions of the endocrine and exocrine glands, including hormones.</p> <p>21. List the structure and functions of hormones from pituitary, thyroid, parathyroid, and adrenal glands, including pancreas, gonads, thymus, and pineal gland.</p> <p>22. Discuss how the endocrine system influences the functions of the body</p> <p>23. Explain the interrelationship of the systems</p> <p>24. Identify the major structures of endocrine system and the major parts of each structure on a diagram.</p> <p>25. Explain regulation of the hormone secretion.</p> <p>26. Describe and discuss the structure and functions of the nervous system and the effects of aging on it.</p> <p>27. Explain the structure and function of a neuron and how electrical and chemical reactions act on the human body.</p> <p>28. Discuss how the nervous system influences the functions of the body.</p> <p>29. Explain the interrelationship of the systems.</p>	<p>hair</p> <ul style="list-style-type: none"> <li>• Perform skills such as weighing, measuring height of the patient using an upright scale and in bed</li> <li>• Empty urinary bags, collect and identify specimens, and measure intake and output of the patient</li> <li>• Demonstrate feeding the helpless patient using the assistive devices</li> <li>• Display knowledge of postmortem care</li> <li>• Utilize techniques for handling of linen while making the patient's bed</li> <li>• Develop hypothetical awareness by adapting nursing care according to the condition of the patient.</li> <li>• Display knowledge of medical and surgical asepsis by observing principles of the sterile technique and utilization of standard/universal precautions at all times.</li> </ul>
--	--	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>30. Identify the major structures of the nervous system and the major parts of each structure on a diagram.</p> <p>31. Identify the major anatomical components of the brain and spinal cord and briefly comment on the function of each.</p>	
<p>Week 8 Day 2</p>	<p>* Structure &amp; Function of the Body <i>Thibodeau, Patton</i> Chapter 9,12,18,19</p> <p>* Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 9</p>	<ol style="list-style-type: none"> <li>1. Discuss the peripheral nervous system.</li> <li>2. Compare and contrast the spinal and cranial nerves.</li> <li>3. List how sympathetic and parasympathetic functions affect visceral organs.</li> <li>4. Explain the role of autonomic neurotransmitters in the human body.</li> <li>5. Describe and discuss the structure and functions of the sensory system and its effects of aging, such as the eye, ear, nose, skin, and tongue.</li> <li>6. Discuss how the sensory system influences the functions of the body</li> <li>7. Explain the interrelationship of the systems</li> <li>8. Identify the major structures of the sensory system and the major parts of each structure, such as the eye and ear on a diagram.</li> <li>9. Discuss the functions of the major structures of the ear and eyes.</li> <li>10. Identify the major structures of the tongue, nose, and skin on a diagram.</li> <li>11. List functions of the major structures of the tongue, nose, and skin.</li> </ol>	<ul style="list-style-type: none"> <li>• Perform and document a head to toe assessment and differentiate normal vs. abnormal data collection on all assigned patients.</li> <li>• Report any signs or symptoms that may show a change in the condition and document with accuracy as per hospital policy on all assigned patients.</li> <li>• Demonstrate knowledge of medical terminology by charting accurately.</li> <li>• Perform learned procedures according to the hospital's policy manual.</li> <li>• Adapt the principles of positioning, moving, lifting, and transporting according to the patient's condition under</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>12. Discuss homeostasis of fluid balance, intake and output mechanism.</p> <p>13. Describe and compare the body fluid compartments and their subdivisions.</p> <p>14. Discuss the importance of electrolytes in body fluids and explain the aldosterone mechanism of extracellular fluid volume control</p> <p>15. Explain the interaction between capillary blood pressure and blood proteins</p> <p>16. Give examples of common fluid imbalances</p> <p>17. Compare and contrast metabolic and respiratory types of PH imbalances.</p> <p>18. Discuss the fluids and electrolyte disturbance effect of aging.</p> <p>19. Describe and discuss the structure and functions of the cardiovascular system and the effects of aging on it.</p> <p>20. Draw, label and explain the structure of the heart and systemic/pulmonary circulation including the conduction pathway.</p> <p>21. Discuss how the cardiovascular system influences the functions of the body</p> <p>22. Explain the interrelationship of systems</p>	<p>instructor's supervision.</p> <ul style="list-style-type: none"> <li>• Gather and organize data to discuss in post-conference as related to specific patients.</li> <li>• Perform range of motion exercises, such as active and passive.</li> <li>• Transfer patients using a gait belt from bed to chair, wheelchair, gurney, and back using safe and effective methods under the instructor's supervision.</li> <li>• Ambulate patient with walker and cane using gait belt.</li> <li>• Utilize techniques in applying postural supports (Safety Devices), Soft Wrist/Ankle Restraint as Safety Device</li> <li>• Obtain vital signs, record and report on all assigned patients.</li> <li>• Provide care for a patient with a G-Tube and/or a NG tube including insertion,</li> </ul>
--	--	--	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<p>checking for placement, irrigation and feeding.</p> <ul style="list-style-type: none"> <li>• Perform dressing changes, urinary catheterizations, (both male and female) and ostomy care as discussed in the class room using the hospital's policy and procedures.</li> <li>• Begin to develop nursing care plans for all assigned patients under the instructor's supervision.</li> <li>• Explain the classification, normal dosage, side effects, nursing implications, and purpose of all medications each assigned patient is receiving.</li> <li>• Calculate medication dosages as assigned by the instructor.</li> <li>• Administer medications utilizing the rights discussed in the class.</li> </ul>
--	--	--	--



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<ul style="list-style-type: none"> <li>• Demonstrate the ability to perform all procedures covered in the skills lab.</li> <li>• Assess patients using knowledge of different body systems</li> <li>• Assess signs and symptoms of patient with respiratory and metabolic acidosis.</li> </ul>
Week 9 Day 1	* Structure & Function of the Body <i>Thibodeau, Patton</i> Chapter 11-13	<ol style="list-style-type: none"> <li>1. Differentiate normal and abnormal heart rates.</li> <li>2. List location of pulse points in the human body and the importance of each.</li> <li>3. Discuss cardiac output and regulation of the heart rate.</li> <li>4. Identify the major structures of the vascular system and the major parts of each structure on a diagram.</li> <li>5. List major arteries and tissues supplied.</li> <li>6. Explain relationship between blood vessel structure and function.</li> <li>7. Discuss factors that influence blood pressure including blood velocity.</li> <li>8. Discuss the major functions of coronary arteries.</li> <li>9. Explain portal circulation.</li> <li>10. Describe the primary functions of blood.</li> <li>11. Describe the characteristics of blood plasma.</li> <li>12. Describe and discuss the structure and functions of the hematological system and the effects of aging on it.</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrate hand washing technique.</li> <li>• Locate facility policies, procedures &amp; patient rights documents</li> <li>• Promote patients rights and knock on door before entering</li> <li>• Provide patient privacy by pulling curtains during personal care</li> <li>• Keep patient records confidential and treat patients with respect &amp; dignity at all the times</li> <li>• Encourages patients to make choices and explains procedures prior to performing on patient</li> <li>• Demonstrate knowledge of procedure for Heimlich maneuver for conscious/unconscious</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>13. Explain the steps involved in blood clotting.          14. Discuss blood types in the ABO system, such as A, B, AB, and O.          15. Describe ABO and RH blood typing.          16. Explain the interrelationship of the systems          17. Describe and discuss the structure and functions of the lymphatic system and immunity and the effects of aging on it.          18. Identify on a diagram the major structures of the lymphatic system and immunity and the major parts of each structure.          19. Explain the interrelationship of the systems.</p>	<p>patients and CPR to save a patient's life.</p> <ul style="list-style-type: none"> <li>• Display knowledge of fire/disaster, oxygen safety, and use of fire extinguisher per hospital policy.</li> <li>• Administer a complete/partial bed bath, or a shower, male/female perineal care, and oral hygiene.</li> <li>• Demonstrate procedures for denture care, nail care, shaving, and combing the patient's hair</li> </ul>
<p>Week 9 Day 2</p>	<p>* Structure &amp; Function of the Body <i>Thibodeau, Patton</i> Chapter 14,15,17</p>	<p>1. Explain the function of thymus in the body's immunity.          2. Discuss and contrast the development and functions of B and T cells          3. Discuss and compare nonspecific and specific immunity, natural and artificial immunity, and active and passive immunity.          4. Discuss how the lymphatic system and immunity influences the functions of the body          5. Describe and discuss the structure and functions of the respiratory system and the effects on aging on it.          6. Discuss how the respiratory system influences the functions of the body          7. Explain the interrelationship of the systems          8. Identify on a diagram the major structures of the</p>	<ul style="list-style-type: none"> <li>• Perform skills such as weighing, measuring height of the patient using an upright scale and in bed</li> <li>• Empty urinary bags, collect and identify specimens, and measure intake and output of the patient</li> <li>• Demonstrate feeding the helpless patient using the assistive devices</li> <li>• Display knowledge of postmortem care</li> <li>• Utilize techniques for handling of linen while making the patient's bed</li> <li>• Develop hypothetical awareness by</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>respiratory system and the major parts of each structure on the diagram.</p> <p>9. Explain the mechanism responsible for the exchange of gases that occurs during internal and external respiration.</p> <p>10. List and discuss the volumes of air exchanged during pulmonary respiration.</p> <p>11. Identify and discuss the mechanism that regulates respiration.</p> <p>12. Discuss normal and abnormal respiratory rates and types of breathing.</p> <p>13. Describe and discuss the structure and functions of the digestive system and its effects on aging.</p> <p>14. List in sequence each of the component parts of the alimentary canal from the mouth to the anus and identify the accessory organs of digestion.</p> <p>15. Identify the major structures of the digestive system and the major parts of each structure on the diagram.</p> <p>16. List the structure and function of the peritoneum.</p> <p>17. Differentiate anabolism and catabolism.</p> <p>18. Define and contrast mechanical and chemical digestion.</p> <p>19. Discuss how the digestive system influences the functions of the body</p> <p>20. Explain the interrelationship of the systems</p> <p>21. Describe and discuss the structure and functions of the urinary system and the effects of aging on it.</p>	<p>adapting nursing care according to the condition of the patient.</p> <ul style="list-style-type: none"> <li>• Display knowledge of medical and surgical asepsis by observing principles of the sterile technique and utilization of standard/universal precautions at all times.</li> <li>• Perform and document a head to toe assessment and differentiate normal vs. abnormal data collection on all assigned patients.</li> <li>• Report any signs or symptoms that may show a change in the condition and document with accuracy as per hospital policy on all assigned patients.</li> </ul>
--	--	---	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>22. Name the parts of the nephron and describe the role each component plays in the formation of urine.          23. Discuss how the urinary system influences the functions of the body          24. Explain the interrelationship of the systems          25. Identify on a diagram the major structures of the urinary system and the major parts of each structure</p>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of medical terminology by charting accurately.</li> <li>• Perform learned procedures according to the hospital's policy manual.</li> <li>• Adapt the principles of positioning, moving, lifting, and transporting according to the patient's condition under instructor's supervision.</li> <li>• Gather and organize data to discuss in post-conference as related to specific patients.</li> <li>• Perform range of motion exercises, such as active and passive.</li> <li>• Transfer patients using a gait belt from bed to chair, wheelchair, gurney, and back using safe and effective methods under the instructor's supervision.</li> <li>• Ambulate patient with walker and cane using gait belt.</li> <li>• Utilize techniques in applying postural</li> </ul>
--	--	---	--



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<p>supports (Safety Devices), Soft Wrist/Ankle Restraint as</p> <p style="padding-left: 40px;">Safety Device</p> <ul style="list-style-type: none"> <li>• Obtain vital signs, record and report on all assigned patients.</li> <li>• Provide care for a patient with a G-Tube and/or a NG tube including insertion, checking for placement, irrigation and feeding.</li> <li>• Perform dressing changes, urinary catheterizations, (both male and female) and ostomy care as discussed in the class room using the hospital's policy and procedures.</li> <li>• Begin to develop nursing care plans for all assigned patients under the instructor's supervision.</li> <li>• Explain the classification,</li> </ul>
--	--	--	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<p>normal dosage, side effects, nursing implications, and purpose of all medications each assigned patient is receiving.</p> <ul style="list-style-type: none"> <li>• Calculate medication dosages as assigned by the instructor.</li> <li>• Administer medications utilizing the rights discussed in the class.</li> <li>• Demonstrate the ability to perform all procedures covered in the skills lab.</li> <li>• Assess patients using knowledge of different body systems</li> </ul>
<p>Week 10 Day 1</p>	<p>* Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 15</p> <p>* Basic Pharmacology for Nurses <i>Clayton</i> Chapter 2,4,8-11</p> <p>* Structure &amp; Function of the Body <i>Thibodeau, Patton</i> Chapter 21</p>	<ol style="list-style-type: none"> <li>1. Discuss how the kidneys act as vital organs in maintaining homeostasis.</li> <li>2. Explain the importance of filtration, tubular reabsorption, and tubular secretion in urine formation.</li> <li>3. Describe the mechanism that controls urine volume.</li> <li>4. Discuss the normal amount and composition of urine.</li> <li>5. Discuss abnormal amount of urine.</li> <li>6. Describe the physiology of micturition.</li> <li>7. Describe and discuss the structure and functions</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrate hand washing technique.</li> <li>• Locate facility policies, procedures &amp; patient rights documents</li> <li>• Promote patients rights and knock on door before entering</li> <li>• Provide patient privacy by pulling curtains during personal care</li> <li>• Keep patient records confidential and treat patients with respect &amp; dignity at all the times</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>of the male and female reproductive system and its effects on aging.</p> <p>8. Discuss how the male and female reproductive system influence the functions of the body</p> <p>9. Explain the interrelationship of the systems</p> <p>10. Identify the major structures of the male and female reproductive systems and the major parts of each structure on the diagram.</p> <p>11. Discuss the primary functions of sex hormones and identify the structure responsible for their secretion.</p> <p>12. Identify and discuss phases of the menstrual cycle and correlate each phase with its occurrence in a typical 28-day cycle.</p> <p>13. Discuss menopause and the effects of aging.</p> <p>14. Summarize the steps required to safely administer and prepare medications to a patient following all of the safety guidelines presented in the class and textbook.</p> <p>15. Discuss the legal and ethical parameters related to medication administration.</p> <p>16. Explain the classification, normal dosage, side effects and purpose of all medications.</p> <p>17. Discuss hyperalimentation.</p> <p>18. Outline rights of medication administration.</p> <p>19. Demonstrate how to obtain information about new medications by preparing assigned medication cards</p>	<ul style="list-style-type: none"> <li>• Encourages patients to make choices and explains procedures prior to performing on patient</li> <li>• Demonstrate knowledge of procedure for Heimlich maneuver for conscious/unconscious patients and CPR to save a patient's life.</li> <li>• Display knowledge of fire/disaster, oxygen safety, and use of fire extinguisher per hospital policy.</li> <li>• Administer a complete/partial bed bath, or a shower, male/female perineal care, and oral hygiene.</li> <li>• Demonstrate procedures for denture care, nail care, shaving, and combing the patient's hair</li> <li>• Perform skills such as weighing, measuring height of the patient using an upright scale and in bed</li> <li>• Empty urinary bags, collect and identify specimens, and measure intake and output of</li> </ul>
--	--	--	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		20. Practice documentation required regarding the medication administration to a patient	the patient
Week 10 Day 2	<p>* Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 15</p> <p>* Basic Pharmacology for Nurses <i>Clayton</i> Chapter 2,4,8-11</p> <p>* Structure &amp; Function of the Body <i>Thibodeau, Patton</i> Chapter 17,20</p>	<ol style="list-style-type: none"> <li>1. Review medication administration.</li> <li>2. Discuss drugs and related substances.</li> <li>3. Explain reasons why medications may be ordered for patients and its effects on body systems.</li> <li>4. How does a systemic and topical medications effect the body system.</li> <li>5. Discuss aseptic techniques for invasive procedures to prevent infections.</li> <li>6. Discuss the role of the Vocational Nurse regarding I.V. therapy including assessment and calculating drip rate.</li> <li>7. List interventions to discontinue I.V using the aseptic technique.</li> <li>8. Demonstrate how to calculate the dosage of medication with accuracy.</li> <li>9. List components of blood.</li> <li>10. Discuss Vocational Nurse role in administration of blood transfusion.</li> <li>11. Discuss objectives for blood transfusion and signs of transfusion reaction.</li> <li>12. List interventions for pre and post transfusion.</li> <li>13. List interventions for transfusion reaction.</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrate feeding the helpless patient using the assistive devices</li> <li>• Display knowledge of postmortem care</li> <li>• Utilize techniques for handling of linen while making the patient's bed</li> <li>• Develop hypothetical awareness by adapting nursing care according to the condition of the patient.</li> <li>• Display knowledge of medical and surgical asepsis by observing principles of the sterile technique and utilization of standard/universal precautions at all times.</li> <li>• Perform and document a head to toe assessment and differentiate normal vs. abnormal data collection on all assigned patients.</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<ul style="list-style-type: none"><li>• Report any signs or symptoms that may show a change in the condition and document with accuracy as per hospital policy on all assigned patients.</li><li>• Demonstrate knowledge of medical terminology by charting accurately.</li><li>• Perform learned procedures according to the hospital's policy manual.</li><li>• Adapt the principles of positioning, moving, lifting, and transporting according to the patient's condition under instructor's supervision.</li><li>• Gather and organize data to discuss in post-conference as related to specific patients.</li><li>• Perform range of motion exercises, such as active and passive.</li><li>• Transfer patients using a gait belt</li></ul>
--	--	--	--



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<p>from bed to chair, wheelchair, gurney, and back using safe and effective methods under the instructor's supervision.</p> <ul style="list-style-type: none"> <li>• Ambulate patient with walker and cane using gait belt.</li> <li>• Utilize techniques in applying postural supports (Safety Devices), Soft Wrist/Ankle Restraint as  <ul style="list-style-type: none"> <li>Safety Device</li> </ul> </li> <li>• Obtain vital signs, record and report on all assigned patients.</li> <li>• Provide care for a patient with a G-Tube and/or a NG tube including insertion, checking for placement, irrigation and feeding.</li> <li>• Perform dressing changes, urinary catheterizations, (both male and female) and ostomy care as discussed in the class room using the hospital's policy and procedures.</li> </ul>
--	--	--	--



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<ul style="list-style-type: none"> <li>• Begin to develop nursing care plans for all assigned patients under the instructor's supervision.</li> <li>• Explain the classification, normal dosage, side effects, nursing implications, and purpose of all medications each assigned patient is receiving.</li> <li>• Calculate medication dosages as assigned by the instructor.</li> <li>• Administer medications utilizing the rights discussed in the class.</li> <li>• Demonstrate the ability to perform all procedures covered in the skills lab.</li> <li>• Assess patients using knowledge of different body systems</li> <li>• Assess patients using knowledge of male and female reproductive systems</li> <li>• Demonstrate care for the patient on IV therapy</li> <li>• Assess patient on IV therapy</li> </ul>
--	--	--	--

**TERM II**

<b>READING</b>	<b>THEORY</b>	<b>CLINICAL</b>
----------------	---------------	-----------------



