

## Agenda Item #15.E



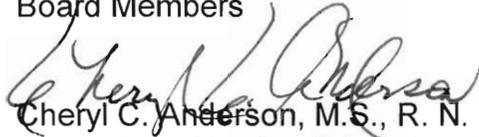
STATE AND CONSUMER SERVICES AGENCY • GOVERNOR EDMUND G. BROWN JR.

**BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS**  
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DATE: February 9, 2011

TO: Board Members

FROM:   
Cheryl C. Anderson, M.S., R. N.  
Supervising Nursing Education Consultant

SUBJECT: Professional Medical Careers Institute Vocational Nursing Program –  
Reconsideration of Provisional Accreditation (Director: Helen Taylor, Thousand  
Oaks, Ventura County, Private)

On February 18, 2010, the Board placed the Professional Medical Careers Institute Vocational Nursing Program on provisional accreditation for the one-year period from February 18, 2010, through February 17, 2011. That action was taken due to the program's noncompliance with Section 2526.1(c) of the Vocational Nursing Rules and Regulations, which states:

“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...”

The Board directed that reconsideration of the program's provisional accreditation be scheduled for the February 2011 Board meeting.

On October 6, 2010, the Board received electronic correspondence from the director relative to the admission of additional classes. Specifically, the director proposed the admission of a class on July 6, 2011, to **replace** the class graduating on June 24, 2011, and admission of a class on January 23, 2012, to **replace** a class scheduled to graduate December 12, 2011.

On October 16, 2010, the assigned consultant forwarded correspondence to the director advising that the Board was scheduled to reconsider the program's provisional accreditation status on February 25, 2011. Additionally, the director was informed that the Board would consider the program's requests for admission of additional classes. The program was requested to submit a report as specified in the Notice of Change in Accreditation Status, dated March 11, 2010, by Monday, November 15, 2010.

On November 22, 2010, the Board received the program's documents.

## **History of Prior Board Actions**

- On August 13, 2008, the Board approved Professional Medical Careers Institute's request to begin a vocational nursing program with an initial class of 30 students commencing October 6, 2008, only, and an anticipated graduation date of February 7, 2010.

The program curriculum was approved for 1546 hours, including 586 theory and 960 clinical hours.

- On September 14 – 15, 2009, the assigned consultant inspected the program to determine compliance with Article 5 of the Vocational Nursing Rules and Regulations. Five (5) violations were cited.
- On December 8, 2009, the Executive Officer deferred action on the program's requests for accreditation and approval to admit two (2) classes for consideration by the Board at the February 18, 2010 meeting.
- On December 11, 2009, the director submitted additional correspondence relative to violations cited during the September 14 – 14, 2009 survey.
- On December 17, 2009, the Board received a 14 – page document from the director summarizing the program's response to cited violations. These documents included test samples, statements from two (2) instructors in support of the program, and a three-page, non-authored document entitled, "A real life scenario in the day of a nursing school director – The Dangers Associated with Nursing School Gossip."
- On December 21, 2009, Board received a two-page document from the director that included a written summary provided by the nursing education consultant to the program director on September 23, 2009.
- On December 29, 2009, the assigned consultant forwarded electronic correspondence to the director addressing specific program questions.
- On January 5, 2010, the Board received a five-page letter from the director entitled, "Unfair procedures – request for immediate removal of violation and shoddy evidence."
- On January 6, 2010, the director submitted a 23-page facsimile document entitled, "Letter, evidence and exhibits to support a formal request to have inadmissible evidence and unauthenticated emails removed from the survey report of Professional Medical Careers Institute and report of an unjust and unfair violation."
- On January 6, 2010, the Board received electronic correspondence from the director requesting deletion of the admissions and attendance violations, and making statements about students and other schools.

- On January 6, 2010, the Board received a 31-page facsimile document from the director entitled, "Letter, evidence and exhibits to support a formal request to have attendance and admissions violations from the survey report of Professional Medical Careers Institute reassessed and/or removed."
- On January 6, 2010, the Board received electronic communication from the director relative to communication sent to a student in the VN program.
- February 18, 2010, the Board placed the Professional Medical Careers Institute Vocational Nursing Program on Provisional Accreditation for the one – year period from February 18, 2010, through February 17, 2011, and directed issuance of a notice identifying specific areas of noncompliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations. The program was required to show documented progress by submitting follow – up reports in four (4) and seven (7) months. The report must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timelines for expected results, and the effectiveness of corrective actions taken to address the following elements:
  - a. Current Student Enrollment.
  - b. Admission Criteria.
  - c. Screening and Selection Criteria.
  - d. Terminal Objectives.
  - e. Curriculum Objectives.
  - f. Instructional Plan.
  - g. Theory and Clinical Objectives for Each Course.
  - h. Lesson Plans for Each Course.
  - i. Textbooks.
  - j. Attendance Policy.
  - k. Remediation Policy.
  - l. Evaluations of Theory and Clinical Faculty.
  - m. Evaluations of Theory Presentations.
  - n. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
  - o. Evaluation of Student Achievement.

The program was required to comply with all accreditation standards in article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code section 2880, and article 5 of the Board's regulations, commencing at California Code of Regulations, title 16, section 2526.

Additionally, the Board approved the:

- a. Admission of a class of 34 students on March 10, 2010, only, to **replace** students graduating on February 27, 2010. Graduation of that class is scheduled for July 9, 2011; and

- b. Admission of a class of 34 students on September 13, 2010, with an anticipated graduation date of December 17, 2011.
- On March 11, 2010, the Board forwarded correspondence to the director per certified and regular mail relative to the Notice of Change in Accreditation Status.
  - On May 13, 2010, the Board received the program's follow – up report in compliance with the Board's decisions of February 18, 2010.
  - On October 6, 2010, the Board received electronic correspondence from the director proposing the admission of a class on July 6, 2011, to **replace** the class graduating on June 24, 2011 and the admission of a class on December 12, 2011.
  - On October 16, 2010, the assigned consultant forwarded correspondence to the director advising that the Board was scheduled to reconsider the program's provisional accreditation status and requests for admission of additional classes on February 25, 2011. The program was requested to submit a report as specified in the Notice of Change in Accreditation Status by Monday, November 15, 2010.
  - On November 22, 2010, the Board received correspondence and the report, as requested in the October 16, 2010 correspondence.
  - On January 13, 2011, the Supervising Nursing Education Consultant (SNEC) forwarded correspondence to the director requesting the submission of documents for Board presentation.
  - On February 7, 2011, the program confirmed that copies of the program's report for dissemination to Board members had been forwarded by overnight mail.
  - On February 9, 2011, copies of the program's correspondence and Second Survey to Satisfy Follow – Up Report Requirement were received for dissemination to Board Members.

### **Enrollment**

The program is approved to offer a full – time course of instruction that is 62 weeks in length. Board approval is required prior to the admission of each class. The enrollment table below presents the pattern of admissions for **current and proposed** classes.

The following table represents **current and projected** student enrollment based on current and proposed class starts and completions. The table indicates a **maximum enrollment of 68 students** for the period from **October 2008 through January 2012**.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Completed			
10/08		25	22	<b>22</b>
	2/10 (10/08 Class)		-22	22 – 22 = <b>0</b>
3/10		21	19	0 + 19 = <b>19</b>
9/10		27	20	19 + 20 = <b>39</b>
	6/11 (3/10 Class)		- 19	39 – 19 = <b>20</b>
7/11 (Proposed)		34		20 + 34 = <b>54</b>
	12/11 (9/10 Class)		-20	54 – 20 = <b>34</b>
1/12 (Proposed)		34		34 + 34 = <b>68</b>

### Licensing Examination Statistics

The following statistics, furnished by the Pearson Vue and published by the National Council of State Boards of Nursing as "Jurisdictional Summary of All First - Time Candidates Educated in Member Board Jurisdiction" for the period January 2010 through December 2010, specify the pass percentage rates for graduates of Professional Medical Careers Institute Vocational Nursing Program on the National Council Licensure Examination for Practical (Vocational) Nurses (NCLEX-PN®).

NCLEX-PN® Licensure Examination Data						
Quarterly Statistics					Annual Statistics*	
Quarter	# Candidates	# Passed	% Passed	State Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate
Jan – Mar 2010	No Candidates Tested			75%	N/A	74%
Apr – Jun 2010	7	7	100%	74%	100%	75%
Jul – Sep 2010	12	10	83%	76%	90%	75%
Oct – Dec 2010	1	1	100%	77%	90%	76%

\*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.

Based on the most current data available (October – December 2010), the program's average annual pass rate is 90%. The California average annual pass rate for

graduates from accredited vocational nursing programs who took the NCLEX-PN® for the first time is 76%. The average annual pass rate for Professional Medical Career Institute Vocational Nursing Program is fourteen (14) percentage points **above** 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 seventeen (17), including the program director. The director has 100% administrative duties. Of the total faculty, fourteen (14) are approved to teach in the clinical area.

Based on a maximum enrollment of 68 students, five (5) instructors are needed. Therefore, the number of current faculty is adequate for the current and proposed enrollment.

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

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

The program has clinical facilities that are 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. This information has been verified by the consultant.

### **Other Considerations**

As noted previously, the Board approved the program's request for commencement of a vocational nursing program on August 13, 2008. The initial class was admitted on October 6, 2008. On September 14 – 15, 2009, the program was inspected to determine compliance with Article 5 of the Vocational Nursing Rules and Regulations. Five (5) violations were cited.

