



DATE: April 28, 2015

TO: Board Members

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

SUBJECT: Saint Joseph's School of Nursing Vocational Nursing Program – Consideration of Request to Admit Students (Adeniki Joseph-Coker, Lancaster, Los Angeles County, Private)

On February 13, 2014, Saint Joseph's School of Nursing Vocational Nursing Program, was placed on provisional approval for the two – year period from February 28, 2014 to February 28, 2016, due to noncompliance with regulatory requirements relative to program pass rates. The program was required to admit no additional students without prior approval by the full Board. Reconsideration of the program's status was scheduled for February 2016.

The program requests approval to admit 20 students into a class commencing May 26, 2015 and graduating May 26, 2016. This class will **replace** students that graduated on March 31, 2014.

History of Prior Board Actions

(See Attachment A, History of Prior Board Actions)

Enrollment

The program offers full-time classes that are 49 weeks in length. The program requires Board approval prior to the admission of each class. The pattern of admissions for proposed classes is seen in the enrollment table below.

The following table represents **current and proposed** student enrollment based on current and proposed class starts and completions. The table indicates the **maximum enrollment of 21 students** for the period January 2011 through May 2015.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	# Students Current or Completed	Total Enrolled
Start	Complete			
1/11		10	9	0 + 9 = 11
9/11		7	6	9 + 6 = 15

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	# Students Current or Completed	Total Enrolled
Start	Complete			
	12/11 (1/11 Class)		-9	15 - 9 = 6
1/12		13	12	6 + 12 = 18
	8/12 (9/11 Class)		-6	18 - 6 = 12
9/12		9	9	12 + 9 = 21
	12/12 (1/12 Class)		-12	21 - 12 = 9
4/13		10	10	9 + 10 = 19
	9/13 (9/12 Class)		-9	17 - 9 = 8
	3/14 (4/13 Class)		-8	8 - 8 = 0
3/14		15	14	0 + 14 = 14
	2/15 (3/14 Class)		-14	14 - 14 = 0
5/15 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 January 2015 through March 2015, specify the pass percentage rates for graduates of the Saint Joseph’s School of Nursing Vocational Nursing Program on the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®).”

NCLEX-PN® Licensure Examination Data							
Quarterly Statistics					Annual Statistics*		
Quarter	# Candidates	# Passed	% Passed	Average Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate [CCR 2530(I)]	Variance from the State Average Annual Pass Rate
Jan – Mar 2011	4	3	75%	80%	75%	77%	-2
Apr – Jun 2011	1	0	0%	71%	75%	76%	-1
Jul – Sep 2011	3	3	100%	74%	89%	75%	+14
Oct – Dec 2011	5	4	80%	74%	83%	75%	+8
Jan - Mar 2012	3	1	33%	77%	73%	74%	-1
Apr – Jun 2012	1	1	100%	72%	75%	74%	+1
Jul – Sep 2012	5	2	40%	74%	57%	74%	-17
Oct – Dec 2012	3	0	0%	70%	33%	74%	-41
Jan – Mar 2013	No Candidates Tested			76%	33%	73%	-40
Apr – Jun 2013	2	1	50%	78%	30%	73%	-43

NCLEX-PN® Licensure Examination Data							
Quarterly Statistics					Annual Statistics*		
Quarter	# Candidates	# Passed	% Passed	Average Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate [CCR 2530(l)]	Variance from the State Average Annual Pass Rate
Jul – Sep 2013	3	2	67%	75%	38%	75%	-37
Oct – Dec 2013	2	1	50%	76%	57%	76%	-19
Jan – Mar 2014	5	3	60%	74%	58%	76%	-18
Apr – Jun 2014	3	2	67%	66%	62%	73%	-11
Jul – Sep 2014	3	1	33%	72%	50%	73%	-23
Oct – Dec 2014	3	3	100%	72%	60%	72%	-12
Jan – Mar 2015	No Candidates Tested			73%	58%	71%	-13

*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 statistics 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 of 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** with regulatory requirements for the **five (5) quarters since placement on provisional approval** on February 13, 2014. Further, the program has been **noncompliant** for the past **eleven (11)** consecutive quarters.

Based on the most recent data available (January – March 2015), 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® Licensure Examination for the first time during the same period is **71%**. The average annual pass rate for the Saint Joseph’s School of Nursing Vocational Nursing Program is **13 percentage 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 total number of Board-approved faculty is 16, including the director, five (5) of which are teacher assistants. Eleven (11) instructors and five (5) teacher assistants teach in the clinical area.

For a maximum enrollment of twenty-one (21) students, two (2) instructors are needed. Therefore, the number of current faculty is adequate for the current and proposed enrollment.

Section 2534 (b) of the Vocational Nursing Rules and Regulation 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.”

The program **does not have sufficient** clinical facilities to afford the number, type and variety of patients that will provide clinical experiences consistent with competency-based objectives and theory being taught for the current and proposed students.

Other Considerations

Published examination statistics substantiate the program’s noncompliance with section 2530(1) of the Vocational Nursing Rules and Regulations from July 2012 through March 2015.

On July 29, 2013 the Board notified the program of four (4) quarters of noncompliant pass rates and requested a plan to improve the pass rates by August 16, 2013.

On August 8, 2013, the director submitted to the Board the required plan of correction.

On October 31, 2013, the director was notified that the program’s average annual pass rates have been noncompliant with regulatory requirement for five (5) consecutive quarters. The program was requested to submit documentation verifying implementation of the submitted plan of correction by November 15, 2013.

On November 25, 2013, the Executive Officer denied Saint Joseph’s School of Nursing Vocational Nursing Program’s request to admit 15 students commencing December 9, 2013, required the program to continue to obtain Board approval prior to the admission of additional students, and placed the program on the Board’s February 2014 agenda for consideration of placement on provisional approval.

On December 3, 2013, the director submitted a follow up report on her plan to improve the program’s licensure pass rates.

On February 13, 2014, the Board placed the program on provisional approval for a two- year period from February 28, 2014 through February 28, 2016. The program was directed to bring up its pass rate to no more than ten (10) percentage points below the State average annual pass rate. The Board approved the program’s request to start a class of 15 students commencing March 3, 2014, and graduating February 3, 2015. Additionally, the program was required to submit a follow-up report in nine (9) months, but no later than November 1, 2014, which 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. **At that time, the program’s average annual pass rate was 57%.**

On June 18, 2014, the Board disseminated correspondence to all programs regarding submission of the 2014 Annual Report. The report was due September 6, 2014. The Board received Saint Joseph's School of Nursing's 2014 Annual Report on March 5, 2015.

Pursuant to Corrective Action #3 of the Notice of Change in Program Status, the program was required to submit a comprehensive analysis, including specific actions taken to improve program pass rates, timeline for implementation, and the effect of employed interventions no later than **November 1, 2014**. The report was to include an analysis of 16 critical areas of the program.

It is important to note that the Board received the required program analysis from the director on March 3, 2015. That report included actions taken by the program in the following six (6) areas.

1. Evaluation of Admission Criteria
2. Screening and Selection Criteria.
3. Assessment of NCLEX-PN Readiness Agreement.
4. Curriculum Objectives
5. Student attendance
6. Student program and faculty satisfaction evaluations

It is further noted that the director did not include the required timeline for evaluation, or information regarding how the implemented processes are effecting the current student learning. (See Attachment B, C)

Upon analysis of the submitted clinical calendars, inconsistencies were identified between the calendar and information on Board approved facility applications. Board representatives attempted to contact each clinical facility submitted on the student clinical calendar provided by the director. The following summarizes findings:

➤ **Joshua Medical Group.**

Classification: Physicians' Offices

ROTATIONS APPROVED BY BOARD: Pediatric Nursing (**PEDS**); Medical/Surgical Nursing (**M/S**) – 4 Students (**PEDS** – 2; **M/S** – 2)
Date of Approval: November 18, 2008

ROTATIONS PROJECTED BY PROGRAM: Maternity Nursing* (**OB**) – 4 Students; **PEDS** – 4 Students

ROTATIONS AVAILABLE PER FACILITY: **PEDS** – 2 Students

Facility director stated **no students from the program have been assigned at the site for more than two (2) years.** (See Attachment D)

*The rotations projected by the program are inconsistent with those reported by the facility. The program reported rotations in Maternity Nursing – 4 students. However, the facility reported the availability of clinical rotations for assignment of two (2) students in Pediatric Nursing only. Further, the facility director reported that no students have been assigned from this program for more than eight (8) months.