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

	<b>ASSIGNMENT</b>		
Week 1 Day 1	* Foundations of Nursing <i>Christensen, Kockrow</i> Chapter 16 * Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 11,17 * Basic Pharmacology for Nurses <i>Clayton</i> Chapter 20 * Adult Health Nursing <i>Christensen, Kockrow</i> Chapter 2	1. Define pain and pain physiology. 2. Identify at least 3 major causes of pain 3. Differentiate between the two major types of pain. 4. Discuss the impact of chronic pain on a person's life and family. 5. Describe the function of endorphins in pain management. 6. Identify important nursing considerations for assessing pain. 7. Explain the role of analgesics in pain management. 8. Discuss the concept of pain as the fifth vital sign. 9. List interventions for heat and cold applications. 10. Distinguish among elective, urgent, and emergency surgery. 11. Identify the purpose of surgery. 12. List all the important nursing procedures to be done prior to sending a patient to surgery or an invasive procedure including patient education. 13. Discuss responsibilities of the circulating nurse and the scrub nurse. 14. Differentiate among general, regional, and local anesthesia. 15. Describe the functions of the post-anesthesia room (PAR), and outline the specific nursing measures to be taken when the patient returns from the PAR.	All term one objectives plus: <ul style="list-style-type: none"> <li>• Provide basic nursing care for patient comfort in ADL.</li> <li>• Assess patient for post-operative complications and discomfort.</li> <li>• Demonstrate pre-op and post-op teaching for patients undergoing surgery.</li> <li>• Provide for patient comfort, utilizing appropriate pain relief methods.</li> <li>• Under supervision, administer medications accurately and safely to patients.</li> <li>• Demonstrate how to regulate oxygen flow and how to provide care to a patient with a nasal cannula, nasal prongs or oxygen mask.</li> <li>• Insert a catheter, obtain a sterile urine specimen and provide catheter care.</li> <li>• Administer treatments to assigned patients.</li> <li>• Demonstrate heat and cold applications.</li> <li>• Demonstrate dressing changes using sterile technique</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<ul style="list-style-type: none"> <li>• Perform a finger stick and test blood for glucose</li> </ul>
Week 1 Day 2	<ul style="list-style-type: none"> <li>* Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 17</li> <li>* Adult Health Nursing <i>Christensen, Kockrow</i> Chapter 2</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss the nurse's role in the recovery room.</li> <li>2. List and discuss common post-operative procedures.</li> <li>3. List the most common immediate postoperative complications and discuss how to respond to each.</li> <li>4. Explain patient education including turning, deep breathing, coughing, and use of incentive spirometry and leg exercises for postoperative patients.</li> <li>5. State the nursing measures taken to alleviate postoperative pain, thirst, distention, and urinary retention.</li> <li>6. Discuss the importance of fluid and electrolyte shift and management post-operatively.</li> <li>7. Discuss postoperative phases and the nurse's role in assessing and caring for the patient.</li> </ol>	
Week 2 Day 1	<ul style="list-style-type: none"> <li>* Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 17,42-43</li> <li>* Basic Pharmacology for Nurses <i>Clayton</i> Chapter 44</li> <li>* Adult Health Nursing <i>Christensen, Kockrow</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss care of a surgical wound.</li> <li>2. List all the important medications used by a surgical patient.</li> <li>3. Outline how to remove clips, sutures, and staples from a surgical incision.</li> <li>4. Discuss discharge instructions including patient teaching.</li> <li>5. State the seven danger signals of cancer.</li> <li>6. Differentiate between benign and malignant tumors.</li> </ol>	<p>All term one objectives plus:</p> <ul style="list-style-type: none"> <li>• Provide basic nursing care for patient comfort in ADL.</li> <li>• Perform medical asepsis when caring for patients</li> <li>• Demonstrate dressing changes using sterile technique</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

	Chapter 2,17	<p>7. Differentiate between carcinoma, sarcoma, leukemia, and lymphoma.</p> <p>8. Describe the pathophysiology of cancer, including the characteristics of malignant cells and the nature of metastasis.</p> <p>9. Describe the process of metastasis.</p> <p>10. Discuss the spread of cancers.</p> <p>11. Discuss cancer incidence in males and females by site and by sex.</p> <p>12. Discuss cancer prevention and early detection in males and females.</p> <p>13. List at least five factors believed to contribute to cancer.</p> <p>14. Discuss assessment and the nursing care of a patient undergoing various tests used to diagnosis cancer.</p> <p>15. Discuss tests and examination to diagnose cancer.</p> <p>16. Describe the Vocational Nurse's role for a patient undergoing surgery, radiation therapy, chemotherapy, bone marrow or peripheral stem cell transplantation.</p> <p>17. Describe treatments utilized for cancer.</p> <p>18. Discuss six general guidelines for the use of pain relief measures for a patient with advanced cancer.</p> <p>19. Discuss the emotional support needed by the cancer patient and their family</p>	<ul style="list-style-type: none"> <li>• Demonstrate care for patients with wounds</li> <li>• Provide for patient comfort, utilizing appropriate pain relief methods.</li> <li>• Under supervision, administer medications accurately and safely to patients.</li> <li>• Demonstrate how to regulate oxygen flow and how to provide care to a patient with a nasal cannula, nasal prongs or oxygen mask.</li> <li>• Insert a catheter, obtain a sterile urine specimen and provide catheter care.</li> <li>• Administer treatments to assigned patients.</li> <li>• Demonstrate heat and cold applications.</li> <li>• Perform a finger stick and test blood for glucose</li> <li>• Demonstrate care for a client undergoing diagnostic tests for cancer</li> <li>• Demonstrate care for a client receiving cancer therapy</li> </ul>
Week 2	* Comprehensive Review	1. List nursing interventions for the cancer patient,	



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

Day 2	<p>for the NCLEX-PN Exam <i>Silvestri</i> Chapter 42-43,58-59</p> <p>* Basic Pharmacology for Nurses <i>Clayton</i> Chapter 44-45</p> <p>* Adult Health Nursing <i>Christensen, Kockrow</i> Chapter 4,17</p> <p>* Structure &amp; Function of The Body <i>Thibodeau, Patton</i> Chapter 6-7</p>	<p>including skin care, diet, pain control, preventing infection, and controlling odor.</p> <ol style="list-style-type: none"> <li>2. Describe the Vocational Nurse's role in chemotherapy.</li> <li>3. Describe treatments utilized for cancer.</li> <li>4. Discuss the emotional support needed by the cancer patient and their family.</li> <li>5. Discuss treatment and nursing implications in relation to a cancer patient.</li> <li>6. Describe the Vocational Nurse's role for a patient undergoing treatment for cancer.</li> <li>7. List medications used to control CA symptoms and their side effects.</li> <li>8. List support groups available for cancer patients.</li> <li>9. Review the structure and functions of the musculoskeletal system.</li> <li>10. Review all the major structures of musculoskeletal system and identify the major parts of each structure on the diagram.</li> <li>11. List and discuss diagnostic examinations for musculoskeletal function and the nurse's role in patient education and preparation.</li> </ol>	
Week 3 Day 1	<p>* Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 58-59</p> <p>* Basic Pharmacology for Nurses</p>	<ol style="list-style-type: none"> <li>1. List and discuss diagnostic examinations for musculoskeletal function and the nurse's role in patient education and preparation</li> <li>2. Differentiate between sprains/strains and briefly discuss immediate nursing interventions.</li> <li>3. Describe at least 8 types of fractures.</li> </ol>	<ul style="list-style-type: none"> <li>• Provide basic nursing care for patient comfort in ADL.</li> <li>• Provide for patient comfort, utilizing appropriate pain relief methods.</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

	<p><i>Clayton</i> Chapter 45 * Adult Health Nursing <i>Christensen, Kockrow</i> Chapter 4 * Structure &amp; Function of The Body <i>Thibodeau, Patton</i> Chapter 6-7</p>	<p>4. List classifications, signs and symptoms, complications, and treatment of fractures. 5. State the purpose of reduction and immobilization in treating fractures. 6. Discuss the purpose of a cast. 7. Describe the role of the nurse in the application, care, and removal of a cast. 8. Describe how the evaluation of the extremity with a cast is performed and what symptoms must be reported immediately. 9. Describe signs and symptoms of the compartment syndrome and immediate nursing care. 10. Discuss patient teaching during and after removal of the cast.</p>	<ul style="list-style-type: none"> <li>• Under supervision, administer medications accurately and safely to patients.</li> <li>• Demonstrate how to regulate oxygen flow and how to provide care to a patient with a nasal cannula, nasal prongs or oxygen mask.</li> <li>• Insert a catheter, obtain a sterile urine specimen and provide catheter care.</li> <li>• Administer treatments to assigned patients.</li> <li>• Demonstrate heat and cold applications.</li> <li>• Demonstrate dressing changes using sterile technique</li> </ul>
<p>Week 3 Day 2</p>	<p>* Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 58-59 * Basic Pharmacology for Nurses <i>Clayton</i> Chapter 45 * Adult Health Nursing <i>Christensen, Kockrow</i> Chapter 4</p>	<p>1. State the purpose of splints in treating fractures. 2. Discuss nursing interventions for patients with a fractured hip after open reduction with internal fixation (ORIF) and bipolar hip prosthesis. 3. Differentiate between skeletal and skin traction. 4. Describe Buck's traction, Russell's traction, and Pelvic traction. 5. Explain nursing care for patients in traction. 6. Describe nursing care for the patient undergoing a total hip or knee replacement. 7. Describe the most important aspects of nursing care for a patient with a hip fracture. 8. Discuss assessment and nursing interventions for complications of fractures and bone surgery.</p>	<ul style="list-style-type: none"> <li>• Perform a finger stick and test blood for glucose</li> <li>• Demonstrate care for patient with musculoskeletal injuries and fractures</li> <li>• Demonstrate cast care</li> <li>• Assess and document complications of fractures and bone surgery.</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>9. List nursing interventions for a fat embolism.</p> <p>10. Describe signs and symptoms of compartment syndrome and immediate nursing care.</p> <p>11. Describe the important aspects for the nursing care of a patient with Osteomyelitis.</p>	
<p>Week 4 Day 1</p>	<p>* Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 58-59</p> <p>* Basic Pharmacology for Nurses <i>Clayton</i> Chapter 45</p> <p>* Adult Health Nursing <i>Christensen, Kockrow</i> Chapter 4</p>	<p>1. Outline the nursing care of an amputee, including the treatment of phantom limb discomfort.</p> <p>2. List interventions for crutch walking.</p> <p>3. Discuss crutch walking, using two, three, four, and swing through gaits.</p> <p>4. Discuss bone tumors and nursing care for the patient.</p> <p>5. Discuss medical regimens for patients suffering from inflammatory disorders</p> <p>6. List the differences between rheumatoid arthritis and osteoarthritis.</p> <p>7. List and discuss medical treatment and nursing interventions for systemic disorders.</p> <p>8. Describe gouty arthritis, medical treatment, nutrition, and nursing interventions.</p>	<p>All term one objectives plus:</p> <ul style="list-style-type: none"> <li>• Provide basic nursing care for patient comfort in ADL.</li> <li>• Provide for patient comfort, utilizing appropriate pain relief methods.</li> <li>• Under supervision, administer medications accurately and safely to patients.</li> <li>• Demonstrate how to regulate oxygen flow and how to provide care to a patient with a nasal cannula, nasal prongs or oxygen mask.</li> </ul>
<p>Week 4 Day 2</p>	<p>* Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 48-49</p> <p>* Basic Pharmacology for Nurses <i>Clayton</i> Chapter 30</p>	<p>1. Describe degenerative disorders and medical treatment.</p> <p>2. List four healthy life style measures that patients at risk for developing osteoporosis may practice.</p> <p>3. Define spinal stenosis, lordosis, scoliosis, kyphosis, intervertebral disk disease and treatments.</p> <p>4. Discuss temporomandible joint disorders (TMJ).</p> <p>5. Discuss repetitive strain injuries.</p>	<ul style="list-style-type: none"> <li>• Insert a catheter, obtain a sterile urine specimen and provide catheter care.</li> <li>• Administer treatments to assigned patients.</li> <li>• Demonstrate heat and cold applications.</li> <li>• Demonstrate dressing changes using sterile technique</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

	<p>* Adult Health Nursing <i>Christensen, Kockrow</i> Chapter 9</p> <p>* Structure &amp; Function of The Body <i>Thibodeau, Patton</i> Chapter 14</p>	<p>6. List medications used in treating musculoskeletal disorders.</p> <p>7. Review the structure and functions of the respiratory system.</p> <p>8. Review major structures of the respiratory system and identify the major parts of each structure on the diagram.</p> <p>9. List ways in which oxygen and carbon dioxide are transported in the blood.</p> <p>10. List diagnostic tests related to the respiratory system and related nursing care.</p> <p>11. Discuss guidelines for interpreting ABG's.</p> <p>12. Explain the pre and post operative nursing care for a patient undergoing a bronchoscopy.</p> <p>13. Discuss acid-base disturbances and nursing interventions.</p> <p>14. List nursing interventions for administering and reading PPD.</p>	<ul style="list-style-type: none"> <li>• Perform a finger stick and test blood for glucose</li> <li>• Demonstrate care for patient with musculoskeletal injuries and fractures</li> <li>• Demonstrate cast care</li> <li>• Assess and document complication of fractures and bone surgery.</li> <li>• Demonstrate crutch walking using different point gaits</li> <li>• Demonstrate administering a tuberculin injection for PPD</li> </ul>
<p>Week 5 Day 1</p>	<p>* Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 10,48-49</p> <p>* Basic Pharmacology for Nurses <i>Clayton</i> Chapter 30</p> <p>* Adult Health Nursing <i>Christensen, Kockrow</i></p>	<p>1. List normal breath sounds for different ages and how to count respirations effectively.</p> <p>2. Differentiate among sonorous wheezes, sibilant wheezes, crackles, and pleural friction rub.</p> <p>3. Describe the significance of arterial blood gas, values and difference between arterial oxygen tension (Pao<sub>2</sub>) and arterial oxygen saturation (Sao<sub>2</sub>).</p> <p>4. Discuss what is pulse oximetry and normal oxygen levels for an adult including for a COPD patient.</p>	<p><b>SKILLS LAB:</b></p> <p>Students will be able o demonstrate the following procedures in the skills lab:</p> <ul style="list-style-type: none"> <li>• Demonstrate interventions for suctioning including nasopharyngeal, oro- pharyngeal, and tracheotomy using aseptic technique.</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

	<p>Chapter 9 * Structure &amp; Function of The Body <i>Thibodeau, Patton</i> Chapter 19</p>	<p>5. List the symptoms of respiratory distress and hypoxia. 6. Describe types of hypoxia and causes. 7. List common therapies and the nurse's role related to the respiratory system. 8. State the purpose of postural drainage. 9. Describe nursing interventions related to the relief of respiratory distress. 10. State the major goals of oxygen therapy and related nursing responsibilities. 11. List intervention for suctioning including nasopharyngeal, oro- pharyngeal, and tracheotomy using the aseptic technique. 12. Describe common structural and inflammatory disorders of the respiratory system including causes, symptoms, and treatment, related to nursing care. 13. Explain first aid used for epistaxis.</p>	<ul style="list-style-type: none"> <li>• Perform tracheotomy care, utilizing the aseptic technique</li> <li>• Assess breath sounds</li> </ul> <p><b>CLINICALS</b></p> <p>All term one objectives plus:</p> <ul style="list-style-type: none"> <li>• Provide basic nursing care for patient comfort in ADL.</li> <li>• Provide for patient comfort, utilizing appropriate pain relief methods.</li> <li>• Under supervision, administer medications accurately and safely to patients.</li> <li>• Demonstrate how to regulate oxygen flow and how to provide care to a patient with a nasal cannula, nasal prongs or oxygen mask.</li> <li>• Insert a catheter, obtain a sterile urine specimen and provide catheter care.</li> <li>• Administer treatments to assigned patients.</li> <li>• Demonstrate heat and cold applications.</li> </ul>
<p>Week 5 Day 2</p>	<p>* Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 10,48-49 * Basic Pharmacology for Nurses <i>Clayton</i> Chapter 31 * Adult Health Nursing <i>Christensen, Kockrow</i> Chapter 9</p>	<p>1. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis of the patient with infectious disorders of the upper and lower airway. 2. Discuss pneumothorax in detail including nursing assessment, cause, s/s, and medical treatment. 3. List immediate nursing interventions for patients with 4. Pneumothorax to minimize negative pressure in the pleural space.</p>	



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

	<p>* Structure &amp; Function of The Body <i>Thibodeau, Patton</i> Chapter 19</p>	<p>5. Describe the special pre-operative and postoperative nursing care of a patient with thoracentesis, paracentesis, thoracotomy, and laryngectomy. 6. Discuss chest tubes systems assessment and nursing interventions for each. 7. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis of the patient with Chronic Obstructive Pulmonary Disease. 8. Differentiate between acute and chronic bronchitis. 9. List factors that may contribute to the development of Asthma and Emphysema. 10. Differentiate between medical management of the patient with Emphysema and the patient with Asthma. 11. Discuss why low flow of oxygen is required for patients with Emphysema.</p>	<ul style="list-style-type: none"> <li>• Demonstrate dressing changes using sterile technique</li> <li>• Perform a finger stick and test blood for glucose</li> <li>• Demonstrate care for patient with musculoskeletal injuries and fractures</li> <li>• Demonstrate cast care</li> <li>• Assess and document complication of fractures and bone surgery.</li> <li>• Demonstrate crutch walking using different point gaits</li> <li>• Demonstrate administering a tuberculin injection for PPD</li> </ul>
<p>Week 6 Day 1</p>	<p>* Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 10,48-49 * Basic Pharmacology for Nurses <i>Clayton</i> Chapter 31</p>	<p>1. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis of a patient with tuberculosis. 2. Differentiate between tuberculosis infection and tuberculosis disease. 3. Explain how tuberculosis can metastasize from its original site in the body.</p>	<p>All term one objectives plus:</p> <ul style="list-style-type: none"> <li>• Provide basic nursing care for patient comfort in ADL.</li> <li>• Provide for patient comfort, utilizing appropriate pain relief methods.</li> <li>• Under supervision, administer medications</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