On February 18, 2010, the Board placed the Professional Medical Career Institute Vocational Nursing Program on provisional accreditation for the one-year period from February 18, 2010, through February 17, 2011. That action was taken due to the program's noncompliance with Section 2526.1(c) of the Vocational Nursing Rules and Regulations. The Board approved the program's requests to admit a class of 34

students on March 10, 2010 only, to **replace** students graduating February 27, 2010 and a class of 34 students on September 13, 2010. The program was required to submit follow – up reports in four (4) and seven (7) months to include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timelines for expected results, and the effectiveness of corrective actions taken. Reconsideration was scheduled for February 2011. On March 11, 2010, the Board forwarded correspondence to the program per certified and regular mail relative to the Notice of Change in Accreditation Status (see Attachment A).

On May 13, 2010, the Board received the program's follow – up report. Information included therein set forth the program's compliance with required corrections specified in the Notice of Change in Accreditation Status.

On October 6, 2010, the Board received electronic correspondence from the director proposing the admission of a class on July 6, 2011, to replace the class graduating on June 24, 2011. Additionally, the director proposed the admission of a class on January 23, 2012, to replace a class scheduled to graduate December 12, 2011.

On October 16, 2010, the assigned consultant forwarded correspondence to the director advising that the Board was scheduled to reconsider the program's provisional accreditation status on February 25, 2011. The director was advised that the Board would consider the program's requests for admission of additional classes at the same time. The program was requested to submit a report as specified in the Notice of Change in Accreditation Status by Monday, November 15, 2010 (see Attachment B).

On November 22, 2010, the Board received the program's report. On January 13, 2011, the SNEC forwarded correspondence to the director requesting the submission of copies of program information for dissemination to Board Members by January 28, 2011. As the requested information had not been received, the SNEC contacted the program on February 7, 2011. The director confirmed that copies of the program's report for dissemination to Board members had been forwarded by overnight mail.

On February 9, 2010, copies of program documents for Board Member dissemination were received (see Attachment C). Information included in the report confirmed the program's compliance with required corrections specified in the Notice of Change in Accreditation Status. The director discussed actions taken to improve the performance of program graduates on the NCLEX-PN®. In May, 2010, the director reported the incorporation of review and assessment tests in Level 3 and Level 4. Additionally, students were required to obtain a score of 92% on the ATI Comprehensive Assessment, as a condition of graduation. The November 2010 report specifies that the program has revised its graduation criteria to include a requirement that students must obtain a score of 95% on the ATI Comprehensive Assessment to graduate from the program.

In summary, the previously noted licensing examination statistics evidence the effectiveness of the program's interventions relative to student achievement. Based on submitted information, the program admitted 25 students in October 2008. Of the total

admitted, twenty – two (22) students graduated. Of the total graduates in the initial class, 20 students have completed the NCLEX-PN®. Of the total program graduates tested, 18 have passed.

Eighty – eight percent (88%) of the total students admitted to the program in the initial class graduated. Of the total graduated, 91% completed the NCLEX-PN®. Of the total tested, 90% passed. **Based on the most current data available (October – December 2010), the program’s average annual pass rate is 90%.** The California average annual pass rate for graduates from accredited vocational nursing programs who took the NCLEX-PN® for the first time is 76%. **The average annual pass rate for Professional Medical Career Institute Vocational Nursing Program is fourteen (14) percentage points above the state average annual pass rate.**

**Recommendations:**

1. Approve full accreditation of Professional Medical Careers Institute Vocational Nursing Program for the four-year period from February 25, 2011, through February 24, 2015, and issue a certificate accordingly.
2. Approve the program’s request to admit 34 students commencing July 6, 2011, graduating October 12, 2012, to **replace** students scheduled to graduate June 24, 2011.
3. Approve the program’s request to admit 34 students commencing January 23, 2012, graduating April 19, 2013, to **replace** students scheduled to graduate on January 23, 2012.
4. Require the program to obtain Board approval prior to the admission of each evening class.

**Rationale:** On February 18, 2010, the Board placed the program on provisional accreditation as a result of five (5) violations cited during the program’s initial survey visit. Program reports received in May and November 2010 specify actions taken by the program to correct the cited violations. Based on submitted documents, all identified violations have been corrected.

Additionally, the program’s licensure examination statistics evidence the effectiveness of the presented theory and clinical instruction. As previously noted, 88% of the total students admitted in the program’s initial class have graduated. Of the total graduated, 91% have completed the NCLEX/PN. Of those tested, 90% passed the licensure examination. Based on statistics reported for the period October – December 2010, the program’s average annual pass rate is 90%.

However, it is noted that, at this time, statistics are available for the program’s initial class only. The second class is scheduled to graduate June 24, 2011.

Board staff will continue to monitor the program by tracking its licensure examination pass rate quarterly, reviewing Annual Reports submitted by the director, and performing accreditation surveys every four years.

Attachment A: Notice of Change in Accreditation Status dated March 11, 2010.

Attachment B: Board correspondence dated October 16, 2010.

Attachment C: Program correspondence and Follow – Up Report, dated February 7, 2011, and received February 9, 2011.



## Agenda Item #15.E. – Attachment A

March 11, 2010

Helen Taylor, J.D., R.N., Director  
Vocational Nursing Program  
Professional Medical Career Institute  
299 Hillcrest Dr., Suite 110  
Thousand Oaks, CA 91360

***Subject: Notice of Change in Accreditation Status***

Dear Ms. Taylor:

Pursuant to the action of the Board of Vocational Nursing and Psychiatric Technicians (Board) on February 18, 2010, the status of the Professional Medical Career Institute Vocational Nursing Program has been changed from approved to provisional accreditation for the one – year period from February 18, 2010, through February 17, 2011. Please sign and return the enclosed “Acknowledgement of Change in Accreditation Status” form by **Monday, March 22, 2010**.

### AREAS OF NON - COMPLIANCE

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...”

1. The program failed to comply with Section 2526(a)(12) of the Vocational Nursing Rules and Regulations by failing to consistently adhere to its established Screening and Selection criteria when admitting students.
2. The program violated Sections 2526 (a)(17)(B) and 2530(h) in that it failed to adhere to its Board – approved Attendance Policy.
3. The program violated Section 2526 (g) in that administrative staff misrepresented the program’s accreditation status.
4. The program violated Section 2527 (b) in that it failed to consistently notify the Board within ten (10) days of faculty terminations as prescribed by regulation.
5. The program violated Section 2530 (g) in that it admitted two (2) students without proof of high school graduation or the equivalent thereof.

### REQUIRED CORRECTION(S)

1. The Professional Medical Career Institute Vocational Nursing Program shall admit only those students who meet the program's Board - approved admissions criteria.
2. The program shall adhere to its Board – approved attendance policy.
3. The program shall submit written notification to the Board within ten (10) days of the termination of a faculty member.
4. The program shall have on file proof that each enrolled student has completed a general education course of study through the 12<sup>th</sup> grade or evidence of completion of the equivalent thereof. Equivalency shall be determined by the Department of Education in any of the United States or by a nationally – recognized regional accrediting body.
5. The program must show documented progress by submitting follow – up reports in four (4) and seven (7) months. The report must include a comprehensive analysis of the program, specific actions that will be taken to improve program pass rates, and timelines for expected results. The following elements must be addressed in the analysis:
  - 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.
6. The program must comply with all accreditation standards in article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code section 2880, and article 5 of the Board's regulations, commencing at California Code of Regulations, title 16, section 2525.

Failure to take these corrective actions may cause the Board to revoke the program's accreditation. In the event additional violations of the accreditation standards are

identified, such violations may result in further corrective action or revocation of provisional accreditation.

### FUTURE BOARD ACTION

Your program will be placed on the **February 2011** Board Meeting agenda for reconsideration of your accreditation status. The nursing education consultant assigned to your program will ask you to submit documentation of the correction of your violation(s) by the fifteenth day of the second month prior to that Board meeting.

### OTHER IMPORTANT INFORMATION

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

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 not advertise that it has full accreditation, and should take steps to ensure the accuracy of any ongoing advertisements or publications in that regard.

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

cca

Enclosures

cc: Board Members

# SURVEY REPORT FOR BVNPT

Professional Medical Careers Institute

May 7, 2010

Prepared by: Helen Taylor, J.D., R.N.  
Director of Nursing

# Agenda Item #15.E. – Attachment B



STATE AND CONSUMER SERVICES AGENCY • ARNOLD SCHWARZENEGGER, GOVERNOR  
**BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS**  
2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945  
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October 16, 2010

Helen Taylor, J.D., R.N., Director  
Vocational Nursing Program  
Professional Medical Careers Institute  
920 Hampshire Road  
Westlake Village, CA 91361

## ***Subject: Accreditation Status***

Dear Ms. Taylor:

The Board of Vocational Nursing and Psychiatric Technicians (Board) is scheduled to reconsider the following elements relative to the ***Professional Medical Careers Institute Vocational Nursing Program*** on **February 25, 2011**.

- Reconsideration of Provisional Accreditation Status.
- Request to Admit Students.

In preparation for that meeting, the program is required to submit a comprehensive report, as specified in the *Notice of Change in Accreditation Status*, dated March 11, 2010. The deadline for submission of that report is **Monday, November 15, 2010**.

The report must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, and timelines for expected results. The following elements must be addressed in the analysis:

- a. Current 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.

All requested information must be received by **Monday, November 15, 2010.**

Should you have questions, please do not hesitate to contact me at (916) 263-7843.

Sincerely,

*Cheryl C. Anderson*

**CHERYL C. ANDERSON, M.S., R.N.**

Supervising Nursing Education Consultant

cca

*Attachments:*

1. Blank Enrollment Table.
2. Blank Faculty and Facility Forms
3. Acknowledgement Form



## Agenda Item #15.E. – Attachment C

# PROFESSIONAL MEDICAL CAREERS INSTITUTE

BVNPT

2011 FEB -9 PM 1:49

February 7, 2011

Dear Ms. Anderson and Members of the BVNPT:

Please find enclosed a copy of the second survey showing our progress. A sample of actual student evaluations has been provided as well. There are no student names or progress reports for privacy reasons – but these have also been provided to the Board. Our current NCLEX PN pass rate for our first graduating class is about 89%. Thank you for your consideration of our nursing school for accreditation at this time.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Helen Taylor', is written over a light gray rectangular background.