➤ **Kain Kumar Clinical Office.** **Classification:** Physicians' Offices

ROTATIONS APPROVED BY BOARD: PEDS – 2 Students; M/S - 2 Students
Date of Approval: September 15, 2008

PEDS – 2 Students; OB - 2 Students
Date of Approval: March 10, 2015

ROTATIONS PROJECTED BY PROGRAM: OB - 4 Students*; PEDS - 4 Students*

ROTATIONS AVAILABLE PER FACILITY: PEDS - 2 Students*

*It is noted that the program projected the assignment of four (4) students in Maternity Nursing and 4 Students in Pediatric Nursing. However, the facility confirmed the availability of clinical rotations for assignment of two (2) students in Pediatric Nursing only. Maternity Nursing rotations are unavailable.

➤ **Imperial Health Care.** **Classification:** Skilled Nursing Facility

ROTATIONS APPROVED BY BOARD: M/S – 15 Students; REHAB - 15 Students
Date of Approval: April 9, 2009

ROTATIONS PROJECTED BY PROGRAM: 10 Students (Term 4)*

ROTATIONS AVAILABLE PER FACILITY: NONE*

*It is noted that the program projected the assignment of ten (10) students in Term 4. However, the facility director of nurses stated that the management team **has not** allowed any students from any college at the site for greater than one (1) year due to an incident that occurred by students.

➤ **Mayflower Gardens.** **Classification:** Long Term Care/Skilled Nursing Facility

ROTATIONS APPROVED BY BOARD: FUND – 15 Students; M/S – 15 Students; GER – 15 Students
Date of Approval: July 22, 2008

ROTATIONS PROJECTED BY PROGRAM: FUND – 10 Students; M/S – 10; GER – 10 Students*

ROTATIONS AVAILABLE PER FACILITY: NONE*

*It is noted that the program projected the assignment of ten (10) students each in Fundamentals, Medical/Surgical, and Gerontology rotations. However, the facility director of nurses stated that the students from the program **have not been at the facility for over five (5) years, and will not be coming back.** (See Attachment E)

➤ **Tehachapi Hospital.** **Classification:** Acute and Long Term Care

ROTATIONS APPROVED BY BOARD: FUND – 15 Students; M/S – 15 Students; REHAB – 15; LEADERSHIP – 15 Students

Date of Approval: October 30, 2009

ROTATIONS PROJECTED BY PROGRAM: M/S – 10 Students

ROTATIONS AVAILABLE PER FACILITY: FACILITY FAILED TO RESPOND TO INQUIRY

- Care Meridian. Classification: REHAB Group Homes; Specialty Nursing Care

ROTATIONS APPROVED BY BOARD: FUND – 15 Students; M/S – 15 Students; GER – 15; REHAB – 15; PEDS - 15 Students
Date of Approval: January 13, 2011

ROTATIONS PROJECTED BY PROGRAM: Term 4 – 10 Students

ROTATIONS AVAILABLE PER FACILITY: 10 Students per Site (Facility has five (5) sites)

- Palmdale Regional Women's & Family Care. Classification: Outpatient Clinic

ROTATIONS APPROVED BY BOARD: OB – 2 Students; PEDS - 2 Students
Date of Approval: April 6, 2015

ROTATIONS PROJECTED BY PROGRAM: NONE

ROTATIONS AVAILABLE PER FACILITY: OB – 2 Students; PEDS - 2 Students

The program continues to struggle with NCLEX-PN® Licensure pass rates. The most current January – March Average annual pass rate is 58%, 13 percentage points **below** the state.

Violations

Given the foregoing, the following violations are identified.

Section 2527 (a) of the Vocational Nursing Rules and Regulation states:

“The Board shall require such reports by schools and conduct such investigations as necessary to determine whether or not approval will be continued.”

Violation #1: The program failed to submit reports required by the Board in accordance with the established timeline to determine whether or not approval will be continued.

On February 28, 2014, the Board directed the program to submit a report by **November 1, 2014**. The Board specified that the report must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for implementation, and the effect of employed interventions.

The Board received the program's required report on **March 3, 2015**. The report failed to include all content specified in the Notice of Change in Approval Status.

On June 18, 2014, the Board disseminated correspondence to all programs regarding submission of the 2014 Annual Report. The report was due **September 6, 2014**.

The Board received Saint Joseph's School of Nursing's 2014 Annual Report on **March 5, 2015**.

Status #1: This violation is **not corrected**. As noted previously, the program failed to submit required information.

Section 2534 (b) of the Vocational Nursing Rules and Regulation 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."

Violation #2: The program does not have clinical sites adequate as to number, type and variety of patients treated, to provide clinical experience of like character and quality for all students in the areas specified by Section 2533. The director submitted a student calendar with the request to admit students. According to the approved applications, neither of the clinical sites submitted for Maternity Nursing on the student calendar, was approved for Maternity Nursing. Additionally, current students have been assigned clinical rotations in Pediatric Nursing at an unapproved clinical site. Clinical facility directors for Foundations, Medical/Surgical, and Gerontological Nursing were contacted by Board representatives

Two (2) of the facility directors stated that the students have **not** been at their site for one (1) to (5) years and may **not** return.

Status #2: The violation is **not corrected**. On March 10, 2015, and April 6, 2015, the Board approved two clinical sites one (1) for Maternity and Pediatric nursing, and one site for Pediatrics. Both clinical sites confirmed availability for two (2) students per day. The program has limited availability for Medical/Surgical and Geriatric Nursing clinical placements. Current approved facilities are inadequate to provide clinical experiences of like character and quality and consistency with the curriculum for the enrolled and proposed student enrollment.

Recommendations:

1. Deny the Saint Joseph's School of Nursing Vocational Nursing Program's request for approval to admit 20 students into a class commencing May 26, 2015, and graduating May 26, 2016, to **replace** students that graduated on March 31, 2014.
2. Continue to require the program to obtain approval by the full Board prior to the admission of each class.
3. Require the program to obtain clinical facilities adequate as to number, type, and variety of patients treated to provide clinical experiences of like character and quality for all students in the areas specified by Section 2533 by **June 15, 2015**.
4. Require the program to submit a comprehensive analysis including all elements specified in Corrective Action #4 of the *Notice of Change in Approval Status*, dated March 20, 2014, no later than **July 1, 2015**.
5. Place the program on the Board's **August 2015** agenda for reconsideration of provisional approval.

Rationale: On March 20, 2014, the Board forwarded to the program, per certified mail, the *Notice of Change in Program Status* specifying identified deficiencies, required corrections, and timeline for completion. The program has failed to comply with corrective actions in the time prescribed in the *Notice*. Corrective Action #4 required the program to submit a comprehensive report by November 1, 2014. The Board received the program's incomplete report on March 3, 2015. Additionally, the program continues to be noncompliant with regulatory requirements relative to licensure pass rates. At the time of placement on provisional approval, the program's average annual pass rate was **57%**. Despite reported actions to correct the deficiency, the program's average annual pass rate for Quarter 1 – 2015 is **58%**.

In addition, the program failed to submit the 2014 Annual Report consistent with timelines established by the Board. Further, the program lacks adequate clinical sites as to number, type, and variety of patients treated, to provide clinical experiences of like character and quality consistent with the curriculum for all students.

As specified in *Notice*, the program was advised that compliance with all approval standards was required and that the failure to take any of these corrective actions may cause the full Board to revoke the program's approval. Given the foregoing, denial of the program's request to admit additional students and reconsideration of the program's provisional status is recommended.

Attachment A: History of Prior Board Actions

Attachment B: Notice of Change in Approval Status, Dated March 20, 2014.

Attachment C: Program Comprehensive Analysis Received March 3, 2015.

Attachment D: Electronic Correspondence From Joshua Medical Group Dated March 12, 2015.

Attachment E: Electronic Correspondence From Mayflower Gardens Dated March 3, 2015.

Agenda Item #7.C.5., Attachment A

SAINT JOSEPH'S SCHOOL OF NURSING VOCATIONAL NURSING PROGRAM

History of Prior Board Actions

- On March 4, 2008, the Executive Officer approved Joseph's School of Nursing's request to begin a vocational nursing program with an initial class of 30 students on March 5, 2008 only, with a projected graduation date of February 27, 2009; and approved the program curriculum for 1568 hours, including 608 theory and 960 clinical hours.
- On February 4, 2009, the Executive Officer approved full accreditation of the Joseph's School of Nursing Vocational Nursing Program for the period February 4, 2009 through February 3, 2013, and directed staff to issue a certificate accordingly; **and** approved the program's request to admit a class of 30 students to commence March 2, 2009 only, with a projected graduation of February 26, 2010, to **replace** students graduating February 27, 2009; **and** approved the program's request to admit an evening class of 20 students to commence May 4, 2009 only, with a projected date of graduation of April 30, 2010.
- On July 20, 2010, the Executive Officer approved Joseph's School of Nursing Vocational Nursing Program's request to admit 15 students in the day-time class to commence August 2, 2010, with a projected graduation of July 1, 2011, only; **and**, approved the program's request to admit 15 students in the evening class to commence on September 23, 2010, with a projected graduation of August 23, 2011, only; **and**, approved the program's revised Admission Criteria to add Certified Nursing Assistant as a pre-requisite.