	<p>* Adult Health Nursing <i>Christensen, Kockrow</i> Chapter 9</p> <p>* Structure &amp; Function of The Body <i>Thibodeau, Patton</i> Chapter 19</p>	<p>4. List high risk groups that must screen for TB.</p> <p>5. Discuss the increase in the incidence of tuberculosis and the impact on public health.</p> <p>6. List four medications commonly prescribed for a patient with TB and describe the necessary patient education.</p> <p>7. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, prevention, medical management, nursing interventions, and prognosis of the patient with acute respiratory distress syndrome.</p> <p>8. Explain the possible reasons for the increase in lung cancer and associated risk factors.</p>	<p>accurately and safely to patients.</p> <ul style="list-style-type: none"> <li>• Demonstrate how to regulate oxygen flow and how to provide care to a patient with a nasal cannula, nasal prongs or oxygen mask.</li> <li>• Insert a catheter, obtain a sterile urine specimen and provide catheter care.</li> </ul>
<p>Week 6 Day 2</p>	<p>* Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 10,48-49</p> <p>* Basic Pharmacology for Nurses <i>Clayton</i> Chapter 31</p> <p>* Adult Health Nursing <i>Christensen, Kockrow</i> Chapter 9</p> <p>* Structure &amp; Function of The Body <i>Thibodeau, Patton</i> Chapter 19</p>	<p>1. Discuss etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, prevention, medical management, nursing interventions, and prognosis of the patient with lung cancer.</p> <p>2. Discuss medications used to treat respiratory disorders and patient teaching.</p>	<ul style="list-style-type: none"> <li>• Administer treatments to assigned patients.</li> <li>• Demonstrate heat and cold applications.</li> <li>• Demonstrate dressing changes using sterile technique</li> <li>• Perform a finger stick and test blood for glucose</li> <li>• Demonstrate care for patient with musculoskeletal injuries and fractures</li> <li>• Demonstrate cast care</li> <li>• Assess and document complication of fractures and bone surgery.</li> <li>• Demonstrate crutch walking using different</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<p>point gaits</p> <ul style="list-style-type: none"> <li>• Demonstrate administering a tuberculin injection for PPD</li> </ul>
<p>Week 7 Day 1</p>	<p>* Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 12,46-47</p> <p>* Basic Pharmacology for Nurses <i>Clayton</i> Chapter 32,33-35,47</p> <p>* Adult Health Nursing <i>Christensen, Kockrow</i> Chapter 5</p> <p>* Structure &amp; Function of The Body <i>Thibodeau, Patton</i> Chapter 15-16</p>	<ol style="list-style-type: none"> <li>1. Review the structure and functions of the digestive system.</li> <li>2. Review major structures of the digestive system and identify the major parts of each structure on the diagram.</li> <li>3. Discuss the following for gastrointestinal tract disorders; laboratory and diagnostic examinations, nursing interventions, and patients teaching.</li> <li>4. Explain the postoperative care for a gastrectomy patient.</li> <li>5. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis of the patient with mouth disorders.</li> <li>6. Outline the procedure used to irrigate a nasogastric tube.</li> <li>7. Explain the nursing precautions needed when a patient is receiving continuous nasogastric or gastrostomy feedings.</li> <li>8. Discuss commonly used methods for suction of the GI tract and nursing interventions associated with each.</li> </ol>	<p>All term one objectives plus:</p> <ul style="list-style-type: none"> <li>• Provide basic nursing care for patient comfort in ADL.</li> <li>• Provide for patient comfort, utilizing appropriate pain relief methods.</li> <li>• Under supervision, administer medications accurately and safely to patients.</li> <li>• Demonstrate how to regulate oxygen flow and how to provide care to a patient with a nasal cannula, nasal prongs or oxygen mask.</li> <li>• Insert a catheter, obtain a sterile urine specimen and provide catheter care.</li> <li>• Administer treatments to assigned patients.</li> <li>• Demonstrate heat and cold applications.</li> </ul>
<p>Week 7 Day 2</p>	<p>* Comprehensive Review for the NCLEX-PN Exam</p>	<ol style="list-style-type: none"> <li>1. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrate dressing changes using sterile technique</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

	<p><i>Silvestri</i> Chapter 12,46-47</p> <p>* Basic Pharmacology for Nurses <i>Clayton</i> Chapter 32,33-35,47</p> <p>* Adult Health Nursing <i>Christensen, Kockrow</i> Chapter 5</p> <p>* Structure &amp; Function of The Body <i>Thibodeau, Patton</i> Chapter 15-16</p>	<p>management, nursing interventions, and prognosis of the patient with esophagus disorders.</p> <p>2. List symptoms of cancer of the GI tract and its medical treatment.</p> <p>3. Discuss patient teaching for patients with the GERD disorder.</p> <p>4. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis of the patient with stomach disorders.</p>	<ul style="list-style-type: none"> <li>• Perform a finger stick and test blood for glucose</li> <li>• Demonstrate care for patient with musculoskeletal injuries and fractures</li> <li>• Demonstrate cast care</li> <li>• Assess and document complication of fractures and bone surgery.</li> <li>• Demonstrate crutch walking using different point gaits</li> <li>• Demonstrate administering a tuberculin injection for PPD</li> </ul>
<p>Week 8 Day 1</p>	<p>* Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 9,46-47</p> <p>* Adult Health Nursing <i>Christensen, Kockrow</i> Chapter 6</p> <p>* Structure &amp; Function of The Body <i>Thibodeau, Patton</i> Chapter 18</p>	<p>1. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis of the patient with intestinal disorders.</p> <p>2. State three causes as well as the medical management of the common bile duct obstruction.</p> <p>3. Discuss pre-op and post-op care for a patient with ulcerative colitis.</p> <p>4. List immediate assessment and care of the patient with appendicitis and peritonitis.</p> <p>5. List nursing interventions for removing fecal impaction.</p> <p>6. Discuss the medical management and characteristics of intestinal cancer.</p>	<p>All Term I objectives plus:</p> <ul style="list-style-type: none"> <li>• Provide basic nursing care for a patient comfort in ADL.</li> <li>• Provide for patient comfort, utilizing appropriate pain relief methods.</li> <li>• Under supervision, administer medications accurately and safely to patients.</li> <li>• Demonstrate how to regulate oxygen flow and how to provide care to a</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>7. Describe the postoperative care of a patient with a Colostomy or an Ileostomy.        8. List the steps in the procedure for changing an ostomy appliance.        9. Write a teaching plan for a patient with a new ostomy.        10. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis of a patient with liver disorders.        11. List the causes, s/s, medical treatment, diagnostic test, and nursing interventions for patients with Cirrhosis of the liver.        12. Describe Hepatitis as well as its medical management.        13. State the significance of jaundice.</p>	<p>patient with a nasal cannula, nasal prongs or oxygen mask.</p> <ul style="list-style-type: none"> <li>• Insert a catheter, obtain a sterile urine specimen and provide catheter care.</li> <li>• Administer treatments to assigned patients.</li> <li>• Demonstrate heat and cold applications.</li> <li>• Demonstrate dressing changes using the sterile technique</li> <li>• Perform a finger stick and test blood for glucose</li> <li>• Demonstrate care for patient with musculoskeletal injuries and fractures</li> </ul>
<p>Week 8 Day 2</p>	<p>* Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 9,46-47 * Adult Health Nursing <i>Christensen, Kockrow</i> Chapter 6 * Structure &amp; Function of The Body <i>Thibodeau, Patton</i> Chapter 18</p>	<p>1. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis of the patient with gallbladder disorders.        2. State three causes and the medical management of common bile duct obstruction.        3. List the causes, s/s, medical treatment, diagnostic test, and nursing interventions for patient with gallbladder cancer.        4. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis of</p>	<ul style="list-style-type: none"> <li>• Demonstrate cast care</li> <li>• Assess and document complication of fractures and bone surgery.</li> <li>• Demonstrate crutch walking using different point gaits</li> <li>• Demonstrate administering a tuberculin injection for PPD</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		the patient with pancreatic disorders. 5. Discuss pancreatic cancer and its medical management.	
Week 9 Day 1	<p>* Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 9,46-47,60-61</p> <p>* Basic Pharmacology for Nurses <i>Clayton</i> Chapter 46</p> <p>* Adult Health Nursing <i>Christensen, Kockrow</i> Chapter 6,15</p> <p>* Structure &amp; Function of The Body <i>Thibodeau, Patton</i> Chapter 13,18</p>	<p>1. Describe, in detail, care for a patient undergoing liver transplant including pre-op, post-op, and rehab.</p> <p>2. List nursing interventions for a patient with liver transplant.</p> <p>3. Discuss medications for patients with GI problems and patient teaching in regards to medications.</p> <p>4. Review anatomy and physiology of the immune system.</p> <p>5. Define terminology.</p> <p>6. Differentiate between allergy, immunogens, antibodies and histamines.</p> <p>7. Discuss diagnostic tests and nursing interventions for immune disorders.</p> <p>8. State at least three possible skin manifestations of the allergy response.</p> <p>9. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis of the patient with urticaria, eczema, and contact dermatitis.</p> <p>10. State at least three possible respiratory manifestations of the allergy response.</p> <p>11. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis of</p>	<p>All Term I objectives plus:</p> <ul style="list-style-type: none"> <li>• Provide basic nursing care for a patient comfort in ADL.</li> <li>• Provide for patient comfort, utilizing appropriate pain relief methods.</li> <li>• Under supervision, administer medications accurately and safely to patients.</li> <li>• Demonstrate how to regulate oxygen flow and how to provide care to a patient with a nasal cannula, nasal prongs or oxygen mask.</li> <li>• Insert a catheter, obtain a sterile urine specimen and provide catheter care.</li> <li>• Administer treatments to assigned patients.</li> <li>• Demonstrate heat and cold applications.</li> <li>• Demonstrate dressing changes using the</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		respiratory manifestations of the allergy response. 12. Discuss treatment, avoidance, immunotherapy, and medications for patient with skin and respiratory manifestations.	sterile technique <ul style="list-style-type: none"> <li>• Perform a finger stick and test blood for glucose</li> </ul>
Week 9 Day 2	<ul style="list-style-type: none"> <li>* Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 9,46-47,60-61</li> <li>* Basic Pharmacology for Nurses <i>Clayton</i> Chapter 46</li> <li>* Adult Health Nursing <i>Christensen, Kockrow</i> Chapter 6,15</li> <li>* Structure &amp; Function of The Body <i>Thibodeau, Patton</i> Chapter 13,18</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis for a patient with immune disorders.</li> <li>2. Discuss at least five nursing considerations related to prevention and treatment of anaphylaxis.</li> <li>3. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis for a patient with autoimmune disorders</li> <li>4. Compare and contrast organ specific and non-organ specific autoimmune diseases.</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrate care for patient with musculoskeletal injuries and fractures</li> <li>• Demonstrate cast care</li> <li>• Assess and document complication of fractures and bone surgery.</li> <li>• Demonstrate crutch walking using different point gaits</li> <li>• Demonstrate administering a tuberculin injection for PPD</li> </ul>
Week 10 Day 1	<ul style="list-style-type: none"> <li>* Comprehensive Review for the NCLEX-PN Exam <i>Silvestri</i> Chapter 60-61</li> <li>* Basic Pharmacology for Nurses <i>Clayton</i> Chapter 46</li> <li>* Adult Health Nursing</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss the critical nature of T cells and B cells in the immune system.</li> <li>2. List at least three ways the Human Immunodeficiency Virus can be transmitted.</li> <li>3. Discuss the laboratory and diagnostic tests related to HIV disease.</li> <li>4. State at least eight common signs and symptoms of HIV and at least four signs and symptoms of HIV specific to women.</li> </ol>	<p>All Term I objectives plus:</p> <ul style="list-style-type: none"> <li>• Provide basic nursing care for a patient comfort in ADL.</li> <li>• Provide for patient comfort, utilizing appropriate pain relief methods.</li> <li>• Under supervision, administer medications accurately and safely to patients.</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

	<p><i>Christensen, Kockrow</i> Chapter 7,16 * Structure &amp; Function of The Body <i>Thibodeau, Patton</i> Chapter 11,13</p>	<p>5. Discuss at least six opportunistic infections associated with HIV/AIDS. 6. Discuss nursing interventions in caring for HIV/AIDS patient and how a nurse can prevent exposure to the virus. 7. Define terminology. 8. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis for patients with communicable disorders. 9. Compare and contrast chronic disorder producers and autoimmune disorder producers. 10. List necessary immunizations. 11. Briefly discuss anatomy and physiology of the hematologic system. 12. Describe diagnostic procedures related to the hematological system and the related nursing care. 13. List common laboratory tests and discuss the significance of the results. 14. State the main blood types, including the inherited antibodies and antigens for each blood type. 15. Identify the rationale for administration of blood and blood products and related nursing responsibilities. 16. Discuss at least three nursing considerations for each of the following RBC disorders: polycythemia, anemia, sickle cell disease, and thalassemia.</p>	<ul style="list-style-type: none"> <li>• Demonstrate how to regulate oxygen flow and how to provide care to a patient with a nasal cannula, nasal prongs or oxygen mask.</li> <li>• Insert a catheter, obtain a sterile urine specimen and provide catheter care.</li> <li>• Administer treatments to assigned patients.</li> <li>• Demonstrate heat and cold applications.</li> <li>• Demonstrate dressing changes using the sterile technique</li> <li>• Perform a finger stick and test blood for glucose</li> <li>• Demonstrate care for patient with musculoskeletal injuries and fractures</li> <li>• Demonstrate cast care</li> <li>• Assess and document complication of fractures and bone surgery.</li> <li>• Demonstrate crutch walking using different</li> </ul>
--	---	---	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>17. Compare and contrast the following types of anemia: iron deficiency, hemolytic, hemorrhagic, pernicious, and aplastic.</p> <p>18. Define the causative factors for the following WBC disorders: neutropenia and leukemia. Identify at least three nursing considerations related to each disorder.</p>	<p>point gaits</p> <ul style="list-style-type: none"> <li>• Demonstrate administering a tuberculin injection for PPD</li> </ul>
<p>Week 10 Day 2</p>	<p>* Adult Health Nursing <i>Christensen, Kockrow</i> Chapter 7</p> <p>* Structure &amp; Function of The Body <i>Thibodeau, Patton</i> Chapter 13</p>	<p>1. Define the causative factors for the following WBC disorders: neutropenia and leukemia. Identify at least three nursing considerations related to each disorder.</p> <p>2. Discuss the at least three nursing considerations for each of the following platelet disorders: Thrombocytopenia, ITP, DIC, and Hemophilia.</p> <p>3. Describe the causative factors for the following lymphatic system disorders; Hodgkin's disease, non-Hodgkin's lymphoma, and multiple myeloma.</p> <p>4. Briefly discuss anatomy and physiology of the lymphatic system.</p> <p>5. Describe diagnostic procedures related to the lymphatic system and the related nursing care.</p> <p>6. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis for patients with lymphatic disorders.</p> <p>7. Describe the causative factors for the following lymphatic system disorders: Hodgkin's disease, non-Hodgkin's lymphoma, and multiple myeloma.</p>	



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>8. List clinical staging for Hodgkin's disease and medical management.</p> <p>9. Discuss pre/post-op nursing care of the patient undergoing splenectomy.</p>	
--	--	---	--



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

**TERM III**

	<b>READING ASSIGNMENT</b>	<b>THEORY</b>	<b>CLINICAL</b>
Week1 Day1	*COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 50-51 *BASIC PHARMACOLOGY FOR NURSES CLAYTON CH 21 ADULT HEALTH *NURSING CHRISTENSEN, KOCKROW CH 8 *STRUCTURE AND FUNCTION OF THE BODY THIBODEAU, PATTON CH 12	1. Review the structure and functions of the cardiac system.  2. Review major structures of the cardiac system and identify the major parts of each structure on the diagram.  3. Trace the path of blood through the coronary circulation.  4. State the purpose of the cardiac diagnostic tests discussed in class including patient education and preparation needed for each and at least 2 nursing considerations for each.  5. Identify at least 4 nursing considerations before and after a cardiac catheterization is done.  6. Name important blood tests required for cardiac patients and the purpose for each.  7. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis of a patient with atherosclerosis, and arteriosclerosis.  8. Outline the differences between atherosclerosis	All term one and two objectives plus: <ul style="list-style-type: none"> <li>• Demonstrate basic nursing skills in providing complete nursing care of selected patients.</li> <li>• Utilize theoretical knowledge by adapting nursing care according to the condition of the patient.</li> <li>• Demonstrate knowledge of medical and surgical asepsis by performing principles of the sterile technique and utilization of standard precautions at all times.</li> <li>• Perform and document a basic assessment of patients with the diseases/disorders discussed in class.</li> <li>• Report and document any signs or symptoms that may indicate a change in the status of the patient.</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

<p>Week 1 Day 2</p>	<p>*COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 50-51 * BASIC PHARMACOLOGY FOR NURSES CLAYTON CH 21 * ADULT HEALTH NURSING CHRISTENSEN, KOCKROW CH 8 * STRUCTURE AND FUNCTION OF THE BODY THIBODEAU, PATTON CH 12</p>	<p>and arteriosclerosis.</p> <ol style="list-style-type: none"> <li>1. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis of the patient with a Hypertensive condition.</li> <li>2. Describe the effects of hypertension on the cardiovascular system.</li> <li>3. List factors which are considered risk factors for heart disease.</li> <li>4. Discuss the importance of patient education for hypertension.</li> <li>5. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis of the patient with coronary artery disease.</li> <li>6. Outline the emergency care for a patient with myocardial infarction.</li> <li>7. Discuss the relationship between cigarette smoking</li> </ol>	<ul style="list-style-type: none"> <li>• Indicate knowledge of medical terminology by charting accurately.</li> <li>• Perform procedures according to the hospital's policy manual.</li> <li>• Adapt the principles of positioning, moving, lifting, and transporting according to the condition of the patient.</li> <li>• Collect and organize data to present in post-conference as related to specific patients.</li> <li>• Provide for patient comfort, utilizing appropriate pain relief methods.</li> <li>• Under supervision, administer medications accurately and safely to patients.</li> <li>• Provide care to a patient who has had surgery related to heart disorders.</li> <li>• Prepare a patient for diagnostic tests related to heart disorders.</li> <li>• Under supervision administer various types of insulin, monitor blood</li> </ul>
-------------------------	--	---	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>and cardiovascular disease.</p> <p>8. Discuss congestive heart failure and related nursing considerations.</p> <p>9. Define the terms compensated and decompensated in reference to heart failure.</p> <p>10. State six signs and symptoms of heart disease that may be assessed by the nurse.</p> <p>11. Explain the types of surgical interventions that could be used for cardiac disease.</p> <p>12. Discuss the purpose of cardiac rehabilitation.</p>	<p>glucose, including administering sliding scale coverage as ordered.</p> <p>All term one and two objectives plus:</p> <ul style="list-style-type: none"> <li>• Demonstrate basic nursing skills in providing complete nursing care of selected patients.</li> <li>• Utilize theoretical knowledge by adapting nursing care according to the condition of the patient.</li> <li>• Demonstrate knowledge of medical and surgical asepsis by performing principles of the sterile technique and utilization of standard precautions at all times.</li> <li>• Perform and document a basic assessment of patients with the diseases/disorders discussed in class.</li> <li>• Report and document any signs or symptoms that may indicate a change in the status of the</li> </ul>
--	--	--	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<p>patient.</p> <ul style="list-style-type: none"> <li>• Indicate knowledge of medical terminology by charting accurately.</li> <li>• Perform procedures according to the hospital's policy manual.</li> <li>• Adapt the principles of positioning, moving, lifting, and transporting according to the condition of the patient.</li> <li>• Collect and organize data to present in post-conference as related to specific patients.</li> <li>• Provide for patient comfort, utilizing appropriate pain relief methods.</li> <li>• Under supervision, administer medications accurately and safely to patients.</li> <li>• Provide care to a patient who has had surgery related to heart disorders.</li> <li>• Prepare a patient for diagnostic tests related to heart disorders.</li> <li>• Under supervision administer various types</li> </ul>
--	--	--	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			of insulin, monitor blood glucose, including administering sliding scale coverage as ordered.
Week2 Day 1	<p>*COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 50-51</p> <p>* BASIC PHARMACOLOGY FOR NURSES CLAYTON CH 22-23, 25</p> <p>* ADULT HEALTH NURSING CHRISTENSEN, KOCKROW CH 8</p>	<ol style="list-style-type: none"> <li>1. Explain the types of surgical interventions that could be used for cardiac disease.</li> <li>2. Discuss the rationale for the use of external and internal defibrillators</li> <li>3. Describe the nursing care for a patient with a pacemaker.</li> <li>4. Specify patient teaching for patients with cardiac dysrhythmias and heart block.</li> <li>5. Compare and contrast the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis of a patient with rheumatic heart disease, bacterial endocarditis, and</li> </ol>	<p>All term one and two objectives plus:</p> <ul style="list-style-type: none"> <li>• Demonstrate basic nursing skills in providing complete nursing care of selected patients.</li> <li>• Utilize theoretical knowledge by adapting nursing care according to the condition of the patient.</li> <li>• Demonstrate knowledge of medical and surgical asepsis by observing principles of sterile technique and utilization of standard precautions at all times.</li> <li>• Perform and document a basic assessment of patients with the diseases/disorders discussed in</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>pericarditis.</p> <p>6. Specify patient teaching for patients with rheumatic heart disease, bacterial endocarditis, and pericarditis.</p>	<p>class.</p> <ul style="list-style-type: none"> <li>• Report and document any signs or symptoms that may indicate a change in the status of the patient.</li> </ul>
<p>Week 2 Day 2</p>	<p>* COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 50-51</p> <p>* BASIC PHARMACOLOGY FOR NURSES CLAYTON CH 24</p> <p>* ADULT HEALTH NURSING CHRISTENSEN, KOCKROW CH 8</p>	<p>1. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis of the patient with cardiomyopathy, heart failure, valvular disorders, and pulmonary edema.</p> <p>2. Discuss pre-op and post op- op care, complications, nursing responsibilities, and patient teaching for patients undergoing cardiac surgeries, such as CABG, pace maker, heart valve replacement, aneurysm repair, trauma, tumors, or a heart transplant.</p>	<ul style="list-style-type: none"> <li>• Indicate knowledge of medical terminology by charting accurately.</li> <li>• Perform procedures according to the hospital's policy manual.</li> <li>• Adapt the principles of positioning, moving, lifting, and transporting according to the condition of the patient.</li> <li>• Collect and organize data to present in post-conference as related to specific patients.</li> <li>• Provide for patient comfort, utilizing appropriate pain relief methods.</li> <li>• Under supervision, administer medications accurately and safely to patients.</li> <li>• Prepare an outline and teach a diabetic patient and/or the family about diet, medications and foot</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<p>care.</p> <ul style="list-style-type: none"><li>• Provide care to a patient who has had surgery related to cardiac disorders.</li><li>• Prepare a patient for diagnostic tests related to cardiac disorders.</li><li>• Under supervision administer various types of insulin, monitor blood glucose, including administering sliding scale coverage as ordered.</li><li>• Contrast/compare the signs and symptoms of hypo and hyperglycemia. These objectives will be accomplished in the clinical arena or in the skills lab (if necessary) with 100% accuracy.</li></ul>
--	--	--	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