Helen Taylor, RN

Director of Nursing

Professional Medical Careers Institute

*"Helping, Healing, Changing - One Life at a Time..."*

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920 Hampshire Road • Suite 5 • Westlake Village, CA 91361 • Tel: 866.500.6274 • Fax: 805.497.4224

[www.PMCIcareers.com](http://www.PMCIcareers.com)



**Professional Medical Careers Institute Vocational Nursing Program**

**Follow-up Report November 2010**

**Date Sent: November 17, 2010**

This report was requested by Pam Hinckley, BVNPT, on November 3, 2010 and is the second report being submitted to demonstrate compliance to the accreditation standards set forth in article 4 of the Vocational Nursing Practice Act and article 5 of the Board's regulations, commencing at California Code of Regulation, title 16, section 2525. This report is a requirement of the provisional accreditation of Professional Medical Careers Institute (PMCI). The first report was sent on May 7, 2010.

Compliance to Board Approved Admissions Criteria

**Admission of students who meet the program's Board approved admissions criteria:**

All students admitted to PMCI have demonstrated proof of high school completion, GED or completion of an Associates or Bachelors degree. All students have taken a standardized nurse entrance exam and have achieved a satisfactory score. All students have completed a review course consisting of dosage calculations and body structure and function of the human body. All students have certification in Healthcare provider CPR and all have completed a physical showing proof of immunizations.

**Compliance to Board Approved Attendance Policy**

Students in both the March and September class have agreed to abide by the attendance policy approved by the Board. We currently have an improved attendance tracking system with E-learn. Students who exceed 3 absences must show proof of extenuating circumstances. All missed days of clinical and theory must be made up. All remaining students are in compliance with the attendance policy. Five students in the September class were not in compliance and were counseled out of the program recently due to their inability to make-up missed work and days.

**Current Student Enrollment**

The BVNPT gave approval for new courses starting on March 10<sup>th</sup>. 2010 and on September 13, 2010 with up to 34 students in each class. We currently have 19 students in the March 10<sup>th</sup> class. Two students

were counseled out of the March class due to low test scores after final examinations. They know they are welcome to repeat level 2 with the next group.

The September 13<sup>th</sup> class started with 27 students enrolled. Two students dropped during the first 5 weeks of the program. Five additional students were recently counseled out of the program due to low test scores, missing homework and poor attendance in class. We currently have 20 students in the class with 3 waiting to transfer into level 2. The three transfers have demonstrated successful completion of one or more semesters of RN or LVN training at another institution.

### **Specific Actions taken to improve NCLEX pass rates**

So far 19 of our 22 graduates have taken the NCLEX PN examination. Prior to sending in documents for testing, students were required to take the ATI PN predictor examination. They were required to obtain a score demonstrating a 92% or better chance of passing the NCLEX PN. Our first class was also required to complete 16 tests from Lippincott's NCLEX PN Review during level 4. Of our first graduating class 17 of the 19 who took the NCLEX PN passed on the first attempt. PMCI had a 100% pass rate during the second quarter and we are now at about 89%.

To improve pass rates we are going to require that all students demonstrate they have a 95% chance of passing the NCLEX PN on the ATI PN predictor exam. The two students who did not pass demonstrated a 92% chance of passing. All who demonstrated a 95% chance of passing were successful. We will continue with the NCLEX preparation and the Lippincott review during levels 3 and 4 to improve our pass rates, even though they are higher than average at this time.

### **Evaluation of Student Achievement**

We are currently using an E-Learn system for tracking student grades and achievement. The system also allows students to view their progress in each module. The system is updated weekly. Our students are required to remediate tests they do not pass with at least a 77%. They must complete a detailed remediation report showing where they found the information in the text-book. In addition to written assignments, case studies and reports all students are required to complete homework and workbooks. .

**Second Survey to Satisfy  
Follow-up Report Requirement  
From  
Professional Medical Careers Institute  
November 2010**

- 1. Current Student Enrollment**
- 2. Admission Criteria**
- 3. Screening and Selection Criteria**
- 4. Terminal Objectives**
- 5. Curriculum Objectives**
- 6. Instructional Plan (Sent with May report)**
- 7. Lesson Plans (Samples sent with May report)**
- 8. Textbooks Used**

## **Professional Medical Careers Institute Vocational Nursing Program**

### **Follow-up Report November 2010**

**Date Sent: November 17, 2010**

This report was requested by Pam Hinckley, BVNPT, on November 3, 2010 and is the second report being submitted to demonstrate compliance to the accreditation standards set forth in article 4 of the Vocational Nursing Practice Act and article 5 of the Board's regulations, commencing at California Code of Regulation, title 16, section 2525. This report is a requirement of the provisional accreditation of Professional Medical Careers Institute (PMCI). The first report was sent on May 7, 2010.

#### Compliance to Board Approved Admissions Criteria

##### **Admission of students who meet the program's Board approved admissions criteria:**

All students admitted to PMCI have demonstrated proof of high school completion, GED or completion of an Associates or Bachelors degree. All students have taken a standardized nurse entrance exam and have achieved a satisfactory score. All students have completed a review course consisting of dosage calculations and body structure and function of the human body. All students have certification in Healthcare provider CPR and all have completed a physical showing proof of immunizations.

##### **Compliance to Board Approved Attendance Policy**

Students in both the March and September class have agreed to abide by the attendance policy approved by the Board. We currently have an improved attendance tracking system with E-learn. Students who exceed 3 absences must show proof of extenuating circumstances. All missed days of clinical and theory must be made up. All remaining students are in compliance with the attendance policy. Five students in the September class were not in compliance and were counseled out of the program recently due to their inability to make-up missed work and days.

##### **Current Student Enrollment**

The BVNPT gave approval for new courses starting on March 10<sup>th</sup>, 2010 and on September 13, 2010 with up to 34 students in each class. We currently have 19 students in the March 10<sup>th</sup> class. Two students were counseled out of the March class due to low test scores after final examinations. They know they are welcome to repeat level 2 with the next group.

The September 13<sup>th</sup> class started with 27 students enrolled. Two students dropped during the first 5 weeks of the program. Five additional students were recently counseled out of the program due to low test scores, missing homework and poor attendance in class. We currently have 20 students in the class with 3 waiting to transfer into level 2. The three transfers have demonstrated successful completion of one or more semesters of RN or LVN training at another institution.

### **Specific Actions taken to improve NCLEX pass rates**

So far 19 of our 22 graduates have taken the NCLEX PN examination. Prior to sending in documents for testing, students were required to take the ATI PN predictor examination. They were required to obtain a score demonstrating a 92% or better chance of passing the NCLEX PN. Our first class was also required to complete 16 tests from Lippincott's NCLEX PN Review during level 4. Of our first graduating class 17 of the 19 who took the NCLEX PN passed on the first attempt. PMCI had a 100% pass rate during the second quarter and we are now at about 89%.

To improve pass rates we are going to require that all students demonstrate they have a 95% chance of passing the NCLEX PN on the ATI PN predictor exam. The two students who did not pass demonstrated a 92% chance of passing. All who demonstrated a 95% chance of passing were successful. We will continue with the NCLEX preparation and the Lippincott review during levels 3 and 4 to improve our pass rates, even though they are higher than average at this time.

### **Evaluation of Student Achievement**

We are currently using an E-Learn system for tracking student grades and achievement. The system also allows students to view their progress in each module. The system is updated weekly. Our students are required to remediate tests they do not pass with at least a 77%. They must complete a detailed remediation report showing where they found the information in the text-book. In addition: to written assignments, case studies and reports all students are required to complete homework and workbooks. .

School: PROFESSIONAL MEDICAL CAREERS INSTITUTE

ENROLLMENT TABLE

Date: November 15, 2010

CLASS ADMISSION DATE	CLASS DESCRIPTION DAY/EVE/FULL or PART-TIME, etc Class Letter or Number	CLASS COMPLETION DATE	47 # Admitted				# REMAINING 38 in both classes
			# Originally Admitted	# Alternates	# Re-Admitted	Other Adds	
3/10/2010	DAY/EVE FULL-TIME	6/24/2010	18	0	0	3	As of 11/15/2010 19 remain in level 3 2 were counseled out for academics and will come into the next class to repeat
9/13/2010	DAY FULL-TIME	12/17/2011	27	0	0	0	As of 11/15/2010 20 remain in level 1 5 were counseled out for academics and attendance 2 withdrew for personal reasons 3 of the students wish to continue with the July class
<b>TOTAL</b>						49	39 remain in programs

## Article 5: Section 2526(a) (13)

### ADMISSIONS SCREENING AND SELECTION CRITERIA

A committee of faculty, administrators and community members will select students for the LVN program based on the following:

- a. High School, College or GED GPA
- b. Past College GPA
- c. Pre-Entrance Exam Results – Nursing Entrance Exam
- d. Results of personal interview and essay response
- e. Completion of the entire application packet
- f. Previous employment, training or experience in the medical field
- g. Completion of college coursework in anatomy, physiology or math

Pre-requisites include:

- **High School diploma or GED certificate** ( college diplomas are also accepted)
- Two letters of recommendation and a one-two page essay discussing a desire for a career in nursing.
- Nurse Entrance Exam (*Those who score less than 60% composite on the nurse entrance exam will be required to successfully complete a preparatory review course offered at Professional Medical Careers Institute. The course consists of Basic Structure and Function of the Human Body and Dosage Calculations). A minimum score of 50% is required on the nurse entrance exam for admission. Students may take the exam twice.*
- Preliminary Physical
- CPR certification – healthcare provider or professional rescuer
- Once accepted a complete physical on PMCI's form must be submitted prior to the first day of clinical.
- Completion of a certified nurse assistant course is strongly recommended.