Additionally, the program was required to submit a report that includes a comprehensive analysis of the program, specific actions taken to improve program pass rates, timelines for expected results, and the effectiveness of corrective actions taken to address the following elements by **August 31, 2010**:

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

- n. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
- o. Evaluation of Student Achievement; **and**,

Require the program to obtain Board approval prior to the admission of each class.

- On July 27, 2010, program documents received as required on July 20, 2010.
- On December 8, 2010 the director was notified of five (5) quarters of low licensure pass rates. Plan to improve the pass rates is due by December 17, 2010.
- On December 9, 2010, the director submitted her plan to improve the licensure pass rates.
- On August 25, 2011, the Executive Officer approved Joseph's School of Nursing Vocational Nursing Program's request to admit a full-time evening class of fifteen (15) students, commencing on September 1, 2011 and completing on August 30, 2012, only. The proposed class will **replace** students that graduated on June 30, 2011; **and**, required the program to obtain Board approval prior to the admission of each class.
- On January 24, 2012, the Executive Officer approved Joseph's School of Nursing Vocational Nursing Program's request to admit a full-time evening class of thirty (30) students, commencing on January 31, 2012 and completing on December 30, 2012, only. The proposed class will **replace** students that graduated on December 31, 2011; **and**, required the program to analyze the cause(s) and submit a written plan to correct of the following, **by February 24, 2012**:
 - a. High attrition rates.
 - b. Failure of graduates to take the licensure examination upon completion of the program.

The EO continued the program's requirement to obtain Board approval prior to the admission of each class.

- On February 24, 2012, the Board received the program's plan to increase the number of graduates taking the licensure examination and decreasing attrition rates.
- On August 31, 2012, the Executive Officer Approve Joseph's School of Nursing Vocational Nursing Program's request to admit a full-time evening class of 30 students, commencing on September 10, 2012, only, completing on September 10, 2013. The proposed class will **replace** students that graduated on August 30, 2012; **and**, approved the program's request to admit a full-time day class of 30 students, commencing on January 31, 2013, only, completing on December 31, 2014. The proposed class will **replace** students that will graduate on December 30, 2012; **and**, required the program to obtain Board approval prior to the admission of each class.
- On March 27, 2013, the director notified the Board that the school name was changed from Joseph's School of Nursing **to** Saint Joseph's School of Nursing.

- On April 15, 2013, the Executive Officer approved continued full approval for the Saint Joseph's School of Nursing Vocational Nursing Program for the four-year period from February 4, 2013, through February 3, 2017, and issued a certificate accordingly; and, continue to require the program to request Board approval prior to each class admission.
- On July 29, 2013, the director was notified of four (4) quarters of low licensure pass rates. Plan to improve the pass rates is due by August 16, 2013.
- On August 8, 2013, the director submitted her plan to improve licensure pass rates.
- On October 31, 2013, the director was notified of five (5) quarters of low licensure pass rates. Plan to improve the pass rates is due by November 15, 2013.
- On November 25, 2013, the Executive Officer denied Saint Joseph's School of Nursing VN Program's request to admit 15 students into a class commencing December 9, 2013 and graduating November 30, 2014. This class would **replace** students that graduated on September 10, 2013. Additionally, the EO required the program to continue to obtain Board approval prior to the admission of additional students. Further, the EO placed the program on the February 2014 Board agenda for consideration of Placement on Provisional Approval.
- On December 3, 2013, the Board received correspondence from the director and a follow up report on her plan to improve program licensure pass rates.
- On February 13, 2014, the Board:
 1. Placed Saint Joseph's School of Nursing Vocational Nursing Program on provisional approval for the two-year period from February 28, 2014 through February 28, 2016 and issue a notice identifying specific areas of noncompliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations.
 1. Approved the program's request to admit 15 students only into a class commencing March 3, 2014 and graduating February 3, 2015, to **replace** students that graduated on September 10, 2013, provided that the program has no more than ten (10) students per instructor during clinical experience.
 2. 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.
 3. Required the program to submit follow-up reports in nine months, but no later than **November 1, 2014** and 21 months, but no later than **November 1, 2015**. 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.
4. 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.
 5. 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.
 6. Failure to take any of these corrective actions may cause the full Board to revoke the program's approval.
 7. Required the program to admit no additional classes without prior approval by the full Board.
 8. Placed the program on the **February 2016** Board agenda for reconsideration of provisional approval.

Agenda Item #7.C.5., Attachment B



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

BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS
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CERTIFIED MAIL

March 20, 2014

Niki Joseph-Coker
Vocational Nursing Program Director
Saint Joseph's School of Nursing
816 West Lancaster Boulevard
Lancaster, CA 93536

Subject: *Notice of Change in Approval Status*

Dear Ms. Joseph-Coker:

Pursuant to the action of the Board of Vocational Nursing and Psychiatric Technicians (Board) on February 28, 2014, the status of the Saint Joseph's School of Nursing Vocational Nursing Program has been changed from full approval to provisional approval for the two – year period from February 28, 2014 through February 28, 2016.

The purpose of this letter is to explain the areas of non-compliance found and the corrections required of your program to avoid losing approval completely.

Once you have reviewed this letter, please sign and return the enclosed "Acknowledgement of Change in Approval Status" form by **Friday, March 28, 2014**.

AREAS OF NON-COMPLIANCE [VIOLATION(S)]

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

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

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

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

The program pass rates of the Saint Joseph's School of Nursing Vocational Nursing Program for the past nineteen (19) quarters are set forth in the following table.

NCLEX-PN® Licensure Examination Pass Rates			
Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate	Variance from State Annual Average Pass Rate
Apr – Jun 2009	70%	100%	+30
Jul – Sep 2009	72%	50%	-22
Oct – Dec 2009	73%	50%	-23
Jan – Mar 2010	74%	50%	-24
Apr – Jun 2010	75%	38%	-37
Jul – Sep 2010	75%	50%	-25
Oct – Dec 2010	76%	75%	+1
Jan – Mar 2011	77%	75%	+2
Apr – Jun 2011	76%	75%	+1
Jul – Sep 2011	76%	89%	+14
Oct – Dec 2011	75%	83%	+8
Jan – Mar 2012	74%	73%	-1
Apr – Jun 2012	74%	75%	+1
Jul – Sep 2012	74%	57%	-17
Oct – Dec 2012	74%	33%	-41
Jan – Mar 2013	73%	33%	-40
Apr – Jun 2013	73%	30%	-43
Jul – Sep 2013	74%	38%	-36
Oct – Dec 2013	76%	57%	-17

Based on this data, the program failed to meet the average annual pass rate requirement.

REQUIRED CORRECTION(S)

1. The Saint Joseph's School of Nursing, Vocational Nursing Program shall bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate.
2. The program shall obtain full Board approval prior to the admission of additional students.
3. The program shall have a maximum of ten (10) students per instructor during clinical experience.
4. The program shall submit follow-up reports in nine months, but no later than **November 1, 2014**, and 21 months, but no later than **November 1, 2015**. 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.
5. 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.
 6. 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.
 7. Failure to take any of these corrective actions may cause the full Board to revoke the program's approval.

In the event additional violations of the approval standards are identified, such violations may result in further corrective action or revocation of provisional approval.

FUTURE BOARD ACTION

Your program will be placed on the **February 2016** Board Meeting agenda for reconsideration of your approval status. If you have additional information that you wish considered beyond the required corrections listed on pages 2 and 3, you must submit this documentation by the fifteenth day of the second month prior to the Board meeting.

OTHER IMPORTANT INFORMATION

Please be advised that, pursuant to the Board's regulations, the program will not be authorized to admit new classes beyond the established pattern of admissions previously approved by the Board. The established pattern of admissions approved by the Board is as follows: Prior Board approval is required to admit classes.

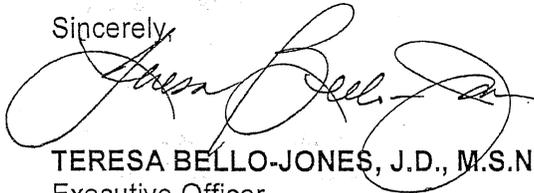
In the event your program is required to submit any report(s) as a corrective action pursuant to this notice, such reports are required in addition to any other reports required pursuant to 2527 of the Board's regulations.