<p>Week 3 Day 1</p>	<p>* COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 50-51 * BASIC PHARMACOLOGY FOR NURSES CLAYTON CH 28 * ADULT HEALTH NURSING CHRISTENSEN, KOCKROW CH 7-8</p>	<ol style="list-style-type: none"> <li>1. State the purpose of the peripheral vascular diagnostic tests discussed in class including the patient education and preparation needed for each and at least 2 nursing considerations for each.</li> <li>2. List four symptoms of peripheral vascular disorders.</li> <li>3. Discuss nursing measures that can be used to prevent emboli.</li> <li>4. Describe the etiology of the various types of aneurysms and their treatment.</li> <li>5. Differentiate between Arteriosclerosis and Atherosclerosis.</li> <li>6. Describe the etiology of the various types of anemia and their treatment.</li> <li>7. Discuss the care of a patient with a bleeding disorder.</li> <li>8. Describe patient care for a client receiving a blood transfusion and list all safety precautions required.</li> <li>9. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical</li> </ol>	<p>All term one and two objectives plus:</p> <ul style="list-style-type: none"> <li>• Demonstrate basic nursing skills in providing complete nursing care of selected patients.</li> <li>• Utilize theoretical knowledge by adapting nursing care according to the condition of the patient.</li> <li>• Demonstrate knowledge of medical and surgical asepsis by observing principles of sterile technique and utilization of standard precautions at all times.</li> <li>• Perform and document a basic assessment of patients with the diseases/disorders discussed in class.</li> <li>• Report and document any signs or symptoms that may indicate a change in the status of the patient.</li> <li>• Indicate knowledge of medical terminology by charting accurately.</li> <li>• Perform procedures according to the hospital's policy manual.</li> </ul>
-------------------------	--	--	--



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		management, nursing interventions, and prognosis of the patient with intermittent claudication, Raynaud's disease, and Buerger's disease.	
Week 3 Day 2	* COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 40-41 * STRUCTURE AND FUNCTION OF THE BODY THIBODEAU, PATTON CH 5	<ol style="list-style-type: none"> <li>1. Review the structure and functions of the integumentary system.</li> <li>2. Review major structures of the integumentary system and identify the major parts of each structure on the diagram.</li> <li>3. Define macula, papule, pustule, vesicle, wheal, pruritus, dermatitis, and desquamation.</li> <li>4. Discuss how to assess the skin of a patient.</li> <li>5. Describe measures that can be used to assist the patient with pruritus.</li> <li>6. Describe the procedure for applying moist dressings.</li> <li>7. State the purpose of the therapeutic baths.</li> <li>8. Differentiate between eczema and psoriasis.</li> <li>9. Describe three non-malignant and three malignant skin tumors.</li> </ol>	<ul style="list-style-type: none"> <li>• Adapt the principles of positioning, moving, lifting, and transporting according to the condition of the patient.</li> <li>• Collect and organize data to present in post-conference as related to specific patients.</li> <li>• Provide for patient comfort, utilizing appropriate pain relief methods.</li> <li>• Under supervision, administer medications accurately and safely to patients.</li> <li>• Prepare an outline and teach a diabetic patient and/or the family about diet, medications and foot care.</li> <li>• Provide care to a patient who has had surgery related to cardiac, blood vessel, and skin disorders.</li> <li>• Prepare the patient for diagnostic tests related to previously learned disorders.</li> <li>• Under supervision</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>10. Discuss the emotional aspects of a visible skin disease.</p> <p>11. Outline measures used to eliminate parasites.</p> <p>12. Describe the most important aspects of nursing care for a patient with a skin disorder.</p> <p>13. Discuss the stages of burn care with appropriate nursing interventions.</p> <p>14. Identify the methods used to classify the extent of a burn injury.</p> <p>15. State the purpose of the diagnostic tests related to the integumentary system discussed in class including the patient education and preparation needed for each and state at least 2 nursing considerations for each as well.</p> <p>16. Contrast a free graft and a pedicle graft.</p> <p>17. Discuss patient care for patients undergoing surgical interventions due to multiple skin conditions, such as plastic</p> <p>18. surgery, skin grafts, debridement, electro dissection, and cryosurgery.</p> <p>19. Discuss nursing care for patients with skin</p>	<p>administer various types of insulin, monitor blood glucose, including administering sliding scale coverage as ordered.</p> <ul style="list-style-type: none"> <li>• Contrast/compare the signs and symptoms of hypo and hyperglycemia. These objectives will be accomplished in the clinical arena or in the skills lab (if necessary) with 100% accuracy.</li> </ul>
--	--	--	--



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		disorders.	
--	--	------------	--



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

<p>Week 4 Day 1</p>	<p>* COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 44-45 * ADULT HEALTH NURSING CHRISTENSEN, KOCKROW CH 11 * STRUCTURE AND FUNCTION OF THE BODY THIBODEAU, PATTON CH 10</p>	<p>1. Review the glands of the endocrine system and the function(s) of each.  2. Describe the laboratory and diagnostic studies of endocrine function including the nurse's role.</p>	<p>All term one and two objectives plus:</p> <ul style="list-style-type: none"> <li>• Demonstrate basic nursing skills in providing complete nursing care of selected patients.</li> <li>• Utilize theoretical knowledge by adapting nursing care according to the condition of the patient.</li> <li>• Demonstrate knowledge of medical and surgical asepsis by observing principles of sterile technique and utilization of standard precautions at all times.</li> </ul>
<p>Week 4 Day 2</p>	<p>* COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 44-45 * ADULT HEALTH NURSING CHRISTENSEN, KOCKROW CH 11 * STRUCTURE AND</p>	<p>1. Discuss the pathophysiology, signs and symptoms for patients with disorders of the other endocrine glands. 2. Discuss the pathophysiology, signs and symptoms for patients with disorders of the pituitary gland. 3. Describe the pathophysiology, signs and symptoms for patients with disorders of the thyroid gland.</p>	<ul style="list-style-type: none"> <li>• Perform and document a basic assessment of patients with diseases/disorders discussed in class.</li> <li>• Report and document any signs or symptoms that may indicate a change in the status of the patient.</li> <li>• Indicate knowledge of medical terminology by charting accurately.</li> <li>• Perform procedures according to the</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

	<p>FUNCTION OF THE BODY THIBODEAU, PATTON CH 10</p>		<p>hospital's policy manual.</p> <ul style="list-style-type: none"> <li>• Adapt the principles of positioning, moving, lifting, and transporting according to the condition of the patient.</li> <li>• Collect and organize data to present in post-conference as related to specific patients.</li> <li>• Provide for patient comfort, utilizing appropriate pain relief methods.</li> <li>• Under supervision, administer medications accurately and safely to patients.</li> <li>• Prepare an outline and teach a diabetic patient and/or the family about diet, medications and foot care.</li> <li>• Provide care to a patient who has had surgery related to cardiac, skin, blood vessel, and endocrine disorders.</li> <li>• Prepare the patient for diagnostic tests</li> </ul>
--	---	--	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<p>related to previously learned disorders.</p> <ul style="list-style-type: none"> <li>• Under supervision administer various types of insulin, monitor blood glucose, including administering sliding scale coverage as ordered.</li> <li>• Contrast/compare the signs and symptoms of hypo and hyperglycemia. These objectives will be accomplished in the clinical arena or in the skills lab (if necessary) with 100% accuracy.</li> <li>• Prepare the patient for diagnostic tests related to endocrine disorders.</li> </ul>
<p>Week 5 Day 1</p>	<p>* COMPREHENSIVE REVIEW FOR THE NCLEX-PN</p>	<p>1. Describe the pathophysiology, signs and symptoms for patients with disorders of the thyroid gland.</p>	<p>All term one and two objectives plus:</p> <ul style="list-style-type: none"> <li>• Demonstrate basic nursing skills in</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

	<p>EXAMINATION SILVESTRI CH 44-45 * BASIC PHARMACOLOGY FOR NURSES CLAYTON CH 37-38 * ADULT HEALTH NURSING CHRISTENSEN, KOCKROW CH 11</p>	<p>2. Describe the major symptoms and treatment of parathyroid glands.</p> <p>3. Describe the pathophysiology, signs and symptoms for patients with disorders of the adrenal glands.</p> <p>4. Explain the differences between Addison's disease and Cushing's disease.</p>	<p>providing complete nursing care of selected patients.</p> <ul style="list-style-type: none"> <li>• Utilize theoretical knowledge by adapting nursing care according to the condition of the patient.</li> <li>• Demonstrate knowledge of medical and surgical asepsis by observing principles of sterile technique and utilization of standard precautions at all times.</li> <li>• Perform and document a basic assessment of patients with diseases/disorders discussed in class.</li> <li>• Report and document any signs or symptoms that may indicate a change in the status of the patient.</li> <li>• Indicate knowledge of medical terminology by charting accurately.</li> <li>• Perform procedures according to the hospital's policy manual.</li> </ul>
<p>Week 5 Day 2</p>	<p>* COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 44-45 * BASIC PHARMACOLOGY FOR NURSES CLAYTON CH 37-38 * ADULT HEALTH NURSING CHRISTENSEN, KOCKROW CH 11</p>	<p>1. Describe the pathophysiology, signs and symptoms, diagnostic tests, and nursing care for patients with pancreatic disorder.</p> <p>2. Discuss the types of diabetes including symptoms, treatment, and related nursing care.</p> <p>3. Outline a teaching plan for a newly diagnosed diabetic.</p> <p>4. List the symptoms of insulin shock and diabetic coma and the treatment for each.</p> <p>5. Explain the nursing responsibilities regarding the administration of insulin and related precautions.</p>	



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<ul style="list-style-type: none"> <li>• Adapt the principles of positioning, moving, lifting, and transporting according to the condition of the patient.</li> <li>• Collect and organize data to present in post-conference as related to specific patients.</li> <li>• Provide for patient comfort, utilizing appropriate pain relief methods.</li> <li>• Under supervision, administer medications accurately and safely to patients.</li> <li>• Prepare an outline and teach a diabetic patient and/or the family about diet, medications and foot care.</li> <li>• Provide care to a patient who has had surgery related to cardiac, skin, blood vessel, and endocrine disorders.</li> <li>• Prepare the patient for diagnostic tests related to</li> </ul>
--	--	--	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<p>previously learned disorders and endocrine disorders.</p> <ul style="list-style-type: none"> <li>• Under supervision administer various types of insulin, monitor blood glucose, including administering sliding scale coverage as ordered.</li> <li>• Contrast/compare the signs and symptoms of hypo and hyperglycemia. These objectives will be accomplished in the clinical arena or in the skills lab (if necessary) with 100% accuracy.</li> </ul>
Week 6 Day 1	* COMPREHENSIVE REVIEW FOR THE NCLEX-PN	1. Discuss the preventive measures, medical treatment, and nursing care for patients with endocrine disorders as listed in the content outline:	<p>All term one and two objectives plus:</p> <ul style="list-style-type: none"> <li>• Demonstrate basic nursing skills in providing</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

	<p>EXAMINATION SILVESTRI CH 44-45 * BASIC PHARMACOLOGY FOR NURSES CLAYTON CH 36, 39 * ADULT HEALTH NURSING CHRISTENSEN, KOCKROW CH 11</p>	<p>Acromegaly, Diabetes Insipidus, Pituitary tumors, Hyperthyroidism, Hypothyroidism, Hyperparathyroidism, and Hypoparathyroidism</p>	<p>complete nursing care of selected patients.</p> <ul style="list-style-type: none"> <li>• Utilize theoretical knowledge by adapting nursing care according to the condition of the patient.</li> <li>• Demonstrate knowledge of medical and surgical asepsis by observing principles of sterile technique and utilization of standard precautions at all times.</li> <li>• Perform and document a basic assessment of patients with diseases/disorders discussed in class.</li> <li>• Report and document any signs or symptoms that may indicate a change in the status of the patient.</li> <li>• Indicate knowledge of medical terminology by charting accurately.</li> <li>• Perform procedures according to the hospital's policy manual.</li> <li>• Adapt the principles of positioning, moving, lifting, and</li> </ul>
<p>Week 6 Day 2</p>	<p>*COMPREHENSIVE REVIEW FOR THE NCLEX-PN * BASIC PHARMACOLOGY FOR NURSES * ADULT HEALTH NURSING CHRISTENSEN, KOCKROW CH 11</p>	<p>1. Discuss the preventive measures, medical treatment, and nursing care for patients with endocrine disorders as listed in the content outline: Addison's disease and Cushing's syndrome.</p>	<p>complete nursing care of selected patients.</p> <ul style="list-style-type: none"> <li>• Utilize theoretical knowledge by adapting nursing care according to the condition of the patient.</li> <li>• Demonstrate knowledge of medical and surgical asepsis by observing principles of sterile technique and utilization of standard precautions at all times.</li> <li>• Perform and document a basic assessment of patients with diseases/disorders discussed in class.</li> <li>• Report and document any signs or symptoms that may indicate a change in the status of the patient.</li> <li>• Indicate knowledge of medical terminology by charting accurately.</li> <li>• Perform procedures according to the hospital's policy manual.</li> <li>• Adapt the principles of positioning, moving, lifting, and</li> </ul>



VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN

			<p>transporting according to the condition of the patient.</p> <ul style="list-style-type: none"><li>• Collect and organize data to present in post-conference as related to specific patients.</li><li>• Provide for patient comfort, utilizing appropriate pain relief methods.</li><li>• Under supervision, administer medications accurately and safely to patients.</li><li>• Prepare an outline and teach a diabetic patient and/or the family about diet, medications and foot care.</li><li>• Provide care to a patient who has had surgery related to cardiac, skin, blood vessel, and endocrine disorders.</li><li>• Prepare the patient for diagnostic tests related to previously learned disorders.</li><li>• Under supervision administer various types</li></ul>
--	--	--	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<p>of insulin, monitor blood glucose, including administering sliding scale coverage as ordered.</p> <ul style="list-style-type: none"> <li>• Contrast/compare the signs and symptoms of hypo and hyperglycemia. These objectives will be accomplished in the clinical arena or in the skills lab (if necessary) with 100% accuracy.</li> <li>• Prepare the patient for diagnostic tests related to endocrine disorders.</li> </ul>
<p>Week 7 Day 1</p>	<p>* COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 52-53 * ADULT HEALTH</p>	<ol style="list-style-type: none"> <li>1. Review the structure and functions of the genitourinary system.</li> <li>2. Review major structures of the genitourinary system and identify the major parts of each structure on the diagram.</li> <li>3. List the three processes involved in urine</li> </ol>	<p>All term one and two objectives plus:</p> <ul style="list-style-type: none"> <li>• Demonstrate basic nursing skills in providing complete nursing care of selected patients.</li> <li>• Utilize theoretical knowledge by adapting nursing care according to the condition of the</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

	<p>NURSING CHRISTENSEN, KOCKROW CH 10 * STRUCTURE AND FUNCTION OF THE BODY THIBODEAU, PATTON CH 17</p>	<p>formation.</p> <ol style="list-style-type: none"> <li>4. Name hormones and their influence on nephron function.</li> <li>5. Discuss major functions of the kidney.</li> <li>6. Describe the characteristics of normal urine.</li> <li>7. Compare the normal components of urine with the abnormal components.</li> <li>8. Identify the effects of aging on urinary system function.</li> <li>9. Discuss nursing assessment for patients with urinary disorders.</li> <li>10. Discuss normal lab values for the renal system.</li> </ol>	<p>patient.</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of medical and surgical asepsis by observing principles of sterile technique and utilization of standard precautions at all times.</li> <li>• Perform and document a basic assessment of patients with diseases/disorders discussed in class.</li> <li>• Report and document any signs or symptoms that may indicate a change in the status of the patient.</li> <li>• Indicate knowledge of medical terminology by charting accurately.</li> </ul>
<p>Week 7 Day 2</p>	<p>* COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 52-53 * ADULT HEALTH NURSING CHRISTENSEN,</p>	<ol style="list-style-type: none"> <li>1. Discuss the lab tests performed to evaluate renal function.</li> <li>2. Describe the related nursing care for patients undergoing radiological studies for renal disorders.</li> <li>3. Describe the pathophysiology, signs and symptoms, and treatment for patients with urinary disorders.</li> </ol>	<ul style="list-style-type: none"> <li>• Perform procedures according to the hospital's policy manual.</li> <li>• Adapt the principles of positioning, moving, lifting, and transporting according to the condition of the patient.</li> <li>• Collect and organize data to present in post-</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