The Board of Vocational Nursing states that a person convicted of a felony that relates to the duties and responsibilities of a Licensed Vocational Nurse may be disqualified from obtaining licensure as a Licensed Vocational Nurse. The Board may not license such a person and may upon conviction of a felony, suspend or revoke the license of a person previously licensed. Students may seek additional clarification from the Director of the Nursing Program

Potential students must be in good health and have the physical, social and psychological ability to perform the duties of a vocational nurse which will include walking, lifting and caring for severely ill clients; bathing, dressing and feeding patients; exposure to biohazards and infectious waste; writing, talking and interacting with clients; performing physical assessments and administering invasive treatments and medications and many other potentially strenuous and demanding tasks associated with the nursing profession. A completed physical showing immunity to communicable diseases and PPD test will be required prior to the first day of clinical.

**ADMISSIONS CRITERIA TOOL**      Applicant Name: \_\_\_\_\_

I. Applicant Folder Complete		Check each item in folder		Yes	No
Criminal History Background Check Application					
Official High School Transcript or GED Results					
Two Reference Forms		1 <input type="checkbox"/>	2 <input type="checkbox"/>		
Official College Transcript Certificates of Certification					
II. Health Care Experience		Type			
		11 yrs. - 15+ yrs.		4	
		6 yrs. - 10 yrs.		3	
		7 mos. - 5 yrs.		2	
		1 day - 6 mos.		1	
III. Current Health Care Certification					
		C.N.A.		3	
		C.M.A.		2	
		Dosage Calculation		1	
		Medical Terminology		1	
		E.M.T.		1	
		HHA		4	
		RN or LVN from another country		5	
IV. Nurse Entrance Test		Applicant Score			
READING COMPREHENSION		90 - 100 percentile		5	
		89 - 79		4	
		78 - 70		3	
		69 - 60		2	
		59-50		1	
MATH		90 - 100 percentile		5	
		89 - 79		4	
		78 - 70		3	
		69-60		2	

		59-50	1
<b>V. High School Transcript (GPA)</b>			
		3.5 - 4.0	4
		3.0 - 3.49	3
		2.5 - 2.99	2
		2.2 - 2.49	1
<b>VI. (a) GED met after 2002</b>			
		712 - 800	4
		624 - 711	3
		536 - 623	2
<b>VI. (b) GED met prior to 2002</b>			
		360 - 400	4
		320 - 359	3
		280 - 319	2
<b>VII. College Transcript (Credit hours earned with "C" or greater)</b>			
		4 yrs. = 120 hrs.	4
		3 yrs. = 90 hrs.	3
		2 yrs. = 60 hrs.	2
		1 yr = 30 hrs.	1
<b>College Degrees Obtained</b>		<b>MS or greater</b>	4
		<b>BS degree</b>	3
		<b>AS degree</b>	2
		3.5 - 4.0	4
		3.0 - 3.49	3
		2.5 - 2.99	2
		Anatomy	1
		Physiology	1
		Algebra	1
<b>VIII.</b>		<b>TOTAL SCORE</b>	

Person Reviewing Application Folder: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The applicant can increase his/her score following placement in the VN program by submitting proper documentation.

**TERMINAL OBJECTIVES**  
**CURRICULUM OBJECTIVES**  
**THEORY AND CLINICAL OBJECTIVES FOR EACH COURSE**

**VOCATIONAL NURSING PROGRAM TERMINAL OBJECTIVES**

*The graduate of PMCI's Vocational Nursing Program will:*

1. Develop caring and nurturing relationships that support the fulfillment of the optimal well-being of both the client and nurse.
2. Demonstrate accurate technical, manual skills that promote nurse/patient well-being.
3. Demonstrate humanizing interactions that are grounded in the integration of the subjective art and objective science of nursing.
4. Exemplify moral and ethical professional standards.
5. Demonstrate professional interactions with clients and other healthcare professionals.
6. Demonstrate competency in entry-level vocational nursing knowledge and skills for the provision of direct client care.
7. Communicate clearly and professionally, demonstrating cultural competence with clients, families and co-workers.
8. Apply critical thinking and knowledge to practice evidence-based nursing care.
9. Apply the nursing process to address client needs and problems.
10. Demonstrate proficiency in calculations and knowledge of common pharmaceuticals and safely administer medications and treatments.

**CURRICULUM OBJECTIVES**

PMCI's Vocational Nursing program is a 1545 hour program (approximately) consisting of academic coursework (585 hours) and practical application of theory and skills in the clinical setting (960 hours).

Academic coursework includes general sciences and nursing courses and will consist of the following content: Anatomy and Physiology; Nutrition; Psychology; Normal Growth and Development; Nursing Fundamentals; Nursing Process; Communication; Patient Education; Pharmacology; Calculations for Medication Administration; Medical-surgical Nursing; Communicable Diseases; Gerontology Nursing; Rehabilitation Nursing; Maternity Nursing; Pediatric Nursing; Leadership and Supervision, Ethics, Culturally Congruent Care, End of Life Care and Critical Thinking.

The curriculum's main focus is on the acquisition of knowledge, clinical nursing skills and application of biological and psychological concepts with special consideration for the unique cultural, social, and spiritual needs of a diverse California population.

*Upon completion of this program it is expected that PMCI's graduate will:*

1. Describe the function and role of a Licensed Vocational Nurse in the health care community.
2. Participate in the nursing process under the guidance of a Registered Nurse or Physician.
3. Communicate effectively, both verbally and in writing, with clients, peers and other members of the health care team.
4. Plan and organize time in order to give care efficiently and professionally in structured settings.
5. Demonstrate professional behaviors that promote the development and practice of vocational nursing.
6. Demonstrate ethical behavior and accountability in the practice of nursing
7. Demonstrate competency in entry-level vocational nurse knowledge and skills for the provision of direct patient care under the direction of a licensed physician or a registered nurse in a variety of health care settings.
8. Participate in health teaching under guidance of an R.N. or physician within the scope of his/her preparation.
9. Demonstrate knowledge of first aid and CPR in selected situations.
10. Demonstrate proficiency in calculations and knowledge of common pharmaceuticals and safely administer a variety of medications.

## **VN NURSING Course Outlines and Objectives**

### **Level one (to be taught first term – 15 weeks)**

#### **PROFESSIONAL DEVELOPMENT (theory 16 hours)**

**COURSE DESCRIPTION** – Students will study the historical background of the nursing profession, health care delivery settings, transcultural nursing, nursing and the law, licensing, organizations and ethical nursing practice. Concepts of culturally sensitive patient care will be discussed. Students will have one written examination for this class.

**LEARNING OUTCOMES** – The student should be able to describe the role of the licensed vocational nurse in multidisciplinary settings and the ethical and legal responsibilities associated with nursing and will discuss the role of the professional organizations and regulatory agencies. Students will be able to identify steps for managing a culturally diverse environment.

#### **NURSING FUNDAMENTALS – Nursing I (theory 84 hours)**

**COURSE DESCRIPTION:** This class highlights basic nursing concepts from simple to complex. Emphasis is placed upon understanding the normal as a means of comprehending the abnormal. Teaching is based on the Nursing Process and the student is introduced to nursing diagnosis NANDA. Emphasis is also placed on the LVN's role in meeting all the needs of the

patient and the development of therapeutic nurse-client relationships. In clinical settings, students will demonstrate basic nursing care including: hygiene, feeding patients, giving bed baths and showers, providing restorative measures such as ROM exercises, cleaning patient care areas and changing linens, practicing aseptic technique, proper hand washing, ambulating patients, monitoring vital signs, providing basic treatments and dressing changes, measuring intake and output, documentation of nursing care and implementation of established nursing care plans, special diets and nutrition. Classes include discussion and review of basic human anatomy, physiology and psychology. Students will be required to pass quizzes, two written examinations and present one research report.

**LEARNING OUTCOMES:** The student should be able to describe the underlying principles of selected nursing skills and their relationship to client health status; demonstrate satisfactory performance of selected nursing skills utilizing principles of safety; and identify the nursing

process used to solve basic client care problems across the human life span utilizing appropriate medical terminology.

### **INTRODUCTION TO THE CLINICAL SETTING AND NURSING PROCESS (clinical 128 hours and skills lab 96 hours)**

**COURSE DESCRIPTION** - A method of instruction providing detailed education, training and work-based experience, and direct-patient care, generally at a clinical site. Specific detailed learning objectives are developed for each course by faculty. On site clinical instruction, supervision, evaluation, and placement are the responsibility of the college faculty. Clinical experiences are unpaid external learning activities. The Student will learn to construct and implement care plans for specific patient problems using the nursing process. **Students will enter the clinical setting after 6 weeks of in-class lecture and laboratory experience.**

**LEARNING OUTCOMES:** As outlined in the learning plan, the student should be able to apply the theory, concepts, and skills involving specialized materials, equipment, procedures, regulations, laws, and interactions within political, economical, environmental, social, and legal systems associated with vocational nursing, demonstrate legal and ethical behaviors, safety practices and interpersonal teamwork skills while communicating with appropriate medical terminology. Students will provide primary care for one to two patients and will be required to present a detailed patient case study verbally and in writing on one patient. Students will also work in teams to present group studies on common patient problems. Students will be given a written examination on 36 of the most common medications.

### **INTRODUCTION TO PHARMACOLOGY AND CALCULATIONS I (theory 32 hours)**

**COURSE DESCRIPTION:** Basic principles of measurements and calculations will be reviewed with an emphasis on basic medications and proper administration of drugs. Students will have a 10- hour laboratory experience where they will learn the safe administration of a variety of medications before actual practice in the clinical setting. Students will be required to learn 36 basic medications by producing medication cards. They will be required to pass with 77% accuracy a written examination on calculations and basic medications.