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

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

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

Sincerely,



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

Enclosures

TBJ/ph

cc: Board Members

California Code of Regulations
Title 16
Section 2526.1

2526.1. Provisional Approval.

- (a) Provisional approval means a program has not met all requirements as set forth in this chapter and in Chapter 6.5, Division 2 of the Business and Professions Code.
- (b) Provisional approval shall be granted for a period determined by the Board.
- (c) The Board may place any program on provisional approval when that program does not meet all requirements as set forth in this chapter and in Section 2526. If the program has not met all requirements at the end of the initial provisional approval period, provisional approval may be extended if the program demonstrates to the satisfaction of the Board a good faith effort to correct all deficiencies.
- (d) Any program holding provisional approval may not admit "new" classes beyond the established pattern of admissions previously approved by the Board. The admission pattern is defined by the number of students per class and the frequency of admissions for the six class admissions that immediately precede the Board action to consider provisional approval.
- (e) A program placed on provisional approval shall receive written notification from the Board. The notification to the program shall include specific areas of noncompliance and requirements for correction. A program's failure to correct delineated areas of noncompliance is cause for revocation of provisional approval.
- (f) A material misrepresentation of fact by a vocational nursing program in any information submitted to the Board is cause for revocation of provisional approval.
- (g) A program whose provisional approval has been revoked shall be removed from the Board's list of approval programs. The status of students as potential applicants for licensure will be determined by the Board.
- (h) A program that is removed from the Board's list of approved programs subsequent to Board action based on the program's non-compliance with applicable regulations shall not reapply to establish a vocational nursing program for a minimum period of one calendar year.



Acknowledgement of Change in Approval Status

I, _____, director of _____
(Director's Name) (Name of Program)

hereby acknowledge that this program's status has been changed from full approval to provisional approval. I understand that in accordance with Section 2526.1 (f) of the Vocational Nursing Rules and Regulations and Section 2581.1 (f) of the Psychiatric Technician Rules and Regulations, the Board will consider any advertisement of full approval while on provisional approval as "material misrepresentation of fact". "Material misrepresentation of fact" may lead to revocation of the program's approval. Further, I understand the program's provisional approval status will be reflected on the Board's internet website.

Please complete and return this form to the Board by [DATE: 7 days from date of Provisional Approval letter].

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

(Signature of Director)

(Date)

Agenda Item #7.C.5., Attachment C

Saint Joseph's School of Nursing

BVNPT RECD.

Via Email

3/3/2015 JG

To Whom It May Concern,

I am submitting a comprehensive analysis on the following for Saint Josephs School of Nursing

We have evaluated our curriculum and implemented the following:

Admissions Criteria:

Our admission and screening criteria was revised and approved by the Board to include the following

Saint Joseph's School of Nursing: Vocational Nurse Admissions Requirement.

Admission, student screening and selection are reflected in the student admission process outlined below:

The potential student is evaluated based on:

1. High school graduation from a US or equivalent high school or successful completion of the GED
2. Pass Hesi Entrance Test with 850 or above: There are several components: Anatomy/Physiology, grammar, math, and reading comprehension.
3. A course in Anatomy and physiology passing score is 75%
4. Introduction to Foundation of Nursing: This course includes content on (a) professional nursing practice and its relationship to health care delivery, (b) nursing roles, associated educational preparation, the relationship of historical events to current nursing practice, basic medical and nursing terminology and an introduction to Pharmacology and math principles. Passing score is 75%
5. Complete a Nurse Assistant Training Course
6. Other admission criteria includes:

- a. desire to be a Caregiver as expressed in a written essay completed on site at the time of the interview
- b. Screening for criminal record or abuse problems
- c. physical examination, immunization completion, TB testing and any other healthcare related screenings required by clinical facilities
- d. personal interview
- e. ability to pay for program or qualify for student loans
- f. Students are now offered financial aid for those that qualify
- g. Drug screening
- h. the selection of students for admission is based on successful completion of the objective data required for admission evaluation, a personal interview that reflects desire, English verbal competency, commitment to the care giving process (utilizing a scored interview sheet) and the potential students ability to commit the time for class/clinical attendance and study as well as the ability to finance the program.

Screening and Selection Criteria:

Student Evaluation Process

The Student Evaluation Process is a multiphase process that begins during the Admissions phase and continues throughout the program. It culminates with the follow up of graduates and the input from clinical facilities about the graduates. The Student Evaluation Process has several phases. The phases are:

1. Admission process

During this phase the potential student is evaluated for admission based on:

- a. high school graduation from a or equivalent high school or successful completion of the GED
- b. HESI preadmission testing for a knowledge base in Sciences, Medical Terminology, Math including ratio and proportion, English reading, writing and speaking proficiency
- c. finger printing and screening for criminal record or abuse problems
- d. physical examination, immunization completion, TB testing and any other healthcare related screenings required by clinical facilities
- e. personal interview
- f. prerequisite course

2. Theory evaluation process

During this phase, the student is consistently evaluated in all coursework with quizzes, midterm and final exams. A passing grade of C (75%) is required for each course.

3. Clinical evaluation process

This phase complements the theory components of the program and is evaluated through a Likert scale clinical performance evaluation that reflects the weekly objectives for the student's clinical performance. This process occurs throughout the program and the student must achieve a satisfactory evaluation in all clinical evaluations.

4. Faculty input process

The clinical faculty and program director are responsible for gathering verbal and written input from the clinical facility staff and administration who interface with the students. This input is gathered on a regular basis and is included in the student's clinical evaluation as well as the program evaluation.

5. NCLEX-PN

We have successfully implemented our HESI readiness plan all students complete this acknowledgement prior to entering the program.

VOCATIONAL NURSE TRAINING PROGRAM

Assessment for NCLEX-PN Readiness Agreement

Saint Joseph's School of Nursing (JSN) is committed to assist you in achieving a passing score on the National Council Licensure Examination for Vocational Nursing (NCLEX-PN). JSN and not the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) or any other accrediting and licensing agency requires that you comply with the following process prior to JSN submitting you application to BVNPT.

1. Complete each of the scheduled Health Education Systems Inc (HESI) practice examinations.
2. Retake any failed HESI Exams, for the module that it applies to, after mandatory counseling with the Director of Nursing (D.O.N).
3. Schedule an exit meeting with the Director of Nursing.

Note:

- All practice examinations must be completed "as scheduled" prior to taking any proctored examinations.
- Failure to achieve a score of 950 or higher in modules 1-3's HESI examinations with the first attempt will result in **MANDATORY** attendance of focused tutoring sessions. If by the third attempt the required score is still not met, it will result in the student having to re-take the current module.
- If a score of 950 or higher is not achieved on the Comprehensive Predictor Examination within 60 days of completing the VN curriculum, the student will be **required to repeat module 4 and re-take the HESI exit exam.**
- Students are expected to schedule a date to take the NCLEX-PN Exam within 90 days of completing the VN program.
- Failure to complete the NCLEX-PN Assessment Readiness requirements will result in a delay in the submission of you application to the BVNPT.
- Failure to meet the HESI requirement for any module will result in a repeat of the current module.

The individual graduate's results of the NCLEX-PN exam are utilized to determine strengths of the program and cumulative graduate data is used to determine program and student areas needing assistance especially for any graduates not passing the NCLEX.

C. Terminal objectives

Joseph's School of Nursing

Vocational Nurse Program: Terminal Objectives

At the end of this Vocational Nurse Program, the graduate will be able to:

1. Be eligible to take the NCLEX-PN exam.
2. After successful completion of NCLEX-PN exam, be able to meet all the education requirements of the California LVN Board.
3. Be educationally prepared to assume the role of a beginning Vocational Nurse in a clinical setting.
4. Become a beginning functional member of a Health Care Team.
5. Communicate the biopsychosocial, spiritual needs of people of all age groups experiencing a health care challenge.
6. Communicate the health care needs and responses to care of clients of various cultural backgrounds and across the health care continuum.
7. Self-evaluate their vocational nursing practice strengths and areas needing improvement.

Evaluation since we have implemented the HESI readiness exam last quarter 3 students took the state board exam and pass with 100% in February 2015. We noticed that implementing HESI Across the curriculum from admission and at each program level Module 1-4 has improved pass rate significantly. It is important the way we select students from the beginning of the program and identify at need student through the curriculum.

Curriculum Objectives

We have evaluated the following Curriculum objectives and added HESI assessment test at the end of each module to assess students.

St. JOSEPH'S SCHOOL OF NURSING PROGRAM OVERVIEW

Module 1

Prerequisite: Admission to the Department

Anatomy & Physiology:	5
Nutrition:	4
Psychology:	4
Growth & Development:	8
Fundamentals of Nursing:	37
Nursing Process:	8
Communication:	8
Patient Education:	8
Pharmacology:	14
Communicable Disease:	6
Gerontological Nursing:	9
Rehabilitation Nursing:	5
Ethics & Unethical Cond:	10
Critical Thinking:	10
Culturally Congruent Care:	<u>8</u>
Total Clock Hours (144 theory +240 Clinical):	384
Total Clock Hours with 160 CNA Transferable to module 1:	384-160 = 224

Module 1 is designed to provide the beginning student with an introduction to basic nursing skills for direct patient care in nursing. Emphasis is placed upon the application of the nursing process and Maslow's Hierarchy of Needs utilized within the context of the Licensed Vocational Nursing scope of practice, the healthcare environment, critical thinking, the caring role, and basic nursing skills and procedures, including physical assessment. This includes five integrated hours of anatomy and physiology, and 25 hours of basic pharmacology. At successful completion of this level, the student is eligible to sit for the Nursing Assistant Certification and Clinical Performance Examination. Student must Pass HESI requirement.