	<p>KOCKROW CH 10 * STRUCTURE AND FUNCTION OF THE BODY THIBODEAU, PATTON CH 17</p>	<p>4. Discuss pathophysiology, signs and symptoms for patients with urinary incontinence, cystitis, and UTIs.</p> <p>5. Outline the procedure for the care of an indwelling urinary catheter.</p> <p>6. Discuss pathophysiology, treatment, signs and symptoms for patients with pyelonephritis.</p>	<p>conference as related to specific patients.</p> <ul style="list-style-type: none"> <li>• Provide for patient comfort, utilizing appropriate pain relief methods.</li> <li>• Under supervision, administer medications accurately and safely to patients.</li> <li>• Prepare an outline and teach a diabetic patient and/or the family about diet, medications and foot care.</li> <li>• Provide care to a patient who has had surgery related to cardiac, skin, blood vessel, endocrine, and urinary disorders.</li> <li>• Prepare the patient for diagnostic tests related to previously learned disorders.</li> <li>• Under supervision administer various types of insulin, monitor blood glucose, including administering sliding</li> </ul>
--	---	--	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<p>scale coverage as ordered.</p> <ul style="list-style-type: none"> <li>• Contrast/compare the signs and symptoms of hypo and hyperglycemia. These objectives will be accomplished in the clinical arena or in the skills lab (if necessary) with 100% accuracy.</li> <li>• Prepare the patient for diagnostic tests related to urinary disorders.</li> </ul>
<p>Week 8 Day 1</p>	<p>* COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 52-53 * ADULT HEALTH NURSING CHRISTENSEN, KOCKROW CH 10 * BASIC</p>	<p>1. Discuss pathophysiology, signs and symptoms, and nursing care for patients with interstitial cystitis and glomerulonephritis. 2. Discuss the nursing care for a patient with hydronephrosis and renal calculi. 3. Explain how renal calculi are formed. 4. Differentiate between acute and chronic hydronephrosis. 5. Explain patient care and medical treatment for a</p>	<p>All term one and two objectives plus:</p> <ul style="list-style-type: none"> <li>• Demonstrate basic nursing skills in providing complete nursing care of selected patients.</li> <li>• Utilize theoretical knowledge by adapting nursing care according to the condition of the patient.</li> <li>• Demonstrate knowledge of medical and surgical asepsis by observing</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

	<p>PHARMACOLOGY FOR NURSES CLAYTON CH 42</p>	<p>patient with ureteral/urethral strictures.</p> <p>6. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis of the patient with cystitis and glomerulonephritis, hydronephrosis, renal calculi, and ureteral/urethral strictures.</p> <p>7. Describe the nursing care for a patient post renal surgery.</p>	<p>principles of sterile technique and utilization of standard precautions at all times.</p> <ul style="list-style-type: none"> <li>• Perform and document a basic assessment of patients with diseases/disorders discussed in class.</li> <li>• Report and document any signs or symptoms that may indicate a change in the status of the patient.</li> </ul>
<p>Week 8 Day 2</p>	<p>* COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 52-53 * ADULT HEALTH NURSING CHRISTENSEN, KOCKROW CH 10 * BASIC PHARMACOLOGY FOR NURSES CLAYTON CH 42</p>	<p>1. Discuss three tumors of the urinary system.</p> <p>2. Discuss pathophysiology, signs and symptoms, and treatment for the nephrotic syndrome, nephrosclerosis, and diabetic nephropathy.</p> <p>3. List health promotion considerations for patients with nephritis.</p> <p>4. Describe the symptoms of End Stage Renal Disease (ESRD).</p> <p>5. Discuss the nursing care of a patient with End Stage Renal Disease including fluid electrolyte balance, nutrition, and lab values.</p> <p>6. Explain the care of a patient receiving peritoneal dialysis.</p> <p>7. Outline a generic nursing care plan for a patient</p>	<ul style="list-style-type: none"> <li>• Indicate knowledge of medical terminology by charting accurately.</li> <li>• Perform procedures according to the hospital's policy manual.</li> <li>• Adapt the principles of positioning, moving, lifting, and transporting according to the condition of the patient.</li> <li>• Collect and organize data to present in post-conference as related to specific patients.</li> <li>• Provide for patient comfort, utilizing appropriate pain relief methods.</li> <li>• Under supervision, administer medications</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>receiving hemodialysis.</p> <p>8. Discuss the care of a patient with a renal transplant.</p> <p>9. Explain why a transplant may be rejected.</p> <p>10. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis of the patient with urinary disorders.</p> <p>11. Describe the nursing care for a patient post renal surgery.</p>	<p>accurately and safely to patients.</p> <ul style="list-style-type: none"> <li>• Prepare an outline and teach a diabetic patient and/or the family about diet, medications and foot care.</li> <li>• Provide care to a patient who has had surgery related to cardiac, skin, blood vessel, endocrine, and urinary disorders.</li> <li>• Prepare the patient for diagnostic tests related to previously learned disorders.</li> <li>• Under supervision administer various types of insulin, monitor blood glucose, including administering sliding scale coverage as ordered.</li> <li>• Discuss the care of dialysis patients.</li> </ul>
--	--	--	--



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<ul style="list-style-type: none"> <li>• Contrast/compare the signs and symptoms of hypo and hyperglycemia. These objectives will be accomplished in the clinical arena or in the skills lab (if necessary) with 100% accuracy.</li> <li>• Prepare the patient for diagnostic tests related to urinary disorders.</li> </ul>
Week 9 Day 1	<p>*ADULT HEALTH NURSING CHRISTENSEN, KOCKROW CH 12</p> <p>* STRUCTURE AND FUNCTION OF THE BODY THIBODEAU, PATTON CH 20</p>	<ol style="list-style-type: none"> <li>1. Review the structure and functions of the male reproductive system.</li> <li>2. Review major structures of the male reproductive system and identify the major parts of each structure on the diagram.</li> <li>3. List nursing interventions for the patient undergoing diagnostic studies related to the male reproductive system.</li> <li>4. Identify the essential hormones and their effects on the male reproductive system.</li> <li>5. Discuss the causes of erectile dysfunction and relevant treatment modalities available today.</li> </ol>	<p>All term one and two objectives plus:</p> <ul style="list-style-type: none"> <li>• Demonstrate basic nursing skills in providing complete nursing care of selected patients.</li> <li>• Utilize theoretical knowledge by adapting nursing care according to the condition of the patient.</li> <li>• Demonstrate knowledge of medical and surgical asepsis by observing principles of sterile technique and utilization of standard precautions at</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>6. Define and discuss the causes and treatment considerations for priapism.</p> <p>7. Identify, compare and contrast the signs and symptoms of common male reproductive disorders/diseases.</p> <p>8. Discuss pathophysiology, signs and symptoms, and treatment for structural disorders in males.</p> <p>9. Identify the difference between benign prostatic hyperplasia and prostate cancer.</p> <p>10. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis of the patient with male reproductive disorders.</p> <p>11. Identify conservative pharmacological treatment modalities.</p> <p>12. Discuss the implications of a TURP and prostatectomy.</p> <p>13. Discuss the post operative care for the patient who has had surgical interventions.</p> <p>14. Develop an educational plan identifying the risk</p>	<p>all times.</p> <ul style="list-style-type: none"> <li>• Perform and document a basic assessment of patients with diseases/disorders discussed in class.</li> <li>• Report and document any signs or symptoms that may indicate a change in the status of the patient.</li> <li>• Indicate knowledge of medical terminology by charting accurately.</li> <li>• Perform procedures according to the hospital's policy manual.</li> <li>• Adapt the principles of positioning, moving, lifting, and transporting according to the condition of the patient.</li> <li>• Collect and organize data to present in post-conference as related to specific patients.</li> <li>• Provide for patient comfort, utilizing appropriate pain relief methods.</li> <li>• Under supervision, administer medications accurately and safely to patients.</li> </ul>
--	--	---	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		factors, relevant screening exams, and treatment modalities for men with testicular cancer and men with penile cancer.	
Week 9 Day 2	* COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 20 * ADULT HEALTH NURSING CHRISTENSEN, KOCKROW CH 12 * BASIC PHARMACOLOGY FOR NURSES CLAYTON CH 41	<ol style="list-style-type: none"> <li>1. Review the structure and functions of the female reproductive system.</li> <li>2. Review major structures of the Female reproductive system and identify the major parts of each structure on the diagram.</li> <li>3. List nursing interventions for the patient undergoing diagnostic studies related to the male reproductive system.</li> <li>4. Identify the essential hormones and their effects on the female reproductive system.</li> <li>5. List teaching components related to feminine hygiene and self breast examination.</li> <li>6. Identify, compare and contrast the signs and symptoms of common female menstrual disorders/diseases.</li> <li>7. Identify, compare and contrast the signs and symptoms of common inflammatory disorders in females.</li> <li>8. Discuss tumors in a patient related to the female reproductive system.</li> </ol>	<ul style="list-style-type: none"> <li>• Prepare an outline and teach a diabetic patient and/or the family about diet, medications and foot care.</li> <li>• Provide care to a patient who has had surgery related to urinary, endocrine and/or male and female reproductive disorder.</li> <li>• Prepare a patient for diagnostic tests related to the patients with reproductive disorders.</li> <li>• Under supervision administer various types of insulin, monitor blood glucose, including administering sliding scale coverage as ordered.</li> <li>• Discuss the care of dialysis patients.</li> <li>• Contrast/compare the signs and</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>9. Develop an educational plan identifying the risk factors, relevant screening exams, and treatment modalities for</p> <p>10. Women with ovarian, breast uterine, cervical, or endometrial cancer, and benign conditions..</p> <p>11. Discuss nursing interventions for the patient who has had a modified radical mastectomy.</p> <p>12. List several discharge planning instructions for the patient who has undergone a modified radical mastectomy.</p> <p>13. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis of the patient with female reproductive disorders</p> <p>14. Identify conservative pharmacological treatment modalities.</p> <p>15. Discuss the implications of menopause.</p> <p>16. Discuss the pre &amp; post operative care for the patient who has had surgical interventions.</p>	<p>symptoms of hypo and hyperglycemia. These objectives will be accomplished in the clinical arena or in the skills lab (if necessary) with 100% accuracy.</p>
<p>Week10 Day1</p>	<p>*ADULT HEALTH NURSING CHRISTENSEN, KOCKROW CH 12</p>	<p>1. List nursing interventions for the patient undergoing diagnostic studies related to sexually transmitted disease.</p> <p>2. Identify the causative agent, the signs and</p>	<p>All term one and two objectives plus:</p> <ul style="list-style-type: none"> <li>• Demonstrate basic nursing skills in providing complete nursing care of selected patients.</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

	* BASIC PHARMACOLOGY FOR NURSES CLAYTON CH 39, 41	symptoms, complications, risk factors and treatment options for clients experiencing STDs. 3. Discuss aspects of client teaching related to STDs.	<ul style="list-style-type: none"> <li>• Utilize theoretical knowledge by adapting nursing care according to the condition of the patient.</li> <li>• Demonstrate knowledge of medical and surgical asepsis by observing principles of sterile technique and utilization of standard precautions at all times.</li> <li>• Perform and document a basic assessment of patients with diseases/disorders discussed in class.</li> <li>• Report and document any signs or symptoms that may indicate a change in the status of the patient.</li> <li>• Indicate knowledge of medical terminology by charting accurately.</li> <li>• Perform procedures according to the hospital's policy manual.</li> <li>• Adapt the principles of positioning, moving, lifting, and transporting according to the</li> </ul>
Week10 Day2	* ADULT HEALTH NURSING CHRISTENSEN, KOCKROW CH 12 * BASIC PHARMACOLOGY FOR NURSES CLAYTON CH 39, 41	<ol style="list-style-type: none"> <li>1. Define and discuss contraception methods listed in the content outline.</li> <li>2. Discuss aspects of client teaching related to sterilization</li> <li>3. Identify and discuss nursing considerations for the care of an individual who has been raped.</li> <li>4. State four causes of sexual dysfunction in both men and women. Describe medical and surgical options for each of these disorders.</li> <li>5. Discuss diagnostic procedures, treatment, and nursing interventions for male and female infertility.</li> <li>6. Describe the various drug classifications used for the reproductive systems. Understand the actions, uses, nursing considerations and client instructions associated with each.</li> </ol>	



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<p>condition of the patient.</p> <ul style="list-style-type: none"><li>• Collect and organize data to present in post-conference as related to specific patients.</li><li>• Provide for patient comfort, utilizing appropriate pain relief methods.</li><li>• Under supervision, administer medications accurately and safely to patients.</li><li>• Prepare an outline and teach a diabetic patient and/or the family about diet, medications and foot care.</li><li>• Provide care to a patient who has had surgery related to urinary, endocrine and/or reproductive disorders.</li><li>• Prepare a patient for diagnostic tests related to the patients with endocrine, urinary, and reproductive disorders.</li></ul>
--	--	--	--



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<ul style="list-style-type: none"><li>• Under supervision administer various types of insulin, monitor blood glucose, including administering sliding scale coverage as ordered.</li><li>• Discuss the care of dialysis patients.</li><li>• Contrast/compare the signs and symptoms of hypo and hyperglycemia. These objectives will be accomplished in the clinical arena or in the skills lab (if necessary) with 100% accuracy.</li></ul>
--	--	--	--



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

**TERM IV**

<p>Week 1 Day 1</p>	<p>* COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 56-57 * BASIC PHARMACOLOGY FOR NURSES CLAYTON CH 13 * ADULT HEALTH NURSING CHRISTENSEN, KOCKROW CH 14 * STRUCTURE AND FUNCTION OF THE BODY THIBODEAU, PATTON CH 8</p>	<ol style="list-style-type: none"> <li>1. Review the structure and functions of the nervous system.</li> <li>2. Review the 12 cranial nerves and list the areas they serve.</li> <li>3. Review major structures of the nervous system and identify the major parts of each structure on the diagram.</li> <li>4. State the purpose of the nervous and sensory system diagnostic tests including the patient education and preparation needed and nursing considerations for each: CT scan, MRI, PET, angiogram and arteriography, myelogram, brain scan, lumbar puncture, EEG, and video telemetry.</li> <li>5. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis of the patient with craniocerebral disorder /conditions.</li> <li>6. Compare and contrast migraine and cluster headaches, including nursing considerations for each</li> </ol>	<p>All term one and two, and three objectives plus:</p> <ul style="list-style-type: none"> <li>• Demonstrate basic nursing skills in providing complete nursing care of selected patients.</li> <li>• Utilize theoretical knowledge by adapting nursing care according to the condition of the patient.</li> <li>• Demonstrate knowledge of medical and surgical asepsis by observing principles of sterile technique and utilization of standard precautions at all times.</li> <li>• Perform and document a basic assessment of patients with the diseases/disorders discussed in class.</li> <li>• Report and document any signs or symptoms that may indicate a change in the status of the patient.</li> <li>• Indicate knowledge of medical terminology</li> </ul>
-------------------------	---	--	--



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

	<p>condition.</p> <p>7. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis of the patient with seizure disorders.</p> <p>8. List four classifications of seizures, their characteristics, clinical signs, aura, and postictal period.</p> <p>9. Identify the main characteristics of partial seizures and general seizures and the nursing care for a client with a seizure disorder, epilepsy, or status epilepticus.</p> <p>10. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis of the patient with CVA.</p> <p>11. Differentiate between CVA &amp; TIA including clinical manifestations, nursing care, and medical management</p>	<p>by charting accurately.</p> <ul style="list-style-type: none"> <li>• Perform procedures according to the hospital's policy manual.</li> <li>• Adapt the principles of positioning, moving, lifting, and transporting according to the condition of the patient.</li> <li>• Collect and organize data to present in post-conference as related to specific patients.</li> <li>• Provide for patient comfort, utilizing appropriate pain relief methods.</li> <li>• Under supervision, administer medications accurately and safely to patients.</li> <li>• Prepare an outline and teach a diabetic patient and/or the family about diet, medications and foot care.</li> <li>• Provide care to a patient who has had surgery related to a neuro sensory system disorder.</li> <li>• Prepare a patient for diagnostic tests related</li> </ul>
--	--	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<p>to neuro sensory system disorders.</p> <ul style="list-style-type: none"> <li>• Under supervision, administer various types of insulin, monitor blood glucose, including administering sliding scale coverage as ordered.</li> <li>• Discuss the care of dialysis patients.</li> <li>• Contrast/compare the signs and symptoms of hypo and hyperglycemia. These objectives will be accomplished in the clinical arena or in the skills lab (if necessary) with 100% accuracy.</li> </ul>
<p>Week 1 Day 2</p>	<p>* COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 56-57 * BASIC PHARMACOLOGY FOR NURSES CLAYTON CH 13 * ADULT HEALTH NURSING CHRISTENSEN, KOCKROW CH 14 * STRUCTURE AND FUNCTION OF THE BODY THIBODEAU, PATTON CH 8</p>	<ol style="list-style-type: none"> <li>1. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and patient teaching of the patient with nerve disorders including trigeminal neuralgia, Bell's palsy, and herpes zoster.</li> <li>2. Differentiate between trigeminal neuralgia and bell's palsy.</li> <li>3. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and patient teaching during the rehabilitation process of a patient with a spinal cord injury.</li> <li>4. Differentiate the level of injury between paraplegia and quadriplegia.</li> <li>5. List effects of injuries and nursing considerations for each.</li> <li>6. Discuss phantom pain and nursing management.</li> <li>7. Describe signs and symptoms of autonomic</li> </ol>	



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>dysreflexia.</p> <p>8. Discuss emergency care for autonomic dysreflexia or hyperreflexia.</p>	
<p>Week 2 Day 1</p>	<p>* COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 56-57</p> <p>* BASIC PHARMACOLOGY FOR NURSES CLAYTON CH 13, 15, 19</p> <p>* ADULT HEALTH NURSING CHRISTENSEN, KOCKROW CH 14</p>	<p>1. Discuss the causes, signs and symptoms, therapies, patient education, and nursing considerations for each of the following degenerative disorders: multiple sclerosis, Parkinson’s disease, myasthenia gravis, Huntington’s disease, and amyotrophic lateral sclerosis.</p> <p>2. Discuss causes, signs and symptoms, medical treatments, nursing considerations, and patient education for each of the following inflammatory disorders: brain abscess, meningitis, encephalitis, Guillian-Barre syndrome, post-polio syndrome, and acute transverse myelitis.</p> <p>3. Discuss causes, signs and symptoms, and nursing considerations of ICP, including ICP monitoring and herniation of the brain.</p> <p>4. Define concussion, laceration and contusion, skull fractures, and hematomas.</p> <p>5. Explain the nursing care required for clients with concussion, brain laceration and contusion, skull fractures, and different types of hematomas.</p>	<p>All term one and two, and three objectives plus:</p> <ul style="list-style-type: none"> <li>• Demonstrate basic nursing skills in providing complete nursing care of selected patients.</li> <li>• Utilize theoretical knowledge by adapting nursing care according to the condition of the patient.</li> <li>• Demonstrate knowledge of medical and surgical asepsis by observing principles of sterile technique and utilization of standard precautions at all times.</li> <li>• Perform and document a basic assessment of patients with the diseases/disorders discussed in class.</li> <li>• Report and document any signs or symptoms that may indicate a change in the status of the patient.</li> <li>• Indicate knowledge of medical terminology</li> </ul>
<p>Week 2 Day 2</p>	<p>* COMPREHENSIVE REVIEW FOR THE NCLEX-PN</p>	<p>1. Discuss causes, signs and symptoms, medical treatments, nursing considerations, and patient education for patients with head trauma.</p>	