**LEARNING OUTCOMES:** The student will demonstrate ability to accurately calculate dosage of medications and discuss the principles of safe administration of medications. They will be required to pass a test with at least 77% accuracy on selected medications and calculations.

## **BASIC NUTRITION AND INTRODUCTION TO DIET THERAPY (12 hours)**

**COURSE DESCRIPTION:** Introduction of nutrients and their role in the maintenance of health functions, food sources, digestion, absorption and metabolism with application to normal and preventative nutrition needs. This course includes nutrient intake analysis, energy expenditure evaluation, and diet planning. The fundamental principles of normal nutrition, basic nutrients, diet planning, food selection and preparation and selected food related legislation will also be examined. Standard hospital modifications of the basic diet are examined. Students will be required to pass quizzes, 2 written examinations and present one research report verbally and in writing regarding one aspect of nutrition as it relates to health care.

**LEARNING OUTCOMES:** The student will recall and classify nutrient categories, their functions, digestion, absorption and metabolism; recall individual vitamin/mineral deficiencies and toxicities; cite nutrition-related disease prevention recommendations and nutrient categories; conduct personalized energy needs; plan a personalized diet according to the principles of the Exchange List System and Dietary Guidelines for Americans.

## **MEDICAL TERMINOLOGY (16 hours)**

**COURSE DESCRIPTION:** Students will learn to decipher medical terms by breaking them down into smaller word parts. They will learn necessary abbreviations, acronyms and symbols used by the medical community. They will be introduced to the terminology used to describe body systems, procedures, disorders and specialists.

**LEARNING OUTCOMES:** Students will be able to define the meaning of medical terminology word roots, suffixes and prefixes; recognize and understand basic medical terms; identify and decipher medical abbreviations and spell and pronounce basic medical terminology.

## **LEVEL TWO (second term – 16 weeks)**

### **Pharmacology II Principles of Medication Administration (theory 44 hours)**

**COURSE DESCRIPTION:** General principles of medication administration including determination of dosage, preparation, safe administration, and documentation of multiple forms of drugs. Instruction includes various systems of measurement and a review of mathematical calculations. Students will be required to know 80 medications with retention of 80%. Fundamentals of medications and their diagnostic, therapeutic and curative effects, side effects and nursing implications will be stressed. Instruction includes nursing interventions utilizing the nursing process. Students will be required to write a care plan for one medication and will be required to pass quizzes and 2 written examinations. **In this level, students will pass medications to patients with the supervision of the clinical instructor.**

**LEARNING OUTCOMES:** The student should be able to demonstrate accurate dosage calculation, discuss the principles of medication administration safety and identify the critical elements of accurate documentation of medication administration. They will demonstrate a mastery of knowledge regarding 80 commonly used medications with a range of 85% to 100% accuracy.

### **MEDICAL-SURGICAL NURSING I (theory 48 hours)**

**COURSE DESCRIPTION:** Application of the nursing process to the care of adult patients experiencing medical-surgical conditions in the health illness continuum. A variety of health care settings can be utilized. Students will continue to improve upon previous basic nursing skills, documentation and communication skills. Students will be required to write one research report regarding a medical-surgical condition affecting adults. Students will also be required to pass quizzes, two written examinations and two detailed case studies.

**LEARNING OUTCOMES:** The student should be able to identify the components of the health-illness continuum; identify prevalent medical-surgical conditions affecting the adult; and utilize the nursing process to assist in developing a plan of care for selected medical-surgical conditions.

### **CLINICAL II INTERMEDIATE (clinical 240 hours)**

**COURSE DESCRIPTION:** A method of instruction providing detailed education, training and work-based experience and direct patient care at clinical sites. Specific detailed learning objectives are developed for each course by the faculty. Students will practice safe administration of medications in the clinical setting while caring for patients with a variety of medical complications and surgical procedures. Students will be required to be primary care providers for two or three patients. Documentation skills will continue to improve while students learn to document on various forms used at the clinical site. A special emphasis will be placed on accurate body-systems charting on a daily basis. Students will continue to expand physical assessment skills and use the nursing process to set realistic goals for patients. Three detailed case studies will be required along with a written test showing knowledge of 80 commonly used medications and various calculations with a passing score of 80% or better.

**LEARNING OUTCOMES:** As outlined in the learning plan, the student should be able to apply theories, concepts and skills involving specialized materials, equipment, procedures, and regulations. The student will demonstrate legal and ethical behavior, safely practice patient care and enhance interpersonal, communication and teamwork skills. Students will produce three case studies demonstrating a deeper knowledge of the necessary nursing and medical interventions for specific patient needs. They will work in teams and make presentations to the class regarding nursing interventions and care of patients with specific disorders.

### **GERONTOLOGY and REHABILITATION NURSING (theory 16 hours)**

**COURSE DESCRIPTION:** Overview of the normal physical, psychosocial, and cultural aspects of the aging process. The course will address common disease processes of aging and explore various attitudes toward the care of the elderly. Principles of Human Growth and Development and common methods of rehabilitation will be discussed. Students will be required to produce one research report and pass quizzes and one written examination.

**LEARNING OUTCOMES:** The student should be able to describe the normal aspects of aging, discuss common disease processes associated with aging and identify common attitudes related to care of the aged.

### **LEVEL THREE (third term – 15 weeks)**

### **ANATOMY AND PHYSIOLOGY FOR ALLIED HEALTH (theory 30 hours)**

**COURSE DESCRIPTION:** Introduction to the normal structure and function of the human body including an understanding of the relationship of body systems in maintaining homeostasis. Students will be required to pass 2 written examinations with at least 75% accuracy.

**LEARNING OUTCOMES:** The student should be able to identify the structure of each of the major body systems; describe the functions of each of the major body systems; and discuss the interrelationship of systems in maintaining homeostasis or balance.

### **MENTAL HEALTH (theory 28 hours)**

**COURSE DESCRIPTIONS:** Introduction to the principles and theories of positive mental health and human behaviors. Topics include emotional responses, coping mechanisms, and therapeutic communication skills. Students will be required to pass two written examinations with at least 75% accuracy and produce one research report on a mental health topic and a case study.

**LEARNING OUTCOMES:** The student should be able to describe the characteristics of positive mental health; identify the coping mechanisms utilized by individuals to assist in alleviating stress and anxiety; and demonstrate the use of therapeutic communication skills.

### **MEDICAL-SURGICAL NURSING II and Clinical (clinical 240 hours and Theory 56 hours)**

**COURSE DESCRIPTION:** Continuation from Medical Surgical I with application of the nursing process to the care of adult patients experiencing medical-surgical conditions in the health-illness continuum. This course includes a variety of health care settings including ICU, ER, and Psychiatric facilities, Medical Surgical, Oncology, Surgery and Recovery. Students will be required to care for a variety of patients while improving and enhancing their basic skills learned in level one. They will also be required to present two group studies to their clinical class and produce three case studies. Students will be required to produce 35 additional medication cards and will be tested on the 115 medications most commonly used in the clinical setting. They will be given two written examinations on prevalent medical-surgical conditions and plans of care for intervention.

**LEARNING OUTCOMES:** The student should be able to explain the components of the health-illness continuum, assess prevalent medical-surgical conditions affecting the adult client, and utilize the nursing process to assist in developing a plan of care for selected medical-surgical conditions.

### **GROWTH AND DEVELOPMENT (theory 16 hours)**

**COURSE DESCRIPTION:** This course will give an overview of health promotion across the lifespan. Patterns of growth, family development and family stresses will be discussed. The stages of development from birth to old age will be taught.

**LEARNING OUTCOMES:** The student will be able to describe the psychosocial and physical characteristics of each stage of the life cycle and describe and discuss the cognitive and developmental tasks and age related physical changes occurring in childhood, adolescence, adulthood and old-age.

## **COMMUNICABLE DISEASES (theory 16 hours)**

**COURSE DESCRIPTION:** Students will be introduced to the most common infectious agents that cause disease and the modes of transmission, incubation periods, periods of communicability and preventive measures.

**LEARNING OUTCOMES:** Students will be able to explain what communicable diseases are and how they spread. They will demonstrate how to both reduce the spread of disease while protecting themselves from pathogens. Students will demonstrate knowledge of the most common communicable diseases and will be able to describe the signs and symptoms associated with them and the appropriate nursing interventions used.

**Level Four (fourth term – 15 weeks)**

## **MATERNAL-NEONATAL NURSING (40 theory hours)**

**COURSE DESCRIPTIONS:** Utilization of the nursing process in the assessment and management of the childbearing family. Emphasis is on the bio-psycho-socio-cultural needs of the family during the phases of pregnancy, childbirth, and the neonatal period including abnormal conditions. Students will be required to pass two written examinations and write one research report.

**LEARNING OUTCOMES:** The student should be able to discuss the bio-psycho-socio-cultural needs of the childbearing family, and utilize the nursing process to assist in planning the care of the childbearing family.

## **PEDIATRICS (40 theory hours)**

**COURSE DESCRIPTION:** Study of childhood diseases and childcare from infancy through adolescence. The course will focus on the care of the well and the ill child utilizing the nursing process. The course will provide knowledge of growth and development as it applies to the life span through adolescence. The course focuses on the interrelations among family members in order to facilitate the student's ability to recognize deviations in patterns and the effects on the normal process of development. Students will be required to pass two written examinations and write one research report on a common childhood illness or safety issue that affects children.

**LEARNING OUTCOMES:** The student should be able to identify safety principles related to childcare, identify common childhood illnesses, and utilize the nursing process to assist in planning care for the well or ill child.

## **ADVANCED CLINICAL: (clinical 240 hours)**

**COURSE DESCRIPTION:** A method of instruction providing detailed education, training and work-based experience, and direct patient/care, generally at a clinical site. Specific detailed learning objectives are developed for each course by faculty. On site clinical instruction, supervision, evaluation, and placement are the responsibility of the college faculty. Clinical experiences are unpaid external learning experiences.