Module 2

Prerequisite: Successful Completion of **Module 1**

Anatomy & Physiology:	15
Nursing Process:	8
Communication:	8
Patient Education:	8
Pharmacology:	14
Medical/ Surgical Nursing:	28
Communicable Disease:	8
Gerontological Nursing:	24
Rehabilitation Nursing:	8
Ethics & Unethical Cond:	8
Critical Thinking:	8
Culturally Congruent Care:	<u>7</u>
Total Clock Hours(144 theory +240 clinical):	384

Module 2 is designed to provide the student with a foundation in medical- surgical nursing. Topics include general care of patients having problems with pain, fluid and electrolyte imbalance and urinary system problems. Emphasis is placed upon care of patients with disorders of the skin, endocrine system, blood and cardiovascular system. The nursing process and Maslow's Hierarchy are utilized as a unifying framework. General pharmacology and

pharmacology related too systems problems and treatment is covered. Student must Pass HESI requirement.

Module 3

Prerequisites: Successful Completion of **Module 2**

Anatomy & Physiology:	15
Nutrition	16
Patients Education:	6
Pharmacology:	8
Medical/Surgical:	51
Communicable Disease:	8
Gerontological Nursing:	8
Rehabilitation Nursing:	20
Critical Thinking:	<u>12</u>
Total Clock Hour(144 theory +384 Clinical):	528

Module 3 is a continuation of Medical-Surgical Nursing. Emphasis is placed upon care of patients with respiratory, musculoskeletal, gastrointestinal, neurological, eye and ear disorders as well as cancer and steroid related problems and home health and hospice. Again, the nursing process and Maslow's Hierarchy is the unifying framework for the studies. Pharmacology includes systems problems as well as the nursing process. Student must Pass HESI requirement.

Module 4

Prerequisite: Successful Completion of **Module 3**

Specialty Nursing:

Anatomy & Physiology:	15
Nutrition:	4
Psychology:	4
Growth & Development:	8
With Patients With Psych Disorders:	7
Pharmacology:	18
Medical/ Surgical Nursing:	32
Maternity Nursing:	32
Pediatric Nursing:	32
Leadership:	8
Supervision:	8
End- of –Life Care:	<u>8</u>
Total Clock Hours(176 theory+96 Clinical):	272

Module 4 is designed to provide the senior student the basic knowledge in several specialty areas: family nursing, pediatrics, end of life care mental health, AIDS including pharmacology for these areas, and to give the core information for Leadership and Supervision. In addition, career issues for the vocational nurse are discussed during preparation for professional practice. Student must Pass HESI requirement.Total Program Hours: 1568

Evaluation successful completion of passing HESI Module 1-4 improves students NCLEX score and critical thinking.

Licensure Requirement for Vocational Nurse Training Program.

Must successfully complete 1568 hours of training which includes 960 hours of clinical and 608 hours of theory. In addition student must successfully pass HESI. Upon successful completion of vocational nurse training program and HESI requirement per HESI policy, student will be eligible to sit for National Council licensure exam for vocational nurses.

CLINICAL EVALUATION IS DONE BY RETURN DEMONSTRATION.

Module 1: VN 1: Fundamentals of Nursing

Discuss the philosophy and goals of the Vocational Nursing Program.

Discuss general policies listed in the Student Handbook and the policies listed in the Vocational Nursing Department Student Handbook.

Describe the history of nursing in general and Vocational nursing in particular.

Explain the caring role of a nurse.

Discuss the rationale of nursing education.

State three purposes for licensure of Vocational nurses.

Describe the scope of practice for a Vocational nurse in California.

Define the term, 'standard of practice'.

Discuss the ethical aspects of nursing practice and give two examples.

Identify several study tips and individualize a plan of action for success.

Discuss the legal aspects of nursing practice and give two examples.

Describe the variety of health care delivery systems in the United States.

Identify the different aspects of the healthcare environment.

Utilize Medical terminology in discussion and practice experiences.

Discuss the concept of a nursing theory and name five different theories.

Describe Orem's Self-Care Conceptual Framework for nursing practice.

Explain the concept of medical asepsis.

Demonstrate medical asepsis in skills lab experience.

Explain the responsibilities of the nurse in relation to patient safety.

List and describe the important steps in bed making.

Discuss patient communication and interviewing techniques.

Identify cultural aspects of nursing.

Discuss the Vocational nurse's role in patient education.

Describe the various components of the nursing process within Orem's framework.

Compare the differences between a nursing and medical diagnosis.

Explain the function of a patient care plan.

Discuss the concept of critical thinking in nursing.

Explain how to take vital signs (temperature, pulse, respirations and blood pressure) accurately.

Describe how to care for patient hygiene needs.

Describe safety concerns related to patient positioning, mobility and cognitive level.

Discuss how to communicate with other health care professionals, both orally and in writing.

Write practice nursing notes and doctor's orders in class.

Demonstrate ability to understand simple doctor's orders.

Describe several uses of the patient chart for nursing practice.

Discuss the statement, "If it wasn't charted, it wasn't done".

Demonstrate telephone skills in class.

Explain the importance of good nutrition in patient care.

Identify several types of therapeutic diets.

Explain the importance of measuring intake and output accurately.

Discuss urinary and bowel elimination.

Discuss the importance of infection control and universal precautions when performing any nursing function related to elimination.

Discuss the importance of and nursing actions necessary for skin integrity when caring for patients.

Describe the different degrees of pressure sores and related nursing care.

Identify several types of bandages and binders and describe their use.

Discuss the use and application of TED hose in patient care.

Identify collection techniques for four types of specimens: sputum, urinary, stool and wound.

Explain the rationale for culture and sensitivity testing and how to obtain a specimen.

Discuss the importance of accurate glucose testing and how to obtain a specimen.

Describe the process of urinary catheterization and the differences between a straight and indwelling catheter.

Describe care of a patient with an indwelling catheter.

Discuss admission, transfer and discharge of patients.

Describe the differences between hot and cold applications.

Explain the importance of and how to obtain an accurate measurement of patient height and weight.

Discuss techniques of ambulation.

Describe various aspects of personal care of the patient skin care, oral hygiene, shaving, hair care, care of hands and feet, eye, ear and nose care, perineal care, and back care.

Discuss the importance of knowing CPR in patient care.

Explain the purpose and general location of a "crash cart" in the clinical area

Identify and describe the contents of a crash cart.

Differentiate between nursing care of an adult patient with care of the adult geriatric patient.

Identify some common myths concerning the elderly.

Discuss demographic information concerning the elderly in the U.S.

Describe ways to preserve the dignity and to increase self-esteem of the elderly.

Describe major influences on human behavior.

Define "value system" and explain its influence on behavior.

Discuss the dual influences of heredity and environment in shaping the human person.

Explain the concept of responsibility for one's behavior.

List and describe the five levels of needs as described by Abraham Maslow.

Discuss the concept of self-esteem.

Compare the differences between self-concept and self-esteem.

Discuss how one can have a more realistic self-concept.

Describe the concept of "habit".

Explain the need for acceptance and approval from others.

Differentiate between positive and negative criticism.

Explain the differences between sympathy and empathy.

Discuss how both positive and negative emotions impact behavior.

Explain Hans Selye's concept of the "fight-flight" response.

Discuss the effects of stress on the human person.

Modify accusatory statements by using "I" statements instead.

Discuss the positive emotions of happiness and love.

Discuss the negative emotions of fear, anger and grief

Describe several "defense mechanisms" used by human beings.

Describe the basic Components of Caring for patients in Long Term and Rehabilitation Care.

Describe the nurse's role in promoting patient comfort.

Discuss the concept of pain as described by Margo McCaffery.

Discuss the responsibility of the nurse in pain control.

Identify reasons for under medication of a patient in pain.

Discuss the nurse's role in promoting rest and sleep.

Define the terms grief, loss and death.

Describe the stages of death and dying.

Discuss nursing interventions in the care of dying patients.

Discuss the nurse's role in meeting spiritual needs of the patient.

Review of Nursing (Fundamentals) for final examination.

Obtain final grade for Nursing .

Module 1: VN 2: Anatomy and Physiology 1

Describe the process of growth and development in general terms.

Discuss growth and development for the family, adult, and geriatric patient and how knowledge of these areas impacts nursing practice.

Discuss the importance of knowledge of anatomy and physiology in the practice of nursing.

Identify the anatomical components of the human body.

List the basic physiological function of each body system.

Explain the importance of good body mechanics when performing nursing functions and describe each use of correct body positioning.

Describe the sleep cycle, comparing differences between NREM and REM sleep.

Describe the techniques of physical assessment.

Module 1: VN 3: Pharmacology 1

Review math for the study of pharmacology

Determine the value of "X" in simple equations.

Describe and differentiate between the following measuring systems: metric, apothecary and household.

Express metric, apothecary and household measurement notation accurately.

Memorize and recall metric, apothecary and household equivalents.

Explain the use of *mEq* and *U* in dosage calculations.

Convert from one unit to another within the same system of measurement.

Convert units of measure from one system of measurement to another system of measurement.

Calculate dosages accurately for oral and parenteral medications.

Identify major sources of drug standards and drug information.

Describe the purpose of drug legislation.

Use nomenclature associated with the study of pharmacology.

Describe how to obtain a medication history from a patient.

Discuss how to apply the nursing process to pharmacology.

Develop a patient teaching tool for medication knowledge and self-administration.

Identify the five basic principles of drug action.

Review Introduction to Pharmacology

Module 2: VN 4: Medical-Surgical Nursing 1

Review the concept of pain as described by Margo McCaffery.

Identify subjective and objective data in pain assessment.

Describe some common misconceptions regarding pain management.

Compare factors that influence perception and response to pain.

Discuss pharmacologic and nonpharmacologic approaches to pain management.

Identify and describe assessment factors and interventions used when caring for a preoperative, preoperative and postoperative patient.

Discuss types of surgical wounds and factors that inhibit or promote healing.

List some important functions of microbes in the environment.

Identify some contributions of Leeuwenhoek, Semmelweis, Pasteur, and Koch to microbiology.

Explain the germ theory of disease.

Describe the differences between a light microscope and an electron microscope, including applications for each.

List the characteristics used to classify bacteria.

Differentiate between rickettsias, Chlamydia, and mycoplasmas.

Name several important bacterial diseases.

List five pathogenic protozoa.

Identify important characteristics of fungi.

Differentiate between viruses and bacteria

Discuss appropriate nursing interventions for a patient with a disorder of the skin, utilizing Orem's self-care framework (includes patient preparation/teaching, related diagnostic procedures, and emotional, psychosocial and spiritual care).

Discuss appropriate nursing interventions for a patient with a disorder of the skin, utilizing Orem's self-care framework (includes patient preparation/teaching, related diagnostic procedures, and emotional, psychosocial and spiritual care).

Discuss appropriate nursing interventions for a patient with a disorder of the endocrine system, utilizing Orem's self-care framework (includes patient preparation/teaching, related diagnostic procedures, and emotional, psychosocial and spiritual care).

Discuss appropriate nursing interventions for a patient with a disorder of the endocrine system, utilizing Orem's self-care framework (includes patient preparation/teaching, related diagnostic procedures, and emotional, psychosocial and spiritual care).

Discuss appropriate nursing interventions for patients with diabetes mellitus and hypoglycemia, utilizing Orem's self-care framework (includes patient preparation/teaching, related diagnostic procedures, and emotional, psychosocial and spiritual care).

Differentiate between hypoglycemic and hyperglycemic reactions, and describe the treatment given for each.

Discuss appropriate nursing interventions for a patient with a disorder of the blood, blood-forming organs and lymphatic system, utilizing Orem's self-care framework (includes patient preparation/teaching, related diagnostic procedures, and emotional, psychosocial and spiritual care).

Discuss appropriate nursing interventions for a patient with a disorder of the cardiovascular system, utilizing Orem's self-care framework (includes patient preparation/teaching, related diagnostic procedures, and emotional, psychosocial and spiritual care).

Review Medical-Surgical Nursing A for final examination.

Review Pharmacology for final examination.

Obtain final grades for Nursing and Pharmacology.

Module 2: VN 5: Anatomy and Physiology 2

Describe the physiology of pain.

Describe fluid compartments in the body.

Describe the functions of hair and nails.

Describe the mechanisms of diffusion, osmosis, filtration and active transport.

Discuss the role of electrolytes in maintaining homeostasis.

Name and describe the two major skin layers and their functions.

Describe the functions of the stratum corneum and stratum germinativum.

Discuss the function of melanocytes and melanin.

Identify the cutaneous sense organs and discuss their importance.

Describe the glands contained in the skin.

Name the endocrine glands and their secretions.

Explain the concept of "negative feedback".

Discuss the function of each endocrine gland

Describe the composition and explain the functions of blood plasma.

Name the hemopoietic tissues and the types of blood cells each produces.

State the functions of red blood cells, white blood cells and platelets.

Explain the ABO and Rh blood types.

State the normal values in a complete blood count (CBC).

Describe the functions of the lymphatic system.

Identify the chambers and blood vessels of the heart.

Describe the heart valves and explain their function.

Discuss coronary circulation.

Describe the cardiac cycle.

Explain how heart sounds are created.

Discuss the conduction system of the heart.

Describe the structure of arteries, veins and capillaries.

Relate vascular structure to function.

Discuss the influence of the nervous system on the vascular system.

Module 2: VN 6: Pharmacology 2

Identify and describe preparation and administration of medications by the per cutaneous route.

Discuss drugs used for skin disorders according to classification, action, side effects and nursing considerations.

Demonstrate knowledge of basic mathematics in the calculation of drug dosages.

Identify the common principles of medication administration: preparation, administration, patient safety, patient teaching, and documentation.

Explain drug therapy for skin disorders within the context of Orem's framework

Discuss drugs used for endocrine disorders according to classification, action, side effects and nursing considerations.

Explain drug therapy for endocrine disorders within the context of Orem's framework.

Discuss insulin and the oral hypoglycemic agents including their action, side effects and nursing considerations.

Explain drug therapy for insulin-dependent and non-insulin dependent patients within the context of Orem's framework.

Discuss drugs affecting the blood, blood-forming organs and the immune system according to classification, action, side effects and nursing considerations.

Explain drug therapy for blood/immune disorders within the context of Orem's framework.

Discuss drugs affecting the blood, blood-forming organs and the immune system according to classification, action, side effects and nursing considerations.

Explain drug therapy for blood/immune disorders within the context of Orem's framework.

Module 3: VN 7: Medical-Surgical Nursing 2

Discuss acid-base balance.

Discuss appropriate nursing interventions for a patient with a disorder of the respiratory system, utilizing Orem's self-care framework (includes patient preparation/teaching, related diagnostic procedures, emotional, psychosocial and spiritual care).

Describe the effects of neurological problems on the body and on other body systems: cardiovascular, respiratory, gastrointestinal, urinary, musculoskeletal, and integumentary.

Describe the care of patients with neurological problems.

Describe the care of patients with sensory area problems.

Describe the effects of musculoskeletal problems on the body and on other body systems: cardiovascular, respiratory, gastrointestinal, neurological, urinary and integumentary.

Describe the care of patients with musculoskeletal problems.

Describe the effects of immobility body systems: cardiovascular, respiratory, gastrointestinal, urinary, musculoskeletal, neurologic and integumentary.

Describe the care of patients with problems of immobility.

List the seven risk factors for the development of cancer.

Identify and describe common diagnostic tests used to detect the presence of cancer, including patient preparation.

Discuss systems of tumor classification.

Describe general nursing care of a patient with cancer.

Describe the effects steroids on care of a patient.

Describe the nursing care problems related to the gastrointestinal and genitourinary systems.

Define Home Health.

Define the role of the VN as a member of the Home Health Team.

Demonstrate an understanding of the constraints that Medicare and Medicaid placed on Home Health.

Identify four areas that need to be addressed in educating a Home Health client.

List other forms of care available in a community that may be needed if Home Health cannot meet the clients need. I.e. Long Term Care Facilities, Subacute care facility, Community Retirement communities, Assisted Living, Adult day care, Respite Care, Foster Care.

Define hospice and when it may be helpful to the client.

Define the VN role in the care of a Hospice client.

Review Medical Surgical Nursing 2 for final examination.

Obtain final grades for nursing classes.

Module 3: VN 8: Anatomy and Physiology 3

Describe the structure and function of the upper respiratory tract.

Describe the structure and function of the lower respiratory tract.

Name and describe the important air pressures involved in breathing.

Describe the process of respiration.

Differentiate between external and internal respiration.

Explain nervous and chemical mechanisms that regulate respiration.

Describe the structure and function of the gastrointestinal tract.

Describe the structure and function of the neurological system.

Describe the structure and function of the musculoskeletal system. Describe the normal function of cells and abnormal cellular development.

Module 3: VN 9: Pharmacology 3

Discuss drugs affecting the respiratory system according to classification, action, side effects, and nursing considerations.

Identify the common principles of medication administration: preparation, administration, patient safety, patient teaching, and documentation.

Explain drug therapy for respiratory disorders within the context of Orem's framework.

Discuss drugs affecting the gastrointestinal system.

Explain drug therapy for gastrointestinal disorders within the context of Orem's framework.

Discuss drugs affecting the neurological system.

Explain drug therapy for neurological disorders within the context of Orem's framework.

Discuss drugs affecting the musculoskeletal system.

Explain drug therapy for musculoskeletal disorders within the context of Orem's framework.

Discuss drugs affecting the cell development.

Explain drug therapy for cancer disorders within the context of Orem's framework.

Discuss chemotherapy drugs and their local and systemic effects.

Explain steroid and chemotherapy within the context of Orem's framework.

Discuss drugs used in home health care and hospice care.

Explain hospice drug therapy for gastrointestinal disorders within the context of Orem's framework.

Module 4: VN 10: Family Nursing

Describe all the procedures to determine maternal/fetal problems

Describe the process of Labor and Delivery.

Describe signs and symptoms of postpartum complications.

Describe standard precautions related blood borne pathogens when working in a labor and delivery setting.

Describe care for mothers who delivered baby by cesarean section (C- section).

Describe the care needed by mothers during the postpartum period.

Perform the postpartum procedures related to care of mother and baby.

Describe the ongoing care needs of the postpartum mother.

Module 4: VN 11: Pediatric Nursing

Describe how to meet an infant's safety and security needs.

Identify the signs and symptoms of illness in infants.

Explain how to help mothers with breast-feeding.

Describe three forms of baby formulas.

Explain how to bottle-feed babies.

Explain how to burp a baby.

Describe how to give cord care.

Describe the purposes of circumcision, the necessary observations, and the required care.

Explain how to bathe infants.

Explain why infants are weighed.

Identify nutritional requirements for infants.

Describe why breast-feeding is the recommended method of feeding.

Identify infant nutritional disorders including Failure to Thrive (FTT)

Describe the needs of a baby with colic.

Explain general rules of emergency care.

Describe basic life support needs for infants and children.

Perform CPR for infants and children.

Explain how to clear an obstructed airway- the conscious and unconscious infant.

Describe the pediatric diseases according to body systems, how they affect children and the nursing care of these diseases in children according to Orem's framework.

Module 4: VN 12: Leadership/ Supervision

Discuss priorities with the nurse.

Know the routine of your shift and nursing unit.

List care or procedures that are on a schedule.

Estimate how much time is needed for each person, procedure, and task.

Identify which tasks and procedures can be done while patients or residents are eating, visiting, or involved in activities or therapies.

Plan care around mealtimes, visiting hours, and therapies. If working in a nursing center, also consider daily recreation and social activities.

Identify situations in which you will need help from a co-worker.

Schedule any equipment or rooms if necessary.

Review the procedures and gather needed supplies beforehand.

Seek further growth through educational opportunities.

Establish priorities and the goals by which to achieve those priorities.

Enhance organizational skills by developing a checklist and creating ways to improve ability to retain information.

Enhance time-management abilities by designing a study schedule that best suits your needs, considering:

- Amount of time needed

- Amount of time available

- "Best" time to study

- Allowance for emergencies/free time

Module 4: VN 13: Mental Health and AIDS

Explain the difference between mental health and mental illness.

List the causes of mental illness.

Explain how personality develops.

Describe three levels of awareness.

Describe anxiety and three anxiety disorders.

Define the defense mechanisms used to relieve anxiety.

Describe common phobias.

Explain schizophrenia.

Describe bipolar disorder and depression.

Describe three personality disorders.

Describe substance abuse, anorexia nervosa, and bulimia.

Describe the care required by a person with a mental health disorder.

Describe the biopsychosocial, spiritual care of patients with HIV.

Apply all aspects of Maslow's Hierarchy to a variety of patients in a variety of settings.

Module 4: VN 14: Anatomy and Physiology 4

Describe sexual growth and development in male and female adults.

Describe basics of reproduction.

Describe development of human organism.

Identify physiologic changes during pregnancy

Identify nutrition needs throughout the life cycle.

Identify the normal anatomy and physiology of the fetus, infant, child and adolescent

Identify the biological and physiological basis of mental health problems according to the specific disease.

Module 4: VN 15: Pharmacology 4

Identify the major drug issues in pregnancy and fetal development.

Identify the drugs use and effect during labor and delivery.

Describe the major issues associated with drug administration to infants, children, and adolescents.

Describe the drugs, according to classification, used to treat the various mental health disorders.

Describe the nursing focus according to Orem's framework for drug management with patients with mental health disorders.

Module 4: VN 16: Preparation for Practice

Identify clinical experiences and theoretical learning needs based on experience during the entire program

Participate in theoretical and clinical learning experiences to enhance learning and to meet partially met learning needs.

Prepare for Board exam study by considering:

- Conducive environment

- Appropriate study material

- Planned study sessions alone or with friend/group

- Formal review course

Develop a plan for organized study sessions, by yourself or with others, over a reasonable period of time, in an environment that you find relaxing and conducive to learning.

Review program learning experiences in both classroom and clinical in order to:

- assist in determining the extent of your nursing knowledge relative to your areas of strengths and weaknesses

- to increase understanding of nursing knowledge through additional study

- to increase familiarity with and ability to respond to written test questions and corresponding clinical situations similar to those presented in the NCLEX-VN licensing examination.

All curriculum objective were compared to NCLEX Test plan 2015 and they meet the requirements. Learning Extensions tutorial was given to each students and completed free 3 week tutorial. Detailed update on progress of student was sent to nurse consultant on 1/26/15.

Joseph's School of Nursing
LVN Program: Student Policies: Attendance

1. Attendance:

All LVN Program students are required to attend all classes, skills lab and clinical days designated in the program. However, recognizing that emergencies do occur, the following make-up policy applies:

a. Theory absences

Students will be allowed no more than 3 absences in the theory component per Module

Skills lab absences

Students again will be allowed no more than 3 absences from skills lab experiences during Module 1 (Term 1). Clinical experience absences

Absences from the clinical area are not acceptable. However, when emergencies do occur, the student must notify the instructor and make-

Up will be arranged by the instructor with input from the Program Director. The arrangements must include the Clinical agency, alternate agency and skills lab experiences. All absences including emergency ones are limited to one day per Module 2, 3, and 4 (Module 1 is

Primary skills lab and the initial three weeks of Clinical experience orientation and practice that cannot be missed).

b. Students who do not meet the standards set forth above will have to leave the program and start again during the next offering of the program and will have to update any designated areas (physical, fingerprinting) for readmission.

Evaluation: Our attendance policy has been strictly enforced we have implemented and electronic clock to track attendance. Students are also monitored for SAP

Saint Joseph's school of Nursing has successfully implemented the Electronic badge/time card this allows each student to punch in electronically the clock is in the reception area and is monitored by the receptionist. Student's records are carefully monitored to ensure that they are meeting 80% satisfactory academic progress are met and that all student are in compliance with the attendance policy.

Satisfactory Academic Progress Report

St. Joseph's school of Nursing effectively monitors, assesses, and records the progress of participants utilizing a sound assessment system with a set of defined elements that are appropriately related to the performance objectives of the programs or courses. Semester credits, quarter credits, clock hours, and/or continuing education and training services. Students' progress is documented consistently in accordance with institutionally established performance outcomes and is communicated to all participants. Participants are informed of their progress on a regular basis. St. Joseph's school of Nursing publishes clearly descriptions of their requirements for satisfactory student progress and utilizes sound written policies and procedures to determine student compliance with these requirements and to document the results.

St. Joseph's school of Nursing established and implemented written policies and procedures for monitoring and documenting attendance. The attendance policy is effective in ensuring that student participation and preparation are consistent with the expected performance outcomes of the course or program.

Using an electronic time card system student manually clocks in at the beginning of class and clocks out when class is complete. The data is sent to a secured online data base. Authorized personnel can access each students' time punches daily and use the data to create the satisfactory academic progress report; to ensure satisfactory academic progress.