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

	<p>EXAMINATION SILVESTRI CH 54-55 * BASIC PHARMACOLOGY FOR NURSES CLAYTON CH 43 * ADULT HEALTH NURSING CHRISTENSEN, KOCKROW CH 13 * STRUCTURE AND FUNCTION OF THE BODY THIBODEAU, PATTON CH 9</p>	<p>2. State at least three nursing considerations related to care of a client with a brain tumor.</p> <p>3. Discuss signs and symptoms, diagnostic tests, medical treatments, surgeries, and nursing considerations for patients with brain tumors.</p> <p>4. Identify pre- and postoperative nursing considerations for a client undergoing a surgical procedure of the nervous system.</p> <p>5. Discuss common medical treatment of the eyes: eye patching, dry wipe, and ear irrigation</p> <p>6. Discuss common surgical treatments of the eye: eye surgeries, enucleation, and ear surgeries.</p> <p>7. Discuss care for the visually impaired clients: Braille Institute, use of guide dogs, and white canes.</p> <p>8. Identify the advantages and disadvantages of the following methods of visual correction: eyeglasses, hard contact lenses, soft contact lenses, and extended-wear lenses.</p> <p>9. Describe the appropriate care of the hearing aid.</p> <p>10. Discuss nursing considerations for patients with visual and hearing impairment, eye and vision disorders.</p> <p>11. Describe the following: inflammatory,</p>	<p>by charting accurately.</p> <ul style="list-style-type: none"> <li>• Perform procedures according to the hospital's policy manual.</li> <li>• Adapt the principles of positioning, moving, lifting, and transporting according to the condition of the patient.</li> <li>• Collect and organize data to present in post-conference as related to specific patients.</li> <li>• Provide for patient comfort, utilizing appropriate pain relief methods.</li> <li>• Under supervision, administer medications accurately and safely to patients.</li> <li>• Prepare an outline and teach a diabetic patient and/or the family about diet, medications and foot care.</li> <li>• Provide care to a patient who has had surgery related to a neuro sensory system disorder.</li> <li>• Prepare a patient for diagnostic tests related to neuro sensory system disorders.</li> </ul>
--	---	---	--



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>infectious, and structural eye disorders.</p> <p>12. Differentiate chronic open-angle glaucoma, acute closed angle glaucoma, and secondary glaucoma, and identify at least three nursing considerations for each disorder.</p> <p>13. Explain causes, signs and symptoms, and treatment for cataracts.</p> <p>14. Identify at least two nursing considerations for the following types of eye traumas: hematoma, foreign bodies, hyperema, chemical burns, corneal abrasions, and detached retina.</p> <p>15. Explain types of hearing loss, such as conductive, sensorineural, central, and functional.</p> <p>16. Discuss steps in preventing hearing loss.</p> <p>17. Discuss the role of infection and noise pollution in losing hearing loss.</p> <p>18. Discuss the causes and at least two nursing interventions for each of the disorders of the external ear: Impacted wax, furuncles, foreign objects, fungal infections, punctured tympanic membrane, and piercing of the earlobes.</p>	<ul style="list-style-type: none"> <li>• Under supervision administer various types of insulin, monitor blood glucose, including administering sliding scale coverage as ordered.</li> <li>• Discuss care for dialysis patients.</li> <li>• Contrast/compare the signs and symptoms of hypo and hyperglycemia. These objectives will be accomplished in the clinical arena or in the skills lab (if necessary) with 100% accuracy.</li> </ul>
Week 3 Day 1	*FOUNDATIONS OF NURSING	1. Discuss diagnostic tests, signs and symptoms, medical treatments, at least two nursing	All term one and two, and three objectives plus:



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

<p>CHRISTENSEN, KOCKROW CH 41 * COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 8, 54-55 * BASIC PHARMACOLOGY FOR NURSES CLAYTON CH 43 * ADULT HEALTH NURSING CHRISTENSEN, KOCKROW CH 13 * STRUCTURE AND FUNCTION OF THE BODY THIBODEAU, PATTON CH 9 * CONTEMPORARY PRACTICAL/VOCATION AL NURSING KURZEN CH 12-13</p>	<p>considerations, and patient education for patients with middle ear disorders.</p> <p>2. Discuss diagnostic tests, signs and symptoms, medical treatments, at least two nursing considerations, and patient education for patients with inner ear disorders.</p> <p>3. State at least five nursing considerations and signs and symptoms for the care of a client with the following sensory deficits: tactile, gustatory, or olfactory disorders.</p> <p>4. Define leadership, management, objectivity, advocacy, and assertiveness.</p> <p>5. Discuss the role of a nurse in management and the skills required to be an effective leader.</p> <p>6. Explain the following leadership styles: autocratic, laissez-faire, democratic, and situational.</p> <p>7. Discuss the following: time management, anger management, functions, skills, legal aspects, delegation, and characteristics of an effective manager.</p> <p>8. Discuss the guidelines for being an effective leader.</p> <p>9. Discuss principles of time management.</p> <p>10. Discuss delegating nursing roles.</p>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to assign actual nursing care tasks to students.</li> <li>• Demonstrate elements that need to be focused on when receiving and giving a change of shift report, including:             <ul style="list-style-type: none"> <li>o Patient's name, room number, physician</li> <li>o New problems/concerns</li> <li>o Contact with physician and new orders</li> <li>o Progress of current, established problems</li> <li>o PRN medications given – drug, time, reason</li> <li>o Patient's behavior during shift, including changes in physical and mental status</li> <li>o Patients' voiding pattern- BM's, continent vs incontinent</li> </ul> </li> <li>• Evaluate the condition of patients assigned in a safe and timely manner</li> </ul>
--	--	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>11. Discuss the five rights of delegation.</p> <p>12. Identify at least two uses of computers in health care facilities.</p> <p>13. Outline the procedure for transcribing physician orders.</p> <p>14. List three ways to ensure accuracy when transcribing physicians orders.</p> <p>15. State the nursing responsibilities regarding telephone orders.</p> <p>16. List the duties of a charge nurse.</p> <p>17. List the pertinent data necessary to compile an effective change-of-shift report.</p>	<ul style="list-style-type: none"> <li>• Review charts for new orders</li> <li>• Demonstrate knowledge of patient's condition at all times</li> <li>• Validate that nursing care is being provided according to physician's orders and established standards of care</li> <li>• Demonstrate efficiency of workloads, including neatness and orderliness.</li> <li>• Observe the functions of the members of the Labor &amp; Delivery, Post-partum and Newborn Nursery staff.</li> </ul>
<p>Week 3 Day 2</p>	<p>* FOUNDATIONS OF NURSING CHRISTENSEN, KOCKROW CH 25-26 * COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION</p>	<p>1. Discuss pre-conceptual care of pregnancy.</p> <p>2. Explain the physiology of conception: fertilization, implantation, fetal development, and fetal physiology.</p>	<ul style="list-style-type: none"> <li>• Assist the staff nurse with patient care including (if available) vital signs and procedures.</li> <li>• Observe the type of documentation used in the unit and submit a sample to the instructor.</li> <li>• Observe a delivery.</li> <li>• Observe/care for a newborn admitted to the nursery.</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

	<p>SILVESTRI CH 21-23 * BASIC PHARMACOLOGY FOR NURSES CLAYTON CH 40 * STRUCTURE AND FUNCTION OF THE BODY THIBODEAU, PATTON CH 21</p>		<ul style="list-style-type: none"> <li>• Discuss medication used in the labor and delivery rooms, and those used for the newborn.</li> <li>• Administer/explain medications given to the post-partum patient.</li> <li>• Discuss in post-conference patient care and any special procedures observed.</li> <li>• Write a nursing care plan for the mother and infant.</li> </ul>
<p>Week 4 Day 1</p>	<p>* FOUNDATIONS OF NURSING CHRISTENSEN, KOCKROW CH 25-26 * COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 21-23 * BASIC PHARMACOLOGY FOR NURSES CLAYTON CH 40 * STRUCTURE AND FUNCTION OF THE</p>	<ol style="list-style-type: none"> <li>1. Discuss the anatomical and physiological changes that occur during pregnancy: hormonal, uterine, and breast changes.</li> <li>2. Discuss prenatal care of the maternity cycle: assessment and genetic counseling.</li> <li>3. Discuss the presumptive, probable, and positive signs of pregnancy.</li> <li>4. Explain ways to calculate the estimated date of pregnancy.</li> <li>5. Explain the development of the fetus in utero.</li> <li>6. Discuss nutritional requirements of pregnancy and the need for caloric increase during pregnancy.</li> </ol>	<p>All term one and two, and three objectives plus:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to assign actual nursing care tasks to students.</li> <li>• Demonstrate elements that need to be focused on when receiving and giving a change of shift report, including: <ul style="list-style-type: none"> <li>o Patient's name, room number, physician</li> <li>o New problems/concerns</li> <li>o Contact with physician and new orders</li> </ul> </li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

	<p>BODY THIBODEAU, PATTON CH 21</p>	<p>7. Discuss the general health practices to be observed during pregnancy and cultural practices and beliefs that may impact maternal health care during pregnancy. 8. Summarize tests that can be done during pregnancy to determine the status of the fetus.  9. Discuss patient teaching and warning signals, if any, during diagnostic tests.  10. Explain signs of danger that may occur during pregnancy: types of abortion, signs of impending abortion, and other physical signs and symptoms of complications.</p>	<ul style="list-style-type: none"> <li>o Progress of current, established problems</li> <li>o PRN medications given – drug, time, reason</li> <li>o Patient’s behavior during shift, including changes in physical and mental status</li> <li>o Patients’ voiding pattern- BM’s, continent vs incontinent</li> </ul> <ul style="list-style-type: none"> <li>• Evaluate the condition of patients assigned in a safe and timely manner</li> <li>• Review charts for new orders</li> </ul>
<p>Week 4 Day 2</p>	<p>*FOUNDATIONS OF NURSING CHRISTENSEN, KOCKROW CH 25-26 * COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 21-23 * BASIC PHARMACOLOGY FOR NURSES CLAYTON CH 40</p>	<p>1. Discuss signs of impending labor. 2. Differentiate between false and true labor. 3. Explain stages of labor and the role of a nurse. 4. Outline the nursing care to be provided during labor and delivery. 5. Outline the nursing care and anatomical/physiological changes that occur during postpartum period: uterus, lochia, involution, cervix, vagina, breast changes, and other body systems. 6. Discuss the need for calorie increase during</p>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of patient’s condition at all times</li> <li>• Validate that nursing care is being provided according to physician’s orders and established standards of care</li> <li>• Demonstrate efficiency of work loads, including neatness and orderliness.</li> <li>• Observe the functions of the</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

	<p>* STRUCTURE AND FUNCTION OF THE BODY THIBODEAU, PATTON CH 21</p>	<p>lactation.</p> <p>7. Discuss the following postpartum care: nursing care, parent-newborn relationships, patient education, exercises, rest/sleep, sexual issues, and potential psychological problems.</p> <p>8. Outline the nursing care for the newborn: apgar score, characteristics of normal newborn, reflexes, and assessment.</p> <p>9. Define the care of the normal neonate, parent-child attachment, and pharmacological drugs to be used after the birth of the new born.</p>	<p>members of the Labor &amp; Delivery, Post-partum and Newborn Nursery staff.</p> <ul style="list-style-type: none"> <li>• Assist the staff nurse with patient care including (if available) vital signs and procedures.</li> <li>• Observe the type of documentation used in the unit and submit a sample to the instructor.</li> <li>• Observe a delivery.</li> <li>• Observe/care for a newborn admitted to the nursery.</li> <li>• Discuss medication used in the labor and delivery rooms, and those used for the newborn.</li> <li>• Administer/explain medications given to the post-partum patient.</li> <li>• Discuss in post-conference patient care and any special procedures observed.</li> <li>• Write a nursing care plan for the mother and infant.</li> </ul>
<p>Week 5 Day 1</p>	<p>* FOUNDATIONS OF NURSING CHRISTENSEN,</p>	<p>1. Explain the risk factors to the mother and newborn.</p>	<p>All term one and two, and three objectives plus:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to assign actual</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

	<p>KOCKROW CH 28 * COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 22-26</p>	<p>2. Identify diagnostic tests used to determine high-risk situations.</p> <p>3. Discuss the care for a high-risk mother and newborn.</p> <p>4. Discuss complications of pregnancy: abortion, ectopic pregnancy, hydatiform mole, hyperemesis gravidarium, PIH, diabetes mellitus, cardiac disorders, chemical dependency, fetal disorders placental &amp; amniotic disorders, other high risk, and factors.</p> <p>5. Explain complications of labor and delivery.</p> <p>6. Discuss umbilical complications.</p> <p>7. Discuss the following postpartum complications:</p> <ul style="list-style-type: none"> <li>a) Hematoma</li> <li>b) Hemorrhage</li> <li>c) Uterine atony</li> <li>d) Thrombophlebitis</li> <li>e) Puerperal infection</li> <li>f) Cystitis</li> <li>g) Mastitis</li> <li>h) Blues, depression &amp; psychosis</li> <li>i) Newborn death</li> </ul>	<p>nursing care tasks to students.</p> <ul style="list-style-type: none"> <li>• Demonstrate elements that need to be focused on when receiving and giving a change of shift report, including: <ul style="list-style-type: none"> <li>o Patient's name, room number, physician</li> <li>o New problems/concerns</li> <li>o Contact with physician and new orders</li> <li>o Progress of current, established problems</li> <li>o PRN medications given – drug, time, reason</li> <li>o Patient's behavior during shift, including changes in physical and mental status</li> <li>o Patient's voiding pattern- BM's, continent vs. incontinent</li> </ul> </li> <li>• Evaluate the condition of the patients assigned in a safe and timely manner</li> <li>• Review charts for new orders</li> </ul>
<p>Week 5</p>	<p>*FOUNDATIONS OF</p>	<p>1. Discuss newborn complications and nursing</p>	



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

<p>Day 2 <b>OB/PE D's</b></p>	<p>NURSING CHRISTENSEN, KOCKROW CH 29-30 * COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 28, 30-39</p>	<p>management: gestational age, preterm/post-term, meconium or amniotic fluid aspiration, cyanosis, jaundice, dehydration, necrotizing enterocolitis, and hypolytic conditions.</p> <p>2. Discuss newborn complications and nursing management: birth injuries, congenital disorders, system disorders, torch infections, STD's, other infections, and chemical dependency.</p> <p>3. Identify 10 leading health indicators cited in Healthy People 2010: overweight and obesity, tobacco use, substance abuse, responsible sexual activity, mental health, injury and violence, environmental quality, immunizations, and access to health care system.</p> <p>4. List three benefits of regular physical activity in children.</p> <p>5. Discuss healthy behaviors in the infant, Toddler/Child, and Adolescent.</p> <p>6. Discuss the physical and emotional needs of children of various age groups.</p> <p>7. Discuss proper use of infant safety seats in motor vehicles.</p> <p>8. List 10 safety precautions important in educating parents to prevent environmental injuries to children.</p>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of patient's condition at all times</li> <li>• Validate that nursing care is being provided according to physician's orders and established standards of care</li> <li>• Demonstrate efficiency of work loads, including neatness and orderliness</li> <li>• Observe the functions of the members of the Labor &amp; Delivery, Post-partum and Newborn Nursery staff</li> <li>• Assist the staff nurse with patient care including (if available) vital signs and procedures</li> <li>• Observe the type of documentation used in the unit and submit a sample to the instructor</li> <li>• Observe a delivery</li> <li>• Observe/care for a newborn admitted to the nursery</li> <li>• Confer with parents of an infant with SIDS</li> <li>• Demonstrate care for an infant with</li> </ul>
---------------------------------------	---	--	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>9. Explain the importance of family involvement and the role of the parents.</p> <p>10. Discuss key elements of cultural involvement in pediatric clients.</p> <p>11. Explain family bonds vs. segregation.</p> <p>12. Explain extended family involvement in a pediatric child's life.</p>	<p>complications</p> <ul style="list-style-type: none"> <li>• Demonstrate care for an infant with elevated Bilirubin</li> <li>• Demonstrate care for an infant who has been effected by a mother with TORCH</li> <li>• Demonstrate care for an infant with a birth injury</li> <li>• Demonstrate care for a patient with a congenital deformity</li> <li>• Administer and explain medication used in the labor and delivery rooms, and those used for the newborn</li> <li>• Administer/explain medications given to the post-partum patient</li> <li>• Discuss patient care and any special procedures observed in post-conference</li> <li>• Write a nursing care plan for the mother and infant</li> </ul>
<p>Week 6 Day 1 <b>PED's</b></p>	<p>* FOUNDATIONS OF NURSING CHRISTENSEN,</p>	<p>1. State the responsibilities of the vocational nurse regarding child abuse or neglect.</p>	<p>All term one and two, and three objectives plus the student will demonstrate the following procedures:</p>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

<p>KOCKROW CH 29-30 *  COMPREHENSIV E REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 28, 30-39</p>	<ol style="list-style-type: none"> <li>2. List 10 safety precautions important in educating parents to prevent injuries, poisoning, burns, and AFB in children.</li> <li>3. Describe four strategies to prevent aspiration of a foreign body.</li> <li>4. Explain child abuse and the nurse's role in identifying abused children.</li> <li>5. List characteristics of a pediatric nurse.</li> <li>6. Explain the importance of family-centered care in the hospital and the role of parents.</li> <li>7. List the principles of care for a child with a long term illness.</li> <li>8. Describe a pediatric unit designed to meet the psychological and physical needs of children.</li> <li>9. List expected growth rates at various ages.</li> <li>10. State the normal range of vital signs for each age group</li> <li>11. Discuss the physical assessment of a child using the head-to-toe method.</li> </ol>	<ul style="list-style-type: none"> <li>• Confer with parents of an infant with SIDS</li> <li>• Demonstrate care for an infant with complications</li> <li>• Demonstrate care for an infant with elevated Bilirubin</li> <li>• Demonstrate care for an infant who has been effected by a mother with TORCH</li> <li>• Demonstrate care for an infant with a birth injury</li> <li>• Demonstrate care for a patient with a congenital deformity</li> <li>• Demonstrate care for patients with injuries: poisoning, burns, and aspiration of foreign bodies</li> <li>• Provide nursing care for pediatric patients</li> <li>• Confer with parents of an infant with SIDS</li> <li>• Care for a patient with special needs</li> <li>• Care for a patient with a learning disability</li> <li>• Care for an infant with elevated Bilirubin</li> <li>• Care for an infant who has been effected by a mother with TORCH</li> </ul>
--	---	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>12. Discuss factors influencing G &amp; D: Nutrition, metabolism, sleep and rest, and speech and communication.</p> <p>13. List general strategies to consider when talking with children.</p> <p>14. Outline at least 5 approaches for making the hospitalization of children a positive experience for them and their families.</p> <p>15. Describe patient safety measures relevant to each age group.</p> <p>16. Discuss common pediatric procedures and diagnostic tests.</p> <p>17. Discuss administration of pediatric medications.</p> <p>18. Identify each category of age/behavior, accident/hazard, and prevention in the pediatric child.</p>	<ul style="list-style-type: none"> <li>• Care for an infant with a birth injury</li> <li>• Care for a patient with a congenital deformity</li> <li>• Care of infants &amp; children</li> <li>• Care of Adolescents</li> <li>• Provide nursing care for pediatric patients</li> <li>• Demonstrate a head to toe assessment</li> <li>• Take vital signs for an assigned patient</li> <li>• Bathe a pediatric patient</li> <li>• Care for a child receiving oxygen</li> <li>• Administer G-tube feeding</li> <li>• Administer PO. IM, SQ G-tube medications</li> <li>• Care for a child having surgery: pre-op and post op care</li> </ul>
<p>Week 6 Day 2</p>	<p>* FOUNDATIONS OF NURSING CHRISTENSEN, KOCKROW CH 29-30 *</p>	<p>1. Discuss the diseases and disorders of the various body systems that are more specific to infants and toddlers.</p> <p>2. Describe the pediatric nursing interventions utilized for the diseases and disorders discussed.</p>	<ul style="list-style-type: none"> <li>• Demonstrate a head to toe assessment.</li> <li>• Take vital signs for an assigned patient</li> <li>• Care for a child receiving oxygen</li> <li>• Administer PO. IM, SQ G-tube medications</li> <li>• Administer G-tube feeding</li> <li>• Care for a patient who has been injured</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