**LEARNING OUTCOMES:** As outlined in the learning plan, the student should be able to apply the theory, concepts, and skills involving specialized materials, equipment, procedures, regulations, laws, and interactions within political, economic, environmental, social, and legal systems associated with vocational nursing, demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills; communicating in the application of the profession.

They will also be required to act as team leaders within their clinical group. Each will have the experience to work with a charge nurse. Students will also be offered a preceptor option for up to 100 hours. Students will be required to provide at least 8 hours of health related community service as part of their clinical experience. They will be given two written examinations and will be required to present two detailed case studies verbally and in writing.

### **COMMUNICATION (theory 12 hours)**

**COURSE DESCRIPTION:** This course will give an overview of therapeutic communication techniques and methods of interpreting both verbal and non-verbal communication. Factors affecting communication will also be discussed.

**LEARNING OUTCOMES:** Students will be able to discuss the concepts of both verbal and non-verbal communication and the impact of non-verbal communication. They will learn to use various therapeutic communication techniques and identify various factors that can affect communication.

### **LEADERSHIP, TEAM\_LEADING AND SUPERVISION (theory 20 hours)**

**COURSE DESCRIPTION:** This course will provide students with information necessary for obtaining their first job and the leadership skills necessary for a vocational nurse. Students will have the opportunity to work 1:1 with a charge nurse and practice leadership skills as a team leader. Students will discuss the need for critical thinking in the profession of nursing; leadership and management skills, career management and N-CLEX PN preparation and test-taking tips.

**LEARNING OUTCOMES:** Students will be able to discuss methods of applying for a job and will be able to write a simple resume. They will be able to explain the attributes of an effective leader and manager and the duties of a nurse team leader. They will demonstrate proper telephone etiquette and list the pertinent data necessary for an end-of-shift report. They will be able to describe employer's expectations and the application process.

### **LONG TERM AND AMBULATORY CARE (Nursing Care in a Variety of Settings) (theory 24 hours)**

**COURSE DESCRIPTION:** This course will provide an over-view of the expanding role of the VN in long-term and ambulatory care. Facilities ranging from Transitional Care to Medically Complex care units will be discussed as well as the components associated with long-term care facilities. Independent living options and special housing options for seniors will be reviewed as well as assisted living and rehabilitation units. The VN's role in home health care, one-day surgery and hospice will be discussed.

**LEARNING OUTCOMES:** Students will be able to describe the continuum of healthcare from acute care to independent living and the options for the consumer in today's health-care industry. Students will be able to list community resources available to clients and identify optional services that may be available at an extended care facility. They will be able to describe

the functions of the VN who works in a physician's office, clinic, urgent care center or emergency room and same-day surgery centers.

## TEXT BOOKS USED FOR PROGRAM

1. Collins, Edward. A Short Course in Medical Terminology. Second Edition. Lippincott, Williams and Wilkins. 2011.
2. Karch, Amy. Nursing Drug Guide. Lippincott. 2011
3. Lippincott's NCLEX PN Review. 2010
4. Manual of Nursing Practice. Ninth Edition. Lippincott, Williams and Wilkins. 2011.
5. Olrech, Nancy. Student Success for Health Professionals Made Incredibly Easy. Lippincott, Williams and Wilkins. 2008.
6. Roach, Sally. Introductory Clinical Pharmacology. Ninth Edition; Lippincott, Williams and Wilkins. 2010
  - a. Also Workbook to accompany Introductory Clinical Pharmacology.
7. Rosdahl, Caroline. Textbook of Basic Nursing. Ninth Edition; Lippincott, Williams and Wilkins. 2008
  - a. Also Workbook to accompany Textbook of Basic Nursing.
8. Stedman's Medical Dictionary for the Health Professions and Nursing. Sixth Edition. Lippincott, Williams and Wilkins. 2008.
9. Videbeck, Sheila L. Psychiatric-Mental Health Nursing. Fifth Edition. Lippincott, Williams and Wilkins. 2011.

**Second Survey to Satisfy  
Follow-up Report Requirement  
From  
Professional Medical Careers Institute  
November 2010**

- 9. Attendance Policy**
- 10. Remediation Policy**
- 11. Evaluations of theory and clinical faculty**
- 12. Evaluations of theory presentations, clinical rotations and correlation to theory presentations**
- 13. Evaluation of Student Achievement**
- 14. Program NCLEX PN pass rates – 100% second Quarter and 83.33% third Quarter – 89.47 overall**

## **Article 5: Section 2526 (a) 16B** **ATTENDANCE POLICY**

**Attendance** – Regular attendance is mandatory for satisfactory achievement and is the responsibility of the student. **Three absences per semester are allowed.** The clinical absences must be made up on a day set aside for clinical make-up. The theory absence can be made up only by completing an assignment equal to the time spent in the theory session. For example, a student may be required to present a research topic assigned by a faculty member to the class. Additional absences may be allowed for extenuating circumstances (death in immediate family, extended illness or surgery, etc) and will be considered with appropriate documentation and a meeting with the instructors and director of the vocational nursing program. There will be two make up days for missed clinical days but points will not be awarded towards a clinical grade. The Board requires a minimum number of clinical and theory hours be met. A student **must** withdraw from a course when absentee hours exceed attendance requirements in either classroom or clinical. All absences must be made up.

**Late Arrivals:** *Tardiness in the clinical and lab area is unprofessional and will not be tolerated.* Late arrivals will be recorded in the Clinical Evaluation Tool in relation to the outcome on professional behavior/responsibility. The first late arrival will be recorded on the evaluation tool. The second late arrival will result in clinical probation for unprofessional behavior. The third date of clinical tardiness will result in suspension for that day and the student will be sent home and marked absent. In the classroom area, tardiness of five (5) to fifteen (15) minutes will be considered a tardy. After 15 minutes, it will be considered an absence. Students are encouraged to arrive at least five minutes BEFORE class starts to avoid a tardy. Points towards the clinical grade will be deducted for each tardy and absence. A late arrival is 1-4 minutes late. Three late arrivals will equal one tardy.

**Clinical Experience** is an essential component of the program. Absenteeism jeopardizes the opportunity for successful completion of the course. A student is expected to be present at **EACH** clinical day in order to meet the learning objectives and fulfill the California guidelines and requirements for Vocational Nursing students. The state has a mandated number of clinical hours and theory hours that must be met.

### **ATTENDANCE GUIDELINES**

1. The student is to notify the instructor and PMCI of their pending absence at least 2 hours prior to the assigned time of clinical absence. Call in times will be from 0500 to 0600 for morning clinical and from 1000 until 1200 for afternoon clinical, unless otherwise set by the instructor. Reporting an absence will be the responsibility of the student who is unable to attend clinical. The student will be responsible for recording the name of the person who took their call to report their absence.
2. Failure to properly notify PMCI and the instructor of pending clinical absence will result in a clinical warning and possible clinical failure. **This will be termed “NO CALL, NO SHOW” and will result in a deduction of points. A second NO CALL may result in termination from the program.**
3. A student who arrives 5-15 minutes late of the scheduled clinical time will be counted tardy.
4. A student who reports to the clinical area more than 15 minutes late will **not** be allowed to remain at the site and the record will reflect a clinical absence.
5. A physician’s written statement may be required for illness.

6. Failure to call in before clinical starts will result in the following
  - a. First Offense – A written warning and a writing assignment.
  - b. Second Offense – **WRITTEN WITHDRAWAL FROM THE PROGRAM**
7. Attendance is a student's responsibility. Absence from class or clinical is considered situational and not a student privilege. Students are accountable for any content missed due to an absence. Students must have their own transportation to and from class and clinical. Those with young children must obtain outside care for their children.
8. If a student misses a classroom day, and there was an in-class assignment, quiz, etc – he or she will be allowed to take an alternate quiz on the next day of attendance if the absence is excused. Students will be allowed to make up homework. If a student must be out-of-town during a quiz or class-room assignment they may take the quiz or hand in the assignment before the scheduled date with the approval of the Director. Taking an exam after the scheduled date is discouraged and only allowed with a valid, excused absence ( illness, jury duty, hospitalization, death of immediate family member)
9. Final Exams will be given only on the day that they are scheduled. Students who miss the exam must make arrangements to take a substitute exam with the Director – the absence must be approved or the student will receive a zero. *If you need to make other arrangements due to illness or urgent travel you must do so in writing and get approval from the Director.*

## **THEORY AND CLINICAL GRADING**

A "C" grade or above in all required classes is necessary to remain in the program. You cannot fail any required class or course and remain in the program. This applies also to nursing classes where two or more instructors are team teaching. The student must pass each instructor's portion of the class (both clinical and theory) with at least a "C" grade, (75%). Failure of a nursing class or module is grounds for dismissal. The student will be eligible for one re-entry through the readmission process to repeat the course.

## **REMEDIATION POLICY**

Students at PMCI are encouraged to remediate if they fail a test. A remediation report will be provided by the instructor or director. This report must be completed in detail, listing page numbers where information was found in the textbooks. Students will be given one opportunity to re-take a failed exam to get a passing score. The score on a re-take can not exceed the lowest passing score on an exam. If the lowest passing score was 78% and the student received a 98% on retake – the highest score obtainable would be 78%. This allows students an opportunity to go back and study the material again to be successful on exams.

## **PROBATIONARY STATUS**

Probationary status applies to any student who is put on a contract for remediation of a problem. Once that contract is fulfilled/honored, the probationary status is lifted. However, a repeat contract for the same or similar offenses and a continual performance which requires ongoing contractual agreements of any nature, will lead to a probationary hearing with nursing department faculty, and very likely could result in dismissal from the nursing program. Each case will be handled on an individual basis.