1. Vocational Nurse program Satisfactory Academic Progress

For our LVN program the satisfactory academic progress report will be implemented for each module. Clock Hours are checked daily and reported into a satisfactory academic attendance report. The satisfactory academic attendance report tracks each students' total clock hours; as well as, when each student has reached 25% completion, 50% completion, 75% completion, and 100% completion. When students reach each point of completion a meeting will be held to inform each student of their progress in meeting the standards of

attendance using a Satisfactory Academic Progress Report. This ensures that each student in our LVN program is in compliance with the 80% attendance requirement. Each modules attendance is recorded as follows:

- **Module One-** There is a total of 384 clock hours in module one. The systematic academic attendance report shows each students' total clock hours; as well as, when each student has reached 25% completion (96 clock hours), 50% completion (192 clock hours), 75% completion (288 clock hours), and 100% completion (384 clock hours).
- **Module Two-** There is a total of 384 clock hours in module two. The systematic academic attendance report shows each students' total clock hours; as well as, when each student has reached 25% completion (96 clock hours), 50% completion (192 clock hours), 75% completion (288 clock hours), and 100% completion (384 clock hours).
- **Module Three-** There is a total of 528 clock hours in module three. The systematic academic attendance report shows each students' total clock hours; as well as, when each student has reached 25% completion (132 clock hours), 50% completion (264 clock hours), 75% completion (396 clock hours), and 100% completion (528 clock hours).
- **Module Four-** There is a total of 272 clock hours in module four. The systematic academic attendance report shows each students' total clock hours; as well as, when each student has reached 25% completion (68 clock hours), 50% completion (136 clock hours), 75% completion (204 clock hours), and 100% completion (272 clock hours).

Evaluation methods:

Students are all given survey at the end of modules and surveys are also on website. The feedbacks are discussed in faculty meeting and changes are made as needed.

JSN Licensed Vocational Nurse Program
Student Program Evaluation Form

Dear Student;

Now that you have completed this vocational nurse program, we would like your feedback regarding the program. Please complete the following evaluation. Only group data will be used. But if you have any individual input or concerns you want us to use in our program evaluation, feel free to express them here.

Year you started the program: _____

Please answer each question with the following rating system:

1 = STRONGLY AGREE

2 = AGREE

3 = DISAGREE

4 = STRONGLY DISAGREE

_____ the course objectives and expected outcomes were clearly explained and followed.

_____ The modules were clear and useful to the learning experience.

_____ The learning experiences and content were presented in a simple to complex format and built on previous learning.

_____ The philosophy and conceptual framework was explained and integrated into the learning experiences.

_____ The books and associated learning resources were useful and related to the content presented.

_____ The classroom and skills lab experiences made the theory and skills learnable.

_____ The clinical experiences were related to the content and learning about vocational

nursing practice with actual patients.

_____ The clinical instructors were competent, available and fair.

_____ The instructional spaces(classrooms, skills lab) were adequate and helpful to learning.

Comments: (We definitely want your comments related to the above questions or any other areas related to the program. Do you feel that the course work prepared you adequately)

**Licensed Vocational Nurse Program
Clinical Facility Program Evaluation Form**

Date _____

Name of Facility

Please rate the nursing program affiliated with your facility as follow:

1 = STRONGLY AGREE

2 = AGREE

3 = DISAGREE

4 = STRONGLY DISAGREE

_____ The affiliated nursing program provided the written materials needed for affiliation.

- ___ The affiliated nursing program met with the appropriate staff on a regular basis to discuss the affiliation.

- ___ The faculty from the affiliated program participated in orientation and meetings designated by the facility.

- ___ The faculty and students abided by the rules of the facility as designated in the affiliation agreement or during facility orientation.

- ___ The faculty and students kept the patients and their nurses informed relative to the daily care given to those patients.

- ___ The facility informed the faculty and students of any changes in policy, procedure or patient care practices that would impact their affiliation and daily learning experiences.

- ___ The facility participated in the evaluation of the learning experiences designated for the students.

- ___ The facility would hire the graduates from this program when they pass the licensing exam.

Comments:

**Licensed Vocational Nurse Program
Clinical Facility Evaluation by the Nursing Program**

Date _____

Name of Facility

Please rate the nursing program affiliated with your facility as follow:

1 = STRONGLY AGREE

2 = AGREE

3 = DISAGREE

4 = STRONGLY DISAGREE

_____ The facility provided the written materials needed for affiliation.

_____ The facility staff and administration met with the appropriate nursing program administration on a regular basis to discuss the affiliation.

_____ The faculty from the affiliated program were given an orientation and invited to relevant meetings by the facility staff.

_____ The faculty and students were introduced to the rules of the facility as defined in the affiliation agreement during facility orientation.

___ The facility staff kept the faculty and student nurses informed of any changes in patient care practices affecting their learning experiences.

___ The facility informed the faculty and students of any changes in policy, procedure or facility practices that would impact their affiliation and daily learning experiences.

___ The facility participated in the evaluation of the learning experiences designated for the students.

___ The faculty/students would consider recommending the facility to graduates as place to work after passing the licensing exam.

Comments:

**Licensed Vocational Nurse Program
Faculty Program Evaluation**

Date _____

Please rate the nursing program as follows:

1 = STRONGLY AGREE

2 = AGREE

3 = DISAGREE

4 = STRONGLY DISAGREE

- ___ The course objectives and expected outcomes were clearly delineated.
- ___ The modules were clear and useful to the learning experience.
- ___ The learning experiences and content were arranged so they could be presented in a simple to complex format and built on previous learning.
- ___ The philosophy and conceptual framework is complete and integrated into the learning experiences.
- ___ The books and associated learning resources were useful and related to the content presented.
- ___ The classroom and skills lab experiences made the theory and skills teachable.
- ___ The clinical experiences available were related to the content and learning about vocational nursing practice with actual patients.
- ___ The clinical instructors chosen were competent, available and fair.
- ___ The instructional spaces(classrooms, skills lab) were adequate and helpful to learning.

_____ The student population was appropriate for the program and its expectations.

_____ The program administration and resources supported my efforts as a faculty member.

_____ The total program has made it enjoyable to teach.

Comments:

JSN LVN Program: Clinical Facility Evaluation by the Program

The Clinical facilities evaluation process is ongoing and includes input from students during classroom discussions and from faculty during faculty meetings. In addition, the faculty members and Program Director meet with facility staff and administration during and after each module in order to discuss the clinical experiences, resolve any issues necessary to successful continued use of the agency and to give faculty/student feedback to the agency.

In order for this evaluation process to be successful, each faculty and student are given agency rules and protocols as well as an agency orientation so clarity about use and participation at the agency are achieved.

JOSEPH'S SCHOOL OF NURSING

LICENSED VOCATIONAL NURSE PROGRAM

CLINICAL FACILITY PLANNING MEETING

PROGRAM _____ AGENCY _____

PLANNING DATE _____ COURSE TITLE _____

COURSE DATES _____ DAYS/HRS _____

ASSIGNED FACULTY AND LOCATION _____

AGENCY PARTICIPANTS _____

PROGRAM PARTICIPANTS _____

CLINICAL OBJECTIVES GIVEN TO _____

CLINICAL OBJECTIVES POSTED AT _____

CLINICAL AREAS TO BE USED _____

NUMBER OF STUDENTS PER UNIT _____

METHOD OF CLINICAL ASSIGNMENT USED FOR STUDENTS _____

THE FOLLOWING TOPICS WERE ADDRESSED IN THE DISCUSSION:

1. students current skill level
2. policies and procedures
3. orientation
4. parking
5. meals
6. library use
7. student absences/tardiness
8. student injury
9. conference room
10. locker room/storage
11. facility tour
12. computer use
13. identification badges
14. documentation system
15. medication administration
16. student/faculty/staff interface
17. timetables (shift change, report, patient care)

Outcomes _____

Program
Action _____

Overall we have noticed 100% improvement in our curriculum since we have implemented methods to improve pass rate. We are getting the students screened right from the beginning and implementing Hesi from level 1-4 has showed to be effective in improving student outcomes. I am also attaching our pass rate for the last quarter at 100% pass rate Feb 2015. We also are happy to result that the school has received national accreditation and Title IV funding for our students. This improves the quality education that we give here at the school and also relieves our student from the financial burden of working and going to school. Now ours students can just focus on passing their classes and NCLEX.

Sincerely,

Niki Joseph

Director of Nursing

Joseph's School Of Nursing

Agenda Item #7.C.5., Attachment D

Gomez, Jessica@DCA

From: Deborah Cornell <dcornell@antelecom.net>
Sent: Thursday, March 12, 2015 11:32 AM
To: Gomez, Jessica@DCA
Subject: students

Follow Up Flag: Follow up
Flag Status: Completed

Dear Jessica,

As discussed with you over the phone we have not had any nursing students from Joseph's School of Nursing in our facility for the past 2 years to my knowledge. If there are any questions please contact me.

Sincerely

Deborah L. Cornell

Office Manager

Joshua Medical Group

38460 5th St. West

Palmdale, Ca. 93551

Phone (661) 273-1614

Fax (661) 273-4816

Agenda Item #7.C.5., Attachment E

Gomez, Jessica@DCA

From: Patricia Delaney <patricia.delaney@rhf.org>
Sent: Tuesday, March 03, 2015 3:07 PM
To: Gomez, Jessica@DCA
Subject: St. Joseph School of Nursing

They do not do clinical nursing at Mayflower Gardens at this time. They have not been here in approximately 5 years.

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