<p>COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 28, 30-39</p>		<p>3. Differentiate between communicable and infectious diseases in infants and toddlers.</p> <p>4. State the American Academy of Pediatrics' recommendations for administration of immunizations in infants and children.</p> <p>5. List programs available in community for the children.</p> <p>6. Discuss complications of immunizations in children.</p> <p>7. Review the specifics for administration of medication to children in each age group.</p> <p>8. Explain streptococcal infections and possible treatments for children.</p> <p>9. Explain roseola.</p> <p>10. Discuss parasitic infections.</p> <p>11. Discuss trauma and possible nursing interventions.</p> <p>12. State the responsibilities of the vocational nurse regarding child abuse or neglect.</p>	<ul style="list-style-type: none"> <li>• Care for a patient with a communicable disease</li> <li>• Care for a patient in long term rehabilitation</li> <li>• Care for a patient with a parasitic infections</li> <li>• Care for a patient with trauma and child abuse</li> <li>• Care of patient with ADHD</li> <li>• Care for a patient with skin disorders</li> <li>• Care for a child with a musculoskeletal disorder</li> <li>• Care for a patient with an orthopedic disorder</li> <li>• Care for a patient with neurological disorders</li> </ul>
---	--	---	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		13. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis for infants and toddlers with various body system conditions: skin disorders, musculoskeletal and orthopedic disorders, and neurologic disorders.	
Week 7 Day 1 <b>PED's</b>	* FOUNDATIONS OF NURSING CHRISTENSEN, KOCKROW CH 30-31 * COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 30-39	1. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis for an infant and toddler with various body system conditions: metabolic and nutritional, eyes, ear, nose, throat, and mouth, cardiovascular, blood and lymph, respiratory, GI, urinary, reproductive disorders. 2. Discuss the nutritional considerations that are more specific to children than to adults.  3. Describe the pediatric nursing interventions utilized for the diseases and disorders discussed.  4. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis for a school-age child and adolescent with various body system conditions: communicable diseases, skin disorders, musculoskeletal disorders, endocrine disorders, sensory system disorders, reproductive system disorders, and emotional and psychological disorders.	All term one and two, and three objectives plus the student will demonstrate the following procedures: <ul style="list-style-type: none"> <li>• Demonstrate care for patients with injuries: poisoning, burns, and aspiration of foreign bodies</li> <li>• Provide nursing care for pediatric patients</li> <li>• Confer with parents of an infant with SIDS</li> <li>• Care for a patient with special needs</li> <li>• Care for a patient with a learning disability</li> <li>• Care for an infant with elevated Bilirubin</li> <li>• Care for an infant who has been effected by a mother with TORCH</li> <li>• Care for an infant with a birth injury</li> <li>• Care for a patient with a congenital deformity</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

<p>Week 7 Day 2 <b>PED's</b></p>	<p>* FOUNDATIONS OF NURSING CHRISTENSEN, KOCKROW CH 28, 32 * COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 28, 30-39</p>	<p>5. Discuss nutritional and special considerations for school-age children and adolescents.</p> <p>1. Discuss nursing consideration for each disease process.</p> <p>2. List the principles of care for a child with a long term illness.</p> <p>3. Describe a pediatric unit designed to meet the psychological and physical needs of school-age children and</p> <p>4. Adolescents.</p> <p>5. Discuss the diseases and disorders of the various body systems that are more specific for school-age children and adolescents as listed in the content outline.</p> <p>6. Describe the pediatric nursing interventions utilized for the diseases and disorders discussed.</p> <p>7. List types of intellectual impairment including their causes, prevention and treatment and explain how this impacts the nursing care plan for school-age children and adolescents.</p> <p>8. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and prognosis</p>	<ul style="list-style-type: none"> <li>• Care of infants &amp; children</li> <li>• Care of Adolescents</li> <li>• Provide nursing care for pediatric patients</li> <li>• Demonstrate a head to toe assessment</li> <li>• Take vital signs for an assigned patient</li> <li>• Bathe a pediatric patient</li> <li>• Care for a child receiving oxygen</li> <li>• Administer G-tube feeding</li> <li>• Administer PO. IM, SQ G-tube medications</li> <li>• Care for a child having surgery: pre-op and post op care</li> <li>• Demonstrate a head to toe assessment</li> <li>• Take vial signs for an assigned patient</li> <li>• Care for a child receiving oxygen</li> <li>• Administer PO. IM, SQ G-tube medications</li> <li>• Administer G-tube feeding</li> <li>• Care for a patient who has been injured</li> <li>• Care for a patient with a communicable disease</li> <li>• Care for a patient in long term rehabilitation</li> </ul>
--	---	--	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>for school-age children and adolescents with various body system disorders/conditions.</p>	<ul style="list-style-type: none"> <li>• Care for a patient with a parasitic infections</li> <li>• Care for a patient with trauma and child abuse</li> <li>• Care of patient with ADHD</li> <li>• Care for a patient with skin disorders</li> <li>• Care for a child with a musculoskeletal disorder</li> <li>• Care for a patient with an orthopedic disorder</li> <li>• Care for a patient with neurological disorders</li> <li>• Care for a patient with an eating disorder</li> <li>• Care for a patient with a sensory disorder</li> <li>• Care for a patient with a ears, nose, throat, or mouth disorder</li> <li>• Care for a patient with a cardiovascular disorder</li> <li>• Care for a patient with leukemia</li> <li>• Care for a patient with an urinary disorder</li> <li>• Care for a patient with a reproductive disorder</li> </ul>
--	--	---	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

			<ul style="list-style-type: none"> <li>Care for a patient with HIV/AIDS :</li> </ul>
Week 8 Day 1	<p>* FOUNDATIONS OF NURSING CHRISTENSEN, KOCKROW CH 28, 32 * COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 28, 30-39</p>	<p>1. Review Maternal Health Nursing  2. MATERNATY &amp; INFANT NURSING  NATIONAL LEAGUE FOR NURSING (NLN) ONLINE EXAMINATION</p>	<p>All term one and two, and three objectives plus the student will demonstrate the following procedures:</p> <ul style="list-style-type: none"> <li>Demonstrate care for patients with injuries: poisoning, burns, and aspiration of foreign bodies</li> <li>Provide nursing care for pediatric patients</li> <li>Confer with parents of an infant with SIDS</li> <li>Care for a patient with special needs</li> <li>Care for a patient with a learning disability</li> <li>Care for an infant with elevated Bilirubin</li> <li>Care for an infant who has been effected by a mother with TORCH</li> <li>Care for an infant with a birth injury</li> <li>Care for a patient with a congenital deformity</li> <li>Care of infants &amp; children</li> <li>Care of Adolescents</li> <li>Provide nursing care for pediatric patients</li> <li>Demonstrate a head to toe assessment</li> </ul>
Week 8 Day 2 <b>MH</b>	<p>* FOUNDATIONS OF NURSING CHRISTENSEN, KOCKROW CH 35 * COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 63-66 * BASIC PHARMACOLOGY FOR NURSES CLAYTON CH 14-18</p>	<p>1. Describe what functional and organic mental illnesses are.  2. List diagnostic tests and symptoms of mental illnesses.  3. List types of mood disorders, personality disorders, anxiety disorders, psychosis, and dual diagnosis.  4. Describe sources of stress.  5. Define roles of the mental health care team: psychiatrist, nurse, and others.</p>	



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>6. Describe the types of community resources available.</p> <p>7. State the basic needs of all people as formulated by Maslow.</p> <p>8. Describe what is meant by “hierarchy of needs” and how this impacts the nursing care plan.</p> <p>9. Contrast physiological and secondary needs.</p> <p>10. State individual needs that are met by the family.</p> <p>11. Discuss the various cultures present in this community, and how they influence the delivery of nursing care.</p> <p>12. Discuss the spiritual and emotional needs of patients, and how these can influence nursing care.</p> <p>13. Discuss how prejudices develop.</p> <p>14. Discuss electroconvulsive therapy: client preparation, treatment, and post-ECT care.</p> <p>15. Discuss side effects, nursing considerations, and actions of the following medications: psychotropic,</p>	<ul style="list-style-type: none"> <li>• Take vital signs for an assigned patient</li> <li>• Bathe a pediatric patient</li> <li>• Care for a child receiving oxygen</li> <li>• Administer G-tube feeding</li> <li>• Administer PO. IM, SQ G-tube medications</li> <li>• Care for a child having surgery: pre-op and post op care</li> <li>• Demonstrate a head to toe assessment</li> <li>• Take vital signs for an assigned patient</li> <li>• Care for a child receiving oxygen</li> <li>• Administer PO. IM, SQ G-tube medications</li> <li>• Administer G-tube feeding</li> <li>• Care for a patient who has been injured</li> <li>• Care for a patient with a communicable disease</li> <li>• Care for a patient in long term rehabilitation</li> <li>• Care for a patient with a parasitic infections</li> <li>• Care for a patient with trauma and child abuse</li> <li>• Care of patient with ADHD</li> </ul>
--	--	--	---



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>antipsychotic, antianxiety, mood, stabilizers, and antidepressants.</p> <p>16. List foods to avoid when clients are on antidepressant medications.</p> <p>17. Explain the use of therapeutic communication and factors that alter communication.</p> <p>18. Identify basic nursing interventions and security needs for severely disturbed clients.</p> <p>19. Identify defining characteristics of persons who are mentally healthy and those who are mentally ill.</p> <p>20. Outline the care of an addicted patient: physical care and emotional support.</p> <p>21. Identify basic nursing interventions and skills required by the nurse for observation of those clients experiencing mental illness.</p>	<ul style="list-style-type: none"> <li>• Care for a patient with skin disorders</li> <li>• Care for a child with a musculoskeletal disorder</li> <li>• Care for a patient with an orthopedic disorder</li> <li>• Care for a patient with neurological disorders</li> <li>• Care for a patient with an eating disorder</li> <li>• Care for a patient with a sensory disorder</li> <li>• Care for a patient with a ears, nose, throat, or mouth disorder</li> <li>• Care for a patient with a cardiovascular disorder</li> <li>• Care for a patient with leukemia</li> <li>• Care for a patient with an urinary disorder</li> <li>• Care for a patient with a reproductive disorder</li> <li>• Care for a patient with HIV/AIDS</li> </ul>
<p>Week 9 Day 1 <b>MH</b></p>	<p>* FOUNDATIONS OF NURSING CHRISTENSEN, KOCKROW</p>	<p>1. Discuss nursing actions for the behaviors exhibited by the following mentally ill patients: suicidal (warning signs) person, overactive person, hypomanic person, highly disturbed person, person</p>	<p>All term one and two, and three objectives plus the student will demonstrate the following procedures in the Clinical setting or Nursing Lab:</p>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

	<p>CH 36 * COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 64-66 * BASIC PHARMACOLOGY FOR NURSES CLAYTON CH 14-18, 49</p>	<p>with delusions, confused, withdrawn, overactive or under active, and regressed persons. 2. Discuss chemical and alcohol abuse including tolerance, classification, causes, management, withdrawn symptoms and treatments for patient with substance abuse. 3. Describe three stages of dependence. 4. List warning signs of drug addictions.</p>	<ul style="list-style-type: none"> <li>• Observe video of a group counseling and develop a report summary of session</li> <li>• Demonstrate effective communication with an agitated or demented patient</li> <li>• Observe a video of a substance abuse counseling session &amp; discuss principles guiding this treatment.</li> <li>• Communicate effectively with a depressed patient</li> </ul>
<p>Week 9 Day 2 <b>MH</b></p>	<p>* FOUNDATIONS OF NURSING CHRISTENSEN, KOCKROW CH 36 * COMPREHENSIVE REVIEW FOR THE NCLEX-PN EXAMINATION SILVESTRI CH 64-66 * BASIC PHARMACOLOGY FOR NURSES CLAYTON CH 14-18, 49</p>	<p>1. List normal lab values and drug maintenance values for clients on psychotic drugs. 2. Discuss nutrition required by mentally ill and substance abuse clients who are on drug therapy. 3. Describe two phases of detoxification and rehabilitation. 4. Discuss etiology, assessment, diagnostic tests, and nursing interventions for clients with alcohol abuse. 5. List warning signs of alcoholism. 6. List alcohol withdrawal symptoms. 7. Describe three disorders associated with</p>	<ul style="list-style-type: none"> <li>• Demonstrate effective communication with a team member</li> <li>• Describe morale on the unit where the nurses are working</li> <li>• Serve as a team leader for a group of students</li> <li>• Administer anti-psychotic drugs</li> <li>• Administer anti-anxiety drugs to a patient</li> <li>• Administer anti-depressant drugs to a patient</li> <li>• Administer antipsychotic drugs to a patient</li> <li>• Identify symptoms of mental illness in a patient</li> <li>• Care for a bipolar disorder patient, if available</li> <li>• Observe a video of electroconvulsive therapy</li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>alcoholism.</p> <p>8. List twelve steps to Alcoholics Anonymous (AA).</p>	<ul style="list-style-type: none"> <li>• Care for a depressed patient</li> <li>• Describe care for an alcoholic patient</li> <li>• Describe care for a patient undergoing alcohol withdrawal</li> <li>• Describe care for a patient undergoing drug withdrawal</li> </ul>
<p>Week10 Day1 L/S</p>	<p>* FOUNDATIONS OF NURSING CHRISTENSEN, KOCKROW CH 2, 41 * CONTEMPORARY PRACTICAL/VOCATIONAL NURSING KURZEN CH 10-11, 14</p>	<p>1. Discuss review courses and books in preparation for the NCLEX examination.</p> <p>2. Discuss legal requirements for a LPN/LVN to maintain his/her license.</p> <p>3. List at least ten employment areas in which a nurse might be employed.</p> <p>4. Explain how to project a positive image during a job interview.</p> <p>5. Describe some of the postgraduate education opportunities available to nurses.</p> <p>6. Explain the function of a registry or placement service.</p> <p>7. List items to be included in a resume.</p>	<p>All term one and two, and three objectives plus the student will demonstrate the following procedures:</p> <ul style="list-style-type: none"> <li>• Observe the functions of the members of the patient care team</li> <li>• Observe a video of an interview with a mentally ill patient in order to gain information to be used in the nursing care plan</li> <li>• Observe the type of documentation used in the unit and submit a sample to the instructor             <ul style="list-style-type: none"> <li>• Observe a video of a group session or other therapy sessions &amp; discuss the therapeutic communications observed</li> <li>• Write a nursing care plan for assigned patients</li> <li>• Discuss patient care and any other therapies</li> </ul> </li> </ul>



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

		<p>8. Describe how to resign from a position.</p> <p>9. Discuss specialty areas and their requirements.</p>	observed in post-conference
<p>Week 10 Day 2 L/S</p>	<p>* FOUNDATIONS OF NURSING CHRISTENSEN, KOCKROW CH 2, 41 * CONTEMPORARY PRACTICAL/VOCATIONAL NURSING KURZEN CH 10-11, 14</p>	<p>1. Discuss transition from student to a graduate: nurse role, confidentiality, personal organization, continuing education, and certification opportunities.</p> <p>2. List advantages of membership in professional organizations.</p> <p>3. Explain the necessity and value of continuing education.</p> <p>4. Discuss the content and purpose of the Nurse Practice Act.</p> <p>5. Identify three functions of BVNPT.</p> <p>6. List four reasons a state board of nursing could revoke a nursing license.</p> <p>7. Give examples of legal and ethical situations they may encounter and how they may be handled.</p> <p>8. Discuss some ethical issues that might affect the professional role of a nurse: cultural, value system, codes of ethics, reporting unethical behavior, and ethical issues.</p>	



**VOCATIONAL NURSING PROGRAM  
WEEKLY CONTENT AND OBJECTIVES  
FOR THEORY AND CLINICAL  
COORDINATION PLAN**

## APPENDIX 4

### Clinical Planning Meeting Minutes Meeting Minutes July 23 Planning Meeting October

---

## CLINICAL PLANNING MEETING MINUTES

---

**Date of Meeting:** July 23, 2014

**Chair(s):** Dr. Mary McHugh

**Expected Attendees:**

Mary McHugh, PhD, RN, Director of Nursing  
Angie Pambid, RN, Instructor

**AGENDA**

- I. Introduction and Orientation to Clinical Meeting purpose and goals
- II. Today's Topics
  - Review of BVNPT Consultant Concerns about the Clinical Lab and coordination between Theory and Clinical components of the course
  - Specify the lab learning activities for Cohort 34, Term III
  - Review of ordered/received lab supplies
  - Review of ordered/received new lab equipment
  - Update on repair and maintenance of lab equipment
  - Specification of additional lab supplies required for Term III
  - Development of a schedule of lab activities for Term III
- III. Next Meeting Date: September 18, 2014

**MINUTES**

- I. **Introduction and Orientation to Clinical Meeting purpose and goals**
  - This is a new, regular meeting to be held between the Director of Nursing, clinical instructor and theory instructor every quarter that is to be held at least 2 weeks prior to the start of a new term.
  - The purposes of this meeting are to:
    - 1. Specify the lab activities for the coming term
    - 2. Identify the supplies required for the planned activities
    - 3. Schedule lab activities so that the Director can ensure needed supplies are available for the planned learning activities.
    - 4. Discuss coordination of clinical patient assignments with theory topics in the lecture class.
- II. **Today's Topics**

- Review of BVNPT Consultant Concerns about the Clinical Lab and coordination between Theory and Clinical components of the course
  1. Lab was dirty, disorganized, and had very few supplies. Thus, it was not an effective learning resource for students. Having only one manikin is insufficient for the needs of 15 students
  2. Clinical and Theory coordination are insufficient. It is essential that the clinical instructor be informed of the topics in the class so that appropriate patients are assigned to students. Appropriate patients are those who have the conditions  
being taught in class so that as they learn theory, they will be caring for clients with the clinical problems being discussed in class.
  