Students may also be placed on probation for attendance, behavior or violation of school policies. Probation can last from 30 to 60 days. During this time the student has an opportunity to demonstrate compliance to policies and improve performance.



## Course and Instructor Evaluation

Course:	Instructor (s):	Date: 11/5/10
Training Location(s)	Semester: 2 3 4	
Student Name (optional):		

We welcome your comments about the time you have spent training with us. Please complete the following details so that we can continue to offer the best service possible. Pass them to your instructor at the end of the course.

Please place a check mark in the appropriate box for your answer. When you are finished with this side please complete the sections located on the back of this form. We sincerely appreciate your input to better improve our programs and delivery. Thank you for choosing Professional Medical Careers Institute.

	Poor	Average	Good	Excellent
Course overall:			✓	
How easy was the course to understand?			✓	
Was the content suited to your requirements?			✓	
Were the topics covered in sufficient detail?			✓	
Would you recommend this course to others?			✓	
Overall rating of the course?			✓	

	Poor	Average	Good	Excellent
Courseware & books				
Clarity of the training content?			✓	
How well did the course materials follow the course?			✓	
Overall quality of training materials?			✓	
Overall rating of the courseware?			✓	

	Poor	Average	Good	Excellent
Instructor:				
Ability to provide real world experience?			✓	
Ability to respond appropriately to questions?			✓	
How well prepared was the instructor?			✓	
Knowledge of subject matter?			✓	
Presentation abilities?			✓	
Overall rating of instructor?			✓	

Professional Medical Careers Institute School of Nursing

	Poor	Average	Good	Excellent
<b>Training Center Clinical Site:</b>				
Professionalism of staff at center?			✓	
Was the training site conducive to learning?			✓	
Was the standard of equipment and supplies satisfactory?			✓	
Were the standards of patient care satisfactory?			✓	
Were you satisfied with the training you received at the facility?			✓	
<b>Instructor:</b>				
Ability to provide real world experience?			✓	
Ability to respond appropriately to questions?			✓	
How well prepared was the instructor?			✓	
Knowledge of subject matter?			✓	
Presentation abilities?			✓	
Overall rating of instructor?			✓	

**Summary Comments**

What, if anything, would you have improved ?

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What other types of training do you feel should be made available?

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Is there anything else you wish to share that could help improve our service?

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## Course and Instructor Evaluation

Course: <u>LVN</u>	Instructor (s):	Date: <u>11/2/10</u>
Training Location(s) <u>WPC</u>	Semester: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	
Student Name (optional):		

We welcome your comments about the time you have spent training with us. Please complete the following details so that we can continue to offer the best service possible. Pass them to your instructor at the end of the course.

Please place a check mark in the appropriate box for your answer. When you are finished with this side please complete the sections located on the back of this form. We sincerely appreciate your input to better improve our programs and delivery. Thank you for choosing Professional Medical Careers Institute.

	Poor	Average	Good	
<b>Course overall:</b>				
How easy was the course to understand?			<input checked="" type="checkbox"/>	
Was the content suited to your requirements?			<input checked="" type="checkbox"/>	
Were the topics covered in sufficient detail?			<input checked="" type="checkbox"/>	
Would you recommend this course to others?			<input checked="" type="checkbox"/>	
Overall rating of the course?			<input checked="" type="checkbox"/>	

	Poor	Average	Good	
<b>Courseware &amp; books</b>				
Clarity of the training content?		<input checked="" type="checkbox"/>		
How well did the course materials follow the course?		<input checked="" type="checkbox"/>		
Overall quality of training materials?			<input checked="" type="checkbox"/>	
Overall rating of the courseware?			<input checked="" type="checkbox"/>	

	Poor	Average	Good	
<b>Instructor:</b>				
Ability to provide real world experience?				<input checked="" type="checkbox"/>
Ability to respond appropriately to questions?				<input checked="" type="checkbox"/>
How well prepared was the instructor?				<input checked="" type="checkbox"/>
Knowledge of subject matter?				<input checked="" type="checkbox"/>
Presentation abilities?				<input checked="" type="checkbox"/>
Overall rating of instructor?				<input checked="" type="checkbox"/>

Professional Medical Careers Institute School of Nursing

	Poor	Average	Good	Excellent
<b>Training Center Clinical Site:</b>				
Professionalism of staff at center?				X
Was the training site conducive to learning?				X
Was the standard of equipment and supplies satisfactory?				X
Were the standards of patient care satisfactory?				X
Were you satisfied with the training you received at the facility?				X
<b>Instructor:</b>				
Ability to provide real world experience?				X
Ability to respond appropriately to questions?				X
How well prepared was the instructor?				X
Knowledge of subject matter?				X
Presentation abilities?				X
Overall rating of instructor?				X

**Summary Comments**

What, if anything, would you have improved ?

A little more clarification week to week as to topics and

What other types of training do you feel should be made available?

More hands on training

Is there anything else you wish to share that could help improve our service?

Overall it was a good experience

## Course and Instructor Evaluation

Course: <u>ATI &amp; P.M.I.I</u>	Instructor (s): <u>All</u>	Date: <u>11/4/11</u>
Training Location(s): <u>Thousand Oaks + Westlake</u>	Semester: <u>1</u> <u>2</u> 3 4	
Student Name (optional):		

We welcome your comments about the time you have spent training with us. Please complete the following details so that we can continue to offer the best service possible. Pass them to your instructor at the end of the course.

Please place a check mark in the appropriate box for your answer. When you are finished with this side please complete the sections located on the back of this form. We sincerely appreciate your input to better improve our programs and delivery. Thank you for choosing Professional Medical Careers Institute.

	Poor	Average	Good	
<b>Course overall:</b>			✓	
How easy was the course to understand?			✓	
Was the content suited to your requirements?			✓	
Were the topics covered in sufficient detail?		✓		
Would you recommend this course to others?		✓		
Overall rating of the course?			✓	

	Poor	Average	Good	
<b>Courseware &amp; books</b>				✓
Clarity of the training content?				✓
How well did the course materials follow the course?	✓			
Overall quality of training materials?				✓
Overall rating of the courseware?			✓	

	Poor	Average	Good	
<b>Instructor:</b>			✓	
Ability to provide real world experience?			✓	
Ability to respond appropriately to questions?		✓		
How well prepared was the instructor?		✓		
Knowledge of subject matter?		✓		
Presentation abilities?		✓		
Overall rating of instructor?			✓	

Professional Medical Careers Institute School of Nursing

	Poor	Average	Good	Excellent
Training Center Clinical Site:			✓	
Professionalism of staff at center?			✓	
Was the training site conducive to learning?			✓	
Was the standard of equipment and supplies satisfactory?			✓	
Were the standards of patient care satisfactory?			✓	
Were you satisfied with the training you received at the facility?			✓	
Instructor:			✓	
Ability to provide real world experience?			✓	
Ability to respond appropriately to questions?			✓	
How well prepared was the instructor?			✓	
Knowledge of subject matter?			✓	
Presentation abilities?			✓	
Overall rating of instructor?			✓	

**Summary Comments**

What, if anything, would you have improved ?

THE course syllabus' what LESSONS ARE BEING LEARNED  
THE EXCIT + HOMEWORK CURE!

What other types of training do you feel should be made available?

TRAINING HERE HERE IS WELL EXCLUDED

Is there anything else you wish to share that could help improve our service?

TO HAVE 2 CLINICAL INSTRUCTORS  
AT EACH SITE AT ALL TIMES

## Course and Instructor Evaluation

Course:	Instructor (s):	
Training Location(s)	Date:	
Student Name (optional):	Semester: 1 2 3 4	

We welcome your comments about the time you have spent training with us. Please complete the following details so that we can continue to offer the best service possible. Pass them to your instructor at the end of the course.

Please place a check mark in the appropriate box for your answer. When you are finished with this side please complete the sections located on the back of this form. We sincerely appreciate your input to better improve our programs and delivery. Thank you for choosing Professional Medical Careers Institute.

	Poor	Average	Good	
<b>Course overall:</b>				
How easy was the course to understand?				
Was the content suited to your requirements?				
Were the topics covered in sufficient detail?				
Would you recommend this course to others?				
Overall rating of the course?				

	Poor	Average	Good	
<b>Courseware&amp;books</b>				
Clarity of the training content?				
How well did the course materials follow the course?				
Overall quality of training materials?				
Overall rating of the courseware?				

	Poor	Average	Good	
<b>Instructor:</b>				
Ability to provide real world experience?				
Ability to respond appropriately to questions?				
How well prepared was the instructor?				
Knowledge of subject matter?				
Presentation abilities?				
Overall rating of instructor?				

Professional Medical Careers Institute School of Nursing

	Poor	Average	Good	Excellent
<b>Training Center Clinical Site:</b>				
Professionalism of staff at center?				✓
Was the training site conducive to learning?				✓
Was the standard of equipment and supplies satisfactory?				✓
Were the standards of patient care satisfactory?				✓
Were you satisfied with the training you received at the facility?				✓
<b>Instructor:</b>				
Ability to provide real world experience?				✓
Ability to respond appropriately to questions?				✓
How well prepared was the instructor?				✓
Knowledge of subject matter?				✓
Presentation abilities?				✓
Overall rating of instructor?				✓

**Summary Comments**

What, if anything, would you have improved ?

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What other types of training do you feel should be made available?

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Is there anything else you wish to share that could help improve our service?

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## Course and Instructor Evaluation

Course: <u>Pharmacology</u>	Instructor (s): <u>Sandy</u>
Training Location(s) <u>pmci</u>	Date: <u>11/4/10</u>
Student Name (optional):	Semester: 1 <u>(2)</u> 3 4

We welcome your comments about the time you have spent training with us. Please complete the following details so that we can continue to offer the best service possible. Pass them to your instructor at the end of the course.