- Specify the lab learning activities for Cohort 34, Term III  
Lab learning activities for Term III include the following procedures:
  1. Obtaining blood glucose with glucometer
  2. Vision testing with Snellen Chart or Illiterate Chart
  3. Measuring weight and height
  4. Conversion of weight and height to a BMI, and learning BMI range of values for underweight, normal, overweight, obese, and morbidly obese.
  5. Purpose, use of and application of personal protective equipment
  6. Inserting an NG feeding tube
  7. Tracheostomy care
  8. Urostomy care
  9. Colostomy care
  10. Medication Administration including oral, injectable, sublingual, and patches
  
- Review of ordered/received lab supplies
  1. The following supplies have been ordered and received:
    - Two boxes each non-Sterile gloves sized Medium and XL. There are already two boxes of non-sterile XS and 1 box of Large non-sterile gloves
    - Sterile gloves in Small, Medium, Large, and Extra Large
    - Isolation Gowns
    - Isolation Hair Cover/cap, blue bouffant, 100/box
    - Masks: 100 ear loop masks, 100 cone masks
    - ABD Pads
    - Trach care trays (to use on the new manikin that has a trach as well as ostomies)
    - NG tubes
    - Ostomy supplies for both Colostomy and urostomy
    - Split gauze sponges for ostomy dressings

- Finger Oximeter—Portable
  - Illiterate Eye Charts
  - Three glucometers
  - 5 lancet holding pens
  - 300 lancets
  - 300 diabetic glucose monitoring strips
  - Control solutions for glucometers
  - 3 boxes of 200 each alcohol prep pads
  - 100 insulin syringes
  - 100 tuberculin syringes
  - 100 22 g, 1-1/2” needles
  - 5cc syringes (100/box)
  - 3cc syringes (100/box)
  - Shoe covers, 250/case
  - Irrigation syringes, 60cc
2. The following supplies are being or have been ordered and are awaiting delivery:
- Shoe covers
  - Demo Dose Insulin Bundle (Regular, 70/30, 75/25, NPH, Lispro, Lantus)
  - Pills simulating erythromycin, dig, lasix, colase, dilantin, lopresor, cardiazem, multivit, dyazide, glucophage, Lipitor, Wellbutrin, and Synthroid.
  - Demo dose simulating inhaler
  - Demo dose simulating Amoxyl
  - Demo dose simulating Nitroglycerine sublingual.
- The following new equipment has been ordered and received
- New trach/ostomy care simulator with both male & female genitals for Foley catheterization practice
  - Male abdomen/genitals simulator for male catheterization practice
- Update on repair and maintenance of lab equipment
1. All three bedside chests have been repaired, and the cardboard backs have been replaced with wood backs. One needed the top replaced and that bedside chest will have to be painted or the top resurfaced with a matching laminate because the top doesn't match the rest of the chest.
  2. All bed linens were laundered and replaced on the beds

3. The process of adding locks to cupboards has begun. Several cupboards will have locks to protect syringes and needles and expensive items of equipment.
  4. All lab drawers were inspected and many drawers were repaired.
  5. The entire lab, including floors were cleaned and disinfected. Clorox was used to wash cupboards and countertops, and the floor was cleaned with a steam cleaner.
  6. For security and in order to protect expensive equipment, locks have been changed on other classrooms and library so that the locks on the nursing lab will not open with keys to other doors.
  7. Attempts to obtain new keys for the med cart are being made with the manufacturer of the cart
- Schedule for lab activities
1. Wednesday, July 30, 2014. Glucometer set-up and use. Obtaining weight and height. Calculation of BMI. Vision testing using both Snellen and Illiterate charts.
  2. Wednesday, August 13, 2014. Administering intramuscular injections and oral medications.
  3. Wednesday, August 27, 2014. Inserting NG tube. Tracheostomy care.
  4. Wednesday, September 10, 2014. Ileostomy, Urostomy and Colostomy Care

**III. Next Meeting Date:** October 13, 2014 (*tentative*)

**Attendance Sign-In Sheet**



LVN PROGRAM  
213-487-2211

FACULTY MEETING SIGN-IN SHEET

DATE: JULY 23, 2014

Mary McHugh	<i>Mary G. McHugh</i>
Angie Pambid	<i>Angie Pambid</i>



LVN PROGRAM  
213-487-2211

---

## COMBINED VN NURSING FACULTY MEETING & CLINICAL PLANNING MEETING MINUTES

---

**Date of Meeting:** October 13, 2014

**Chair(s):** Dr. Mary McHugh

**Expected Attendees:**

Mary McHugh, PhD, RN, Director of Nursing  
Angie Pambid, RN, Instructor

**AGENDA**

IV. Dean's Report

V. Today's Topics

- Discussion of student progress in theory and clinical classes during Term 3
- Specify the lab learning activities for Cohort 34, Term IV
- Identification of any supplies needed for Term IV
- Review of ordered/received new lab equipment
- Discussion of Term IV coordination between theory topics and student clinical learning experiences
- Development of a schedule of lab activities for Term III
- Term IV Theory/Clinical Coordination Activities

VI. Next Meeting Date

**MINUTES: Meeting started at 1:00 pm**

**IV. Dean's Report**

- The Dean and Mrs. Krause will attend the BVNPT Board meeting on November 21<sup>st</sup> to request another cohort for February, 2015 to replace Cohort 34. Although we have been informed that at present, the Education Consultant will recommend the Board wait to see how Cohort 34 does on the NCLEX before approving a new cohort, we will request that we be able to start another VN cohort in February.
- During last term (Term III), students noted that the coordination between theory lectures and their clinical experiences was very good. They stated that their clinical instructor had gone to great lengths to find and assign them to patients exhibiting the conditions discussed in lecture.

- Good news about NCLEX results: Three graduates who remediated through our ATI program have taken NCLEX-PN and all three passed. Another student is scheduled to take the NCLEX on November 14<sup>th</sup>.

## V. Today's Topics

- Discussion of student progress in theory and clinical classes during Term 3: Most students have shown some improvement in test success since Term II. Perhaps seeing some students not being promoted due to low test scores served as a “wake-up call” about the importance of studying and learning their content.
- Specify the Nursing Clinical Lab learning activities for Cohort 34, Term IV Obstetric Lab Activities—This lab will be scheduled on 2 different days with half the students on one day and half on the other day so that all students may have hands-on experience with the OB Simulator:
  1. Labor and Delivery Simulator Scenarios for Clinical Lab:
    - Normal labor and delivery
    - Mal-Presentations in labor
    - Maternal Hemorrhage
    - Fetal distress
  2. Signs and symptoms of problems in labor and immediate post-partum (e.g. fetal decelerations, tetanic contractions, retained placenta, boggy uterus)
  3. Newborn care: APGAR scoring, newborn assessment, clearing airway, head covering, screenings (CF, metabolic, endocrine, hematologic, and SCID), suggest use of CA sites:  
<http://www.cdph.ca.gov/programs/nbs/Pages/NBSProgrOVforProviders.aspx> and list of screened disorders at:  
<http://www.cdph.ca.gov/programs/nbs/Documents/NBS-DisordersDetectable011312.pdf>
- Identification of any additional supplies needed for Term IV
  1. All needed supplies are already available in the lab
- Review lab equipment and condition
  1. The instructor will come to the lab and do some dry runs with the OB simulator to ensure all is in readiness for the Obstetric simulations.
- Discussion of Term 4 coordination between theory topics and student clinical learning experiences
  1. The following Med-Surg topics will be covered in Theory: Neurological disorders and injuries, CVA, diagnostic testing of the nervous system  
Seek patients who have had a stroke, have dementia, Parkinsons,
  2. Mental health will be covered
  3. Management and leadership
- Development of a schedule of lab activities for Term IV: The instructor will use the OB simulator (Noelle/Hal) to simulate the following labor and delivery scenarios: normal labor and delivery, malpresentations, boggy uterus, postpartum

hemorrhage.

- Review of lab supplies needed for Term 4
  - In a prior tour of the lab and its supplies, the clinical instructor verified that all needed supplies are currently on hand in the lab.
- Update on repair and maintenance of lab equipment
  1. The med cart is available for use as needed in the clinical simulations.
  2. The main storage cupboards in the lab have had locks installed to protect the sharps and expensive equipment in the lab.
  3. A finger oximetry machine was obtained for the lab.
- Theory Content to be supported with clinical experiences in the Nursing Home, OB Clinic, and Pediatric Clinic.
  1. Nursing Home: Leadership and management (schedule students with the shift managers-the RNs) for a half day to learn delegation, patient assignments to staff, and other management work by the RNs. Use Clinical Conference to discuss delegation issues, ethical issues, legal issues. Neurological disorders: Topics covered will include stroke/CVA, Parkinsons, dementia, head trauma (perhaps from a fall if we can find patients with prior head trauma?),
  2. OB Clinic: Prenatal care, normal pregnancy, changes of pregnancy, fertilization and fertility, implantation, determination of gestational age of fetus and due date, placental placement & development, stages of fetal development, viability. Health promotion for the pregnant woman & fetus (nutrition, vitamins, exercise/rest, drugs and medications, & vaccinations, labor classes, newborn care classes). Pregnancy problems (tubal pregnancy, placenta previa/abruption, gestational diabetes, incompetent cervix, spontaneous abortion, blood incompatibilities), teratogenicity (chemical exposure, drugs), prenatal assessment, pre-eclampsia (signs, symptoms, predisposing factors and treatment). Postpartum care: normal postpartum assessment, support of the breastfeeding mother, signs/sx of postpartum depression, cystitis, mastitis, attachment issues.
  3. Pediatric Clinic: Normal child development, health promotion, and nutritional needs of the child. Special needs of children, family centered care. Problems of the neonate (jaundice, infections, congenital disorders, chemical dependency). Preschool and elementary school age children: well child assessment, normal growth and development, adjustment to school or daycare, vaccinations and vaccination schedule. Problems and diseases: communicable diseases such as colds, ear infections, influenza, meningitis. Maslow's hierarchy of needs and how child meets the needs. Common injuries: abrasions, lacerations, bruising (ecchymosis). Major injuries: burns, head trauma, bone fractures. Issues and reporting laws

related to child abuse, and signs and symptoms of child abuse. Diseases by systems: skin, sensory disorders (eyes, ears, nose, mouth), metabolic, orthopedic, digestive system, elimination, cardio-vascular system, immunologic system, nervous system. Special needs children: congenital disorders, autism spectrum, cerebral palsy, cystic fibrosis, Downs syndrome.

VI. **Next Meeting Date:** December 18, 2014 (Tentative)



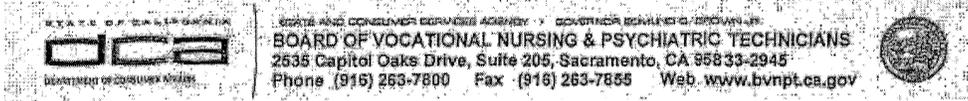
FACULTY MEETING SIGN-IN SHEET

DATE: OCTOBER 13, 2014

Mary McHugh	<i>Mary J. McHugh</i>
Angie Pambid	<i>Angie Pambid</i>

APPENDIX 5

Maternity Site Approvals



**CLINICAL FACILITY APPROVAL APPLICATION**

FOR BOARD USE ONLY

Date Approved: 09/06/13

Approved By: [Signature]

INSTRUCTIONS: Please complete both front and back of this form to demonstrate compliance with Title 16, California Code of Regulations (CCR) §§ 2534 and 2584. Submit separate forms in duplicate for multiple campuses or if for both Vocational Nurse (VN) and Psychiatric Technician (PT) programs. **ALL REQUESTED INFORMATION IS MANDATORY.** Failure to provide this information will result in the application being rejected as incomplete.

SCHOOL NAME AND CAMPUS Angeles College LA Campus  
VN or PT (Circle One)

1. NAME OF CLINICAL FACILITY: Lawndale Medical Clinic  
 ADDRESS: 4203 Marine ave, Lawndale, CA 90260  
 CITY: Lawndale STATE: CA ZIP: 90260  
 TELEPHONE: (310) 508-8693 FAX: (310) 263-1909  
(310) 675-9555

2. NAME OF FACILITY ADMINISTRATOR: Dr. Mohammad Aimal

3. NAME OF FACILITY DIRECTOR: \_\_\_\_\_

4. CONTACT PERSON: Dr. Mohammad Telephone #: (310) 508-8693 Email: \_\_\_\_\_

5. TYPE OF FACILITY: General Medical clinic

6. LICENSE STATUS (check one):  Licensed  Certified

7. CLIENT POPULATION:  Adults  Peds  Adults/Peds  Geriatrics

8. AVERAGE DAILY CENSUS FOR FACILITY: 60-80

9. FACILITY DIRECTOR: PLEASE INDICATE THE UNITS/SERVICES (OB, MED SURG, PEDI, ETC.) AVAILABLE TO THIS SCHOOL, THE AVERAGE DAILY CENSUS FOR EACH, AND THE MAXIMUM NUMBER OF STUDENTS FROM THIS SCHOOL THAT EACH UNIT CAN ACCOMMODATE.

UNITS/SERVICES	Pediatric	Maternity	Mental Health	General Practice	Geriatric
Average daily census for unit/services	15-20	15-20	10-15	20-25	
# of students possible per unit/services	5	5	5	7	

9. FACILITY DIRECTOR: PLEASE INDICATE THE UNITS/SERVICES (OB, MED SURG, PEDI, ETC.) AVAILABLE TO THIS SCHOOL, THE AVERAGE DAILY CENSUS FOR EACH, AND THE MAXIMUM NUMBER OF STUDENTS FROM THIS SCHOOL THAT EACH UNIT CAN ACCOMMODATE.

UNITS/SERVICES	Pediatric	Maternity	Mental Health	General Practice	Geriatric
Average daily census for unit/services	15-20	15-20	10-15	20-25	
# of students possible per unit/services	5	5	5	7	

10. FACILITY DIRECTOR: PLEASE ANSWER THE FOLLOWING QUESTIONS.

A. Were the students' clinical objectives given to you for review?  Yes  No

B. Are the students' clinical objectives achievable in your facility?  Yes  No

C. Does your facility limit the ratio of instructors to students? # 1 instructors to 105 students.  Yes  No

D. Will the instructor(s) have an orientation to your facility?  Yes  No

E. Are students required to complete a special facility orientation?  Yes  No

F. Is the instructor free to make assignments which correlate with current theory classes, including medications, treatments, use of equipment and charting?  Yes  No

G. Is the instructor free to move students to areas where immediate, pertinent learning is available (even with short notice)?  Yes  No

H. Is adequate space available for classes and conferences?  Yes  No

I. Is this space available for uninterrupted use by students and faculty?  Yes  No

If not, what other arrangements have been made? N/A

See page 2 for Facility Signature.



Board of Vocational Nursing and Psychiatric Technicians  
 2536 Capitol Oaks Drive Suite 208, Sacramento, CA 95833-2945  
 Phone 916-253-7000 Fax 916-253-7966 Web www.bvnpt.ca.gov



**CLINICAL FACILITY APPROVAL APPLICATION**

INSTRUCTIONS: Please complete both front and back of this form to demonstrate compliance with Title 16, California Code of Regulations (CCR) §§ 2534 and 2584. Submit separate forms for multiple campuses or if use of the facility is proposed for both Vocational Nurse (VN) and Psychiatric Technician (PT) programs. **ALL REQUESTED INFORMATION IS MANDATORY. FAILURE TO PROVIDE ALL INFORMATION WILL RESULT IN THE APPLICATION BEING REJECTED AS INCOMPLETE.**

FOR BOARD USE ONLY

Approved by: **Gomez, Jessica**

DCA

Date Approved: **11/17/14**

PRINT LEGIBLY IN INK

SCHOOL NAME AND CAMPUS: Angeles College VN  PT

1. NAME OF CLINICAL FACILITY: Santa Monica Medical Park

ADDRESS: 2011 Wilshire Blvd

CITY: Los Angeles STATE:  CA  ZIP:  9  0  0  5  7

TELEPHONE # (213): 4134-4444 FAX # (213): 413-6722

2. NAME OF FACILITY ADMINISTRATOR: Rita Resurreccion

3. NAME OF FACILITY DIRECTOR: Michael Gitter

4. CONTACT PERSON: Rita Resurreccion TELEPHONE # (213): 413-4444 EMAIL: RitaResu@yaho

5. TYPE OF FACILITY: Health Care

6. LICENSE STATUS (Check One):  
 Licensed  Certified  Other

7. CLIENT POPULATION: Check all that apply  
 Adults  Peds.  Geriatrics  Other

8. AVERAGE DAILY CENSUS FOR FACILITY: 200/Day

9. FACILITY DIRECTOR: PLEASE INDICATE THE UNITS/SERVICES (OB, MED/SURG, PEDI, ETC.) AVAILABLE FOR STUDENT ASSIGNMENT FROM THIS PROGRAM, THE AVERAGE DAILY CENSUS FOR EACH AND THE MAXIMUM NUMBER OF STUDENTS FROM THIS PROGRAM THAT EACH UNIT CAN ACCOMMODATE

UNIT/SERVICES	Average Daily Census for Unit/Services	# Students Possibly Per Unit/Services
OB	40	10

10. FACILITY DIRECTOR: PLEASE ANSWER THE FOLLOWING QUESTIONS.

A. Were the student's clinical objectives given to you for review?  Yes  No

B. Are the students' clinical objectives achievable in your facility?  Yes  No

C. Does your facility limit the ratio of instructors to students? 1 instructors to 10 students.  Yes  No

D. Will the instructor(s) have an orientation to your facility?  Yes  No

E. Are students required to complete a special facility orientation?  Yes  No

F. Is the instructor free to make assignments which correlate with current theory classes, including administration of medications, treatments, use of equipment and charting?  Yes  No

G. Is the instructor free to move students to areas where immediate, pertinent learning is available, even with short notice?  Yes  No

H. Is adequate space available for classes and conferences?  Yes  No

I. Is this space available for uninterrupted use by students and faculty? If not, what other arrangements have been made?  Yes  No

See page 2 for Facility Signature. OVER



STATE AND COMMUNITY SERVICES AGENCY • SACRAMENTO DEPARTMENT OF EDUCATION, CA  
**BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS**  
 2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2045  
 Phone (916) 263-7800 Fax (916) 263-7855 Web www.doeapplies.gov



edle  
 BVNPT Received KR  
 on 4/28/12

2012 APR 25 PM 2:33  
 FOR BOARD USE ONLY

**CLINICAL FACILITY APPROVAL APPLICATION**

INSTRUCTIONS: Please complete both front and back of this form to demonstrate compliance with Title 16, California Code of Regulations (CCR) §§ 2534 and 2584. Submit separate forms in duplicate for multiple campuses or if for both Vocational Nurse (VN) and Psychiatric Technician (PT) programs. **ALL REQUESTED INFORMATION IS MANDATORY.** Failure to provide this information will result in the application being rejected as incomplete.

Date Approved 5/8/12  
 Approved By R. Hensley PE

SCHOOL NAME AND CAMPUS Angelo College  
 (VN) or PT (Circle One)

1. NAME OF CLINICAL FACILITY: Saint Victoria Medical Center

ADDRESS 7301 State Street

CITY Huntington Park STATE California ZIP 90255

TELEPHONE 562 445-7870 FAX (323) 581-5100 4P  
(323) 835-0892

2. NAME OF FACILITY ADMINISTRATOR Vicky Pineda

3. NAME OF FACILITY DIRECTOR Vicky Pineda / DR. Shuboa Moreno

4. CONTACT PERSON Vicky Pineda (562) 445-7870

5. TYPE OF FACILITY OUT PATIENT - OB, PEDIATRIC, INTERNAL

6. LICENSE STATUS (check one)  
 Licensed  Certified

7. CLIENT POPULATION  
 Adults  Peds  Geriatrics  
Medicine, Nuclear Medicine, Radiology, Diagnostic

8. AVERAGE DAILY CENSUS FOR FACILITY 100-200 7 days/week

9. FACILITY DIRECTOR: PLEASE INDICATE THE UNITS/SERVICES (OB, MED-SURG, PEDI, ETC.) AVAILABLE TO THIS SCHOOL, THE AVERAGE DAILY CENSUS FOR EACH, AND THE MAXIMUM NUMBER OF STUDENTS FROM THIS SCHOOL THAT EACH UNIT CAN ACCOMMODATE.

UNITS/SERVICES	OB-Prenatal Postpartum	Pediatric	Internal Medicine	Nuclear Medicine
Average daily census for unit/services	50	80-100	20-30	0
# of students possible per unit/services	15	15	15	

10. FACILITY DIRECTOR: PLEASE ANSWER THE FOLLOWING QUESTIONS.

A. Were the students' clinical objectives given to you for review?  Yes  No

B. Are the students' clinical objectives achievable in your facility?  Yes  No

C. Does your facility limit the ratio of instructors to students? # 1 instructors to # 15 students.  Yes  No

D. Will the instructor(s) have an orientation to your facility?  Yes  No

E. Are students required to complete a special facility orientation?  Yes  No

F. Is the instructor free to make assignments which correlate with current theory classes, including medications, treatments, use of equipment and charting?  Yes  No

G. Is the instructor free to move students to areas where immediate, pertinent learning is available (even with short notice)?  Yes  No

H. Is adequate space available for classes and conferences?  Yes  No

I. Is this space available for uninterrupted use by students and faculty?  Yes  No

If not, what other arrangements have been made? \_\_\_\_\_

See page 2 for Facility Signature.