Please place a check mark in the appropriate box for your answer. When you are finished with this side please complete the sections located on the back of this form. We sincerely appreciate your input to better improve our programs and delivery. Thank you for choosing Professional Medical Careers Institute.

	Poor	Average	Good	Excellent
<b>Course overall:</b>			✓	
How easy was the course to understand?			✓	
Was the content suited to your requirements?			✓	
Were the topics covered in sufficient detail?			✓	
Would you recommend this course to others?			✓	
Overall rating of the course?			✓	

	Poor	Average	Good	Excellent
<b>Courseware &amp; books</b>			✓	
Clarity of the training content?			✓	
How well did the course materials follow the course?			✓	
Overall quality of training materials?			✓	
Overall rating of the courseware?			✓	

	Poor	Average	Good	Excellent
<b>Instructor:</b>			✓	
Ability to provide real world experience?			✓	
Ability to respond appropriately to questions?			✓	
How well prepared was the instructor?			✓	
Knowledge of subject matter?			✓	
Presentation abilities?			✓	
Overall rating of instructor?			✓	

Professional Medical Careers Institute School of Nursing

	Poor	Average	Good	Excellent
Training Center Clinical Site:			✓	
Professionalism of staff at center?			✓	
Was the training site conducive to learning?			✓	
Was the standard of equipment and supplies satisfactory?			✓	
Were the standards of patient care satisfactory?			✓	
Were you satisfied with the training you received at the facility?			✓	
Instructor:			✓	
Ability to provide real world experience?			✓	
Ability to respond appropriately to questions?			✓	
How well prepared was the instructor?			✓	
Knowledge of subject matter?			✓	
Presentation abilities?			✓	
Overall rating of instructor?			✓	

**Summary Comments**

What, if anything, would you have improved ?

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What other types of training do you feel should be made available?

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Is there anything else you wish to share that could help improve our service?

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## FACULTY EVALUATION TOOL

Student: No Name Required  
Level: 1 2 3 4

Evaluation for the period: Fall 2010

Current Instructor / Clinical site:

Course: Vocational Nursing

INSTRUCTOR: PAM YORK, LVN, AS

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA - Over-all rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

Instructor: Leticia McClure

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA - Over-all rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

INSTRUCTOR: ANGELA WILKINS

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

INSTRUCTOR: VALERIE AJIDUAH, MD

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

INSTRUCTOR: ROBERT HAWKINS

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

DIRECTOR: RORI CAMPBELL

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

MOST POSITIVE EXPERIENCE WITH AN INSTRUCTOR

WHAT WOULD YOU CHANGE ABOUT THE DELIVERY OF INSTRUCTION IF YOU COULD CHANGE ONE THING:

## FACULTY EVALUATION TOOL

Student: No Name Required

Evaluation for the period: Fall 2010

Level: 1 2 3 4

Current Instructor / Clinical site:

Course: Vocational Nursing

INSTRUCTOR: J. PANCZAK RN MS MFT

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA - Over-all rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

Instructor: Suenette Watnick

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA - Over-all rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

INSTRUCTOR: C. GLAUS RN

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

INSTRUCTOR: C. PEIRSON RN BSN

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

INSTRUCTOR: S. JOSEPH RN MSN

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

DIRECTOR: H. TAYLOR RN JD

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

MOST POSITIVE EXPERIENCE WITH AN INSTRUCTOR

WHAT WOULD YOU CHANGE ABOUT THE DELIVERY OF INSTRUCTION IF YOU COULD CHANGE ONE THING:

## FACULTY EVALUATION TOOL

Student: No Name Required  
Level: 1 2 3 4

Evaluation for the period: Fall 2010

Current Instructor / Clinical site:

Course: Vocational Nursing

INSTRUCTOR: J. PANCAK RN MS MFT

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 (5) NA - Over-all rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

Instructor: Suenette Watnick

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 (4) 5 NA - Over-all rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

INSTRUCTOR: C. GLAUS RN

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 (5) NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

INSTRUCTOR: C. PEIRSON RN BSN

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 (5) NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

INSTRUCTOR: S. JOSEPH RN MSN

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 (5) NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

DIRECTOR: H. TAYLOR RN JD

LIST STRENGTHS, AREAS FOR IMPROVEMENT

- Very unorganized, tries to do too much & never aren't getting recorded correctly.

1 2 3 4 NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

MOST POSITIVE EXPERIENCE WITH AN INSTRUCTOR

WHAT WOULD YOU CHANGE ABOUT THE DELIVERY OF INSTRUCTION IF YOU COULD CHANGE ONE THING:

## FACULTY EVALUATION TOOL

Student: No Name Required

Evaluation for the period: Fall 2010

Level: 1 2 3 4

Current Instructor / Clinical site:

Course: Vocational Nursing

INSTRUCTOR: PAM YORK, LVN, AS

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 (2)

3 4 5 NA - Over-all rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

*Very rude, unorganized, impatient, unprofessional  
Doesn't follow proper guidelines*

Instructor: Leticia McClure

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 (5)

NA - Over-all rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

INSTRUCTOR: ANGELA WILKINS

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA

- Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

*n/a*

INSTRUCTOR: VALERIE AJIDUAH, MD

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA

- Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

*n/a*

INSTRUCTOR: ROBERT HAWKINS

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA

- Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

*n/a*

DIRECTOR: RORI CAMPBELL

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 NA

- Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

*n/a*

MOST POSITIVE EXPERIENCE WITH AN INSTRUCTOR

WHAT WOULD YOU CHANGE ABOUT THE DELIVERY OF INSTRUCTION IF YOU COULD CHANGE ONE THING:

## FACULTY EVALUATION TOOL

Student: No Name Required

Evaluation for the period: Fall 2010

Level: 1 2 3 4

Current Instructor / Clinical site:

Course: Vocational Nursing

INSTRUCTOR: PAM YORK, LVN, AS

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA - Over-all rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

Instructor: Leticia McClure

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA - Over-all rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

INSTRUCTOR: ANGELA WILKINS

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

INSTRUCTOR: VALERIE AJIDUAH, MD

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

INSTRUCTOR: ROBERT HAWKINS

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

DIRECTOR: RORI CAMPBELL

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

MOST POSITIVE EXPERIENCE WITH AN INSTRUCTOR

WHAT WOULD YOU CHANGE ABOUT THE DELIVERY OF INSTRUCTION IF YOU COULD CHANGE ONE THING:

## FACULTY EVALUATION TOOL

Student: No Name Required

Evaluation for the period: Fall 2010

Level: 1 2 3 4

Current Instructor / Clinical site:

Course: Vocational Nursing

INSTRUCTOR: J. PANCAK RN MS MFT

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA - Over-all rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

Instructor: Suenette Watnick

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA - Over-all rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

INSTRUCTOR: C. GLAUS RN

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

INSTRUCTOR: C. PEIRSON RN BSN

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

INSTRUCTOR: S. JOSEPH RN MSN

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

DIRECTOR: H. TAYLOR RN JD

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

MOST POSITIVE EXPERIENCE WITH AN INSTRUCTOR

WHAT WOULD YOU CHANGE ABOUT THE DELIVERY OF INSTRUCTION IF YOU COULD CHANGE ONE THING:

## FACULTY EVALUATION TOOL

Student: No Name Required

Evaluation for the period: Fall 2010

Level: 1 2 3 4

Current Instructor / Clinical site:

Course: Vocational Nursing

INSTRUCTOR: J. PANCAK RN MS MFT

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA - Over-all rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

Instructor: Suenette Watnick

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA - Over-all rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

INSTRUCTOR: C. GLAUS RN

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

INSTRUCTOR: C. PEIRSON RN BSN

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

INSTRUCTOR: S. JOSEPH RN MSN

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 5 NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

DIRECTOR: H. TAYLOR RN JD

LIST STRENGTHS, AREAS FOR IMPROVEMENT

•

•

1 2 3 4 NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

MOST POSITIVE EXPERIENCE WITH AN INSTRUCTOR

WHAT WOULD YOU CHANGE ABOUT THE DELIVERY OF INSTRUCTION IF YOU COULD CHANGE ONE THING:

### FACULTY EVALUATION TOOL

Student: No Name Required

Evaluation for the period: Fall 2010

Level: 1 2 3 4

Current Instructor / Clinical site: Country Villa

Course: Vocational Nursing

INSTRUCTOR: PAM YORK, LVN, AS LIST STRENGTHS, AREAS FOR IMPROVEMENT

- pam could be a better instructor with another instructor to assist her. she has made poor judgement in med pass.

1 2 3 4 5 NA - Over-all rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

INSTRUCTOR: Leticia McClure ~~BYMCC~~ LIST STRENGTHS, AREAS FOR IMPROVEMENT

- she is great

1 2 3 4 5 NA - Over-all rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

INSTRUCTOR: ANGELA WILKINS LIST STRENGTHS, AREAS FOR IMPROVEMENT

- NA dosage calculation
- she is fantastic

1 2 3 4 5 NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

INSTRUCTOR: VALERIE AJIDUAH, MD LIST STRENGTHS, AREAS FOR IMPROVEMENT

- very knowledgeable but hard to understand

1 2 3 4 5 NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

INSTRUCTOR: ROBERT HAWKINS LIST STRENGTHS, AREAS FOR IMPROVEMENT

- NA

1 2 3 4 5 NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

DIRECTOR: RORI CAMPBELL LIST STRENGTHS, AREAS FOR IMPROVEMENT

- NA

1 2 3 4 NA - Overall rating (1 poor - 5 excellent or NA if you have never trained with this instructor)

MOST POSITIVE EXPERIENCE WITH AN INSTRUCTOR ~~S. JOHNSON~~

Joseph

WHAT WOULD YOU CHANGE ABOUT THE DELIVERY OF INSTRUCTION IF YOU COULD CHANGE ONE THING: