

Agenda Item #14.A.3.



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

BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS
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DATE: February 6, 2012.

TO: Board Members

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

SUBJECT: Coast Health Education Center, Inc., Vocational Nursing Program –
Reconsideration of Provisional Accreditation and Request to Admit
Students (Director: Oscar De Jesus, Anaheim, Los Angeles County, Private)

On September 12, 2008, the Advisory Committee considered placement of the Coast Health Education Center, Inc., Vocational Nursing Program on provisional accreditation due to the program's noncompliance with Section 2530 (l) of the Vocational Nursing Rules and Regulations, which states:

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

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

Due to the absence of program representation, the Advisory Committee placed the program on provisional accreditation for a ninety – day period and scheduled reconsideration for the November 2008 meeting. On October 3, 2008, written notification was forwarded to the program, per certified and regular mail, relative to the change in the accreditation status, areas of noncompliance, and requirements for correction.

On November 7, 2008, the Advisory Committee extended the program's provisional accreditation through February 28, 2010. **At that time the program's average annual pass rate was 42%, 33 percentage points below the state average annual pass rate.** On December 8, 2008, a Notice of Change in Accreditation Status was forwarded to the program per certified and regular mail. The Notice specified the program's areas of non – compliance and requirements for corrections.

On February 18, 2010, the Board extended the program's provisional accreditation for the one – year period from March 1, 2010, through February 28, 2011, and directed the

program to bring its average annual pass rate to no more than ten (10) percentage points below the state average annual pass rate for four (4) consecutive quarters by February 28, 2011. The Board scheduled reconsideration of the program's accreditation status for February 25, 2011. **At that time, the program's average annual pass rate was 52%, twenty (20) percentage points below the state average annual pass rate.**

On February 25, 2011, the Board extended the program's provisional accreditation for the one – year period from March 1, 2011, through February 29, 2012. **That action was based on a 20 percentage point improvement in the program's licensure examination statistics while on provisional accreditation. At that time, the program's average annual pass rate was 62%.** Reconsideration of the program's accreditation status was scheduled for February 24, 2012.

On October 14, 2011, the assigned consultant forwarded correspondence to the director advising that the Board was scheduled to reconsider the program's provisional accreditation status on February 24, 2012. The program was requested to submit a report as specified in the Notice of Change in Accreditation Status, dated April 5, 2011, by Tuesday, November 1, 2011.

The following table shows the variance of the program's pass rates from the state average annual pass rates of first time graduates of accredited vocational nursing programs for the past 23 consecutive quarters. This data substantiates the program's continued noncompliance with Section 2530(l) of the Vocational Nursing Rules and Regulations.

NCLEX-PN® Licensure Examination Pass Rates			
Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate	Variance from State Annual Average Pass Rate
Apr - Jun 2006	79%	50%	-29
Jul - Sep 2006	79%	38%	-41
Oct - Dec 2006	78%	38%	-40
Jan - Mar 2007	77%	38%	-39
Apr - Jun 2007	77%	35%	-42
Jul - Sep 2007	76%	27%	-49
Oct - Dec 2007	76%	41%	-49
Jan - Mar 2008	75%	42%	-33
Apr - Jun 2008	74%	41%	-33
Jul - Sep 2008	74%	41%	-33
Oct - Dec 2008	73%	43%	-30
Jan - Mar 2009	72%	40%	-32
Apr - Jun 2009	70%	44%	-26
Jul - Sep 2009	72%	52%	-20
Oct - Dec 2009	73%	45%	-28
Jan - Mar 2010	74%	65%	-9
Apr - Jun 2010	75%	62%	-13
Jul - Sep 2010	75%	61%	-14
Oct - Dec 2010	76%	62%	-14
Jan - Mar 2011	77%	44%	-33
Apr - Jun 2011	76%	53%	-23
Jul - Sep 2011	77%	55%	-22
Oct - Dec 2011	75%	47%	-28

The program requests approval to admit 15 students on March 26, 2012. The proposed class is projected to graduate April 26, 2013.

History of Prior Board Actions

- On February 4, 2005, the Executive Officer approved the Coast Health Educational Center, Inc's request to commence a full-time vocational nursing program with an initial class of 30 students beginning February 7, 2005, with a projected graduation date of February 3, 2006.

The program offers a 48-week full-time course of instruction divided into four semesters.

- On May 21, 2005, the director informed the Board that admission of the first class was delayed to March 21, 2005, with an expected graduation date of March 28, 2006.
- **On October 25, 2005, a new program director was approved.**
- On November 1, 2005, Board representatives inspected the program to determine compliance with Article 5 of the Vocational Nursing Rules and Regulations. The program was cited for violation of Section 2534 (b) of the Vocational Nursing Rules and Regulations.

- On December 1, 2005, the Board received program correspondence setting forth steps to correct the identified violation of Section 2534 of the Vocational Nursing Rules and Regulations.
- On January 11, 2006, the Executive Officer approved initial full accreditation for the Coast Health Educational Center, Inc. Vocational Nursing Program for the period of February 4, 2006, through February 3, 2010, and issued a certificate accordingly. The Executive Officer approved the program's request to admit 45 students into a full-time class beginning April 17, 2006, to **replace** the class graduating on March 17, 2006. In so doing, the program's class size was increased from 30 to 45 students per class.

Additionally, the Executive Officer approved the program's request to admit 45 students into a third full-time class beginning July 24, 2006, with a projected graduation date of July 21, 2007. In so doing, the program's frequency of admissions was increased.

- On November 2, 2006, the Executive Officer approved the program's request to admit an additional class of 45 students commencing November 16, 2006, with a projected graduation date of November 30, 2007.
- On April 12, 2007, the Executive Officer approved the program's request to admit a class of 45 students commencing April 30, 2007, with a projected graduation date of April 11, 2008, to **replace** students graduating April 27, 2007, and admit a class of 45 students commencing July 23, 2007, with a projected graduation date of July 10, 2008, to **replace** students graduating July 20, 2007. Additionally, a follow-up report was to be presented relative to the program's licensure examination pass rates.
- The program had no candidates completing the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX/PN) from January - June 2007.
- On June 27, 2007, the Board notified the director that the program's average annual pass rates had fallen more than ten (10) percentage points below state average annual pass rates for four (4) consecutive quarters. The Board requested an analysis of the program and written plan for improving program pass rates.
- On July 20, 2007, the Board received the program's plan to improve its performance statistics on the NCLEX-PN®.
- On August 20, 2007, the Board notified the program that its average annual pass rates had fallen more than ten (10) percentage points below state average annual pass rates for five (5) consecutive quarters.
- On December 14, 2007, the Board notified the program that its average annual pass rates had fallen more than ten (10) percentage points below the state average annual average pass rates for six (6) consecutive quarters.
- On December 18, 2007, the program advised that admission of the class scheduled to commence July 23, 2007, had been delayed until August 2007.

- On January 9, 2008, the Executive Officer approved the program's request to admit a full-time class of 20 students commencing January 21, 2008, only, with a projected graduation date of January 8, 2009.

Subsequently, the program delayed commencement of the January 21, 2008 class to February 11, 2008.

- On February 13, 2008, the Board notified the program that its average annual pass rates had fallen more than ten (10) percentage points below state average annual pass rates for seven (7) consecutive quarters. The Board requested a report relative to the program's current enrollment, faculty and facilities, student clinical rotation schedule, and analysis relative to the effectiveness of the previously submitted corrective plan.
- On March 7, 2008, the Board received the program's plan of intervention addressing program performance statistics on the NCLEX-PN®.
- On March 26, 2008, the program advised that effective April 1, 2008, the name of the program would be changed to Coast Health Career College, Vocational Nursing Program.
- On May 6, 2008, the Board notified the program that its average annual pass rates had fallen more than ten (10) percentage points below state average annual pass rates for eight (8) consecutive quarters.
- On May 7, 2008, the program submitted correspondence summarizing the effects of interventions employed to improve performance statistics on the NCLEX-PN®.
- On May 21, 2008, the Executive Officer approved the program's request to admit a full-time class of 15 students commencing June 16, 2008, only, with a projected graduation date of June 26, 2009, to **replace** students graduating May 2, 2008; **and** approved the admission of a full-time class of 15 students on September 15, 2008, only, with a projected graduation date of September 22, 2009, to **replace** students graduating August 18, 2008.
- On June 12, 2008, the Board was notified that the start of the June 16, 2008 class would be delayed to July 14, 2008, due to an insufficient pool of qualified applicants.
- On June 19, 2008, the Board received notification of the resignation of four (4) approved faculty. **Additionally, the Board was notified of the program director's resignation, effective July 2, 2008.**
- On June 20, 2008, the Board forwarded correspondence to the program director requesting information relative to the program's status. A response was requested by June 30, 2008.
- On June 24, 2008, the Board forwarded correspondence to Oscar C. De Jesus, the program's owner, requesting information relative to the program's status, due to the imminent departure of the director. A response was requested by June 30, 2008.

- On June 30, 2008, the program submitted the requested information.
- On July 15, 2008, the Bureau forwarded correspondence advising the program's owner of deficiencies identified in faculty approval applications for a director and assistant director.
- On September 12, 2008, a report for consideration of the program's placement on provisional accreditation was presented to the Advisory Committee. **The program was not represented at this meeting.**

The Committee adopted the following recommendations:

- a. Place Coast Health Career College Vocational Nursing Program on provisional accreditation for a ninety-day period.
 - b. Carry this issue forward for review at the November 2008 Advisory Committee meeting for further action with a representative of the school present.
- On September 26, 2008, the recommendations of September 12, 2008, were adopted by the designee of the Director of the Department of Consumer Affairs.
 - On October 3, 2008, the Bureau forwarded written notification, by certified and regular mail, relative to the change in the program's accreditation status, areas of noncompliance, and requirements for correction. Additionally, the owner was reminded that the program was noncompliant with Section 2529(b) of the Vocational Nursing Rules and Regulations. The owner was advised that reconsideration of the program's accreditation status was scheduled for November 21, 2008. Receipt was confirmed by the United States Postal Service.
 - **On October 27, 2008, a new program director was approved.**
 - On November 7, 2008, the Advisory Committee recommended extension of the program's provisional accreditation through February 28, 2010, and issuance of a notice to the program identifying specific areas of non-compliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations.
 - On December 8, 2008, the recommendations of November 7, 2008 were adopted by the designee of the Director of the Department of Consumer Affairs.
 - On December 8, 2008, the Board issued the program a notice identifying areas of non – compliance and requirements for corrections.
 - On October 20, 2009, the Executive Officer approved the program's request to admit a full – time class of 15 students to commence November 9, 2009 only, graduating December 17, 2010, to **replace** students who graduated July 30, 2009.

- On December 24, 2009, the Board forwarded correspondence to the program advising that the Board would reconsider its accreditation status at the February 18, 2010 meeting. A comprehensive report was requested by January 14, 2010.
- On January 12, 2010, the Board received the program's comprehensive report.
- On January 13, 2010, the director clarified that commencement of the November 9, 2009 class would be delayed to January 18, 2010, due to insufficient funding. The students are projected to graduate February 18, 2011.
- On February 18, 2010, the Board extended the program's provisional accreditation for the one – year period from March 1, 2010, through February 28, 2011; **and** required the program to bring its licensure examination average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate for four (4) consecutive quarters by **February 28, 2011**; **and** directed that the program shall **not** admit students into its part - time or full – time classes to **replace** graduating students unless authorized by the Board.

The program was required to show documented progress by submitting a follow-up report in nine (9) months, but no later than **November 1, 2010**. 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.
- On March 10, 2010, the Board forwarded correspondence to the director per certified and regular mail relative to the Notice of Change in Accreditation status.
 - October 16, 2010, the Board forwarded correspondence to the director relative to its placement on the February 25, 2011 meeting agenda for consideration of its provisional accreditation status. The program was requested to submit a report, as specified in the Notice of Change in Accreditation Status by Monday, November 1, 2010.

- On October 20, 2010, the Board received program correspondence requesting approval to admit 15 students on January 24, 2011, graduating February 10, 2012, to **replace** students that graduated August 20, 2010.
- On November 1, 2010, the Board received the requested report.
- January 13, 2011, the Supervising Nursing Education Consultant sent correspondence to the director requesting the submission of documents for Board presentation.
- On January 26, 2011, copies of the program's report were received for dissemination to Board members.
- On February 25, 2011, the Board extended the program's provisional accreditation for the one – year period from March 1, 2011, through February 28, 2012; **and** required the program to bring its licensure examination average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate for four (4) consecutive quarters by **February 29, 2012**. The Board approved the program's request to admit 15 students commencing March 1, 2011 only, to **replace** students who graduated August 20, 2010, and directed that the program shall **not** admit students into its part - time or full – time classes to **replace** graduating students unless authorized by the Board.

The program was required to show documented progress by submitting a follow-up report in nine (9) months, but no later than **November 1, 2011**. 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.
- On April 5, 2011, the Board forwarded correspondence to the director per certified and regular mail relative to the Notice of Change in Accreditation status.

- On April 11, 2011, the Board received verification of the program's receipt of the April 5, 2011 Notice from the U.S. Postal Service.
- On October 14, 2011, the assigned consultant forwarded correspondence to the director advising that the Board was scheduled to reconsider the program's provisional accreditation status on February 24, 2012. The Program was requested to submit a report as specified in the Notice of Change in Accreditation Status by November 1, 2011.
- On January 12, 2012, the director forwarded electronic correspondence requesting an extension of one (1) week for the submission of the required follow – up report.
- On January 19, 2012, the Board received program correspondence and follow – up report.
- On January 23, 2012, the Supervising Nursing Education Consultant forwarded correspondence to the director requesting the submission of documents for Board presentation.
- On January 27, 2012, the assigned consultant telephoned the director relative to noncompliance of the submitted documents with Corrective Action #4 of the Notice of Change in Accreditation Status dated April 5, 2011.

The director stated that the program elected to cancel admission of the class scheduled to commence March 1, 2011, due to the illness of family members. The director requested approval to admit 15 students on March 26, 2012 and graduating April 26, 2013.

- On January 31, 2012, the Board received copies of the program's report for dissemination to Board members.

Enrollment

The program offers full – time classes that are 60 – weeks in length. Each class admission requires prior Board approval. The pattern of admissions for **current** classes is seen in the enrollment table below.

The following table represents **current and projected** student enrollment based on current and proposed class start dates. The table indicates a **maximum enrollment of 26 students** for the period **July 2008 through April 2013**.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Completed			
7/08		15	14	14
4/09		15	12	14 + 12 = 26
	8/09 (7/08 Class)		-14	26 - 14 = 12
1/10		14	12	12 + 12 = 24
	5/10 (4/09 Class)		-12	24 - 12 = 12
	2/11 (1/10 Class)		-12	12 - 12 = 0
3/11		0		0 + 0 = 0
3/12 (Proposed)		15		0 + 15 = 15
	4/13 3/12 Class)		-15	15 - 15 = 0

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 April 2006 through December 2011, specify the pass percentage rates for graduates of the Coast Health Education Center Vocational Nursing Program on the National Council Licensure Examination for Practical (Vocational) Nurses (NCLEX-PN®).

NCLEX-PN® Licensure Examination Data						
Quarter	Quarterly Statistics				Annual Statistics*	
	# Candidates	# Passed	% Passed	State Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate
Apr - Jun 2006	4	2	50%	76%	50%	79%
Jul - Sep 2006	17	6	35%	79%	38%	79%
Oct - Dec 2006	3	1	33%	77%	38%	78%
Jan - Mar 2007	No Candidates Tested			77%	38%	77%
Apr - Jun 2007	No Candidates Tested			74%	35%	77%
Jul - Sep 2007	12	3	25%	76%	27%	76%
Oct - Dec 2007	20	10	50%	76%	41%	76%
Jan - Mar 2008	25	11	44%	75%	42%	75%
Apr - Jun 2008	19	7	37%	70%	41%	74%
Jul - Sep 2008	15	4	27%	74%	41%	74%
Oct - Dec 2008	22	13	59%	73%	43%	73%

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 2009	11	3	27%	70%	40%	72%
Apr - Jun 2009	7	4	57%	71%	44%	70%
Jul - Sep 2009	10	6	60%	74%	52%	72%
Oct - Dec 2009	5	2	40%	76%	45%	73%
Jan - Mar 2010	9	8	90%	76%	65%	74%
Apr - Jun 2010	2	0	0%	74%	62%	75%
Jul - Sep 2010	2	1	50%	76%	61%	75%
Oct - Dec 2010	8	4	50%	77%	62%	76%
Jan - Mar 2011	4	2	50%	82%	44%	77%
Apr - Jun 2011	1	1	100%	71%	53%	76%
Jul - Sep 2011	9	5	56%	74%	55%	77%
Oct - Dec 2011	3	0	0%	74%	47%	75%

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

Based on the most recent data available (October – December 2011), the program's average annual pass rate is **47%**. The California average annual pass rate for graduates from accredited vocational nursing programs who took the NCLEX-PN® for the first time during the same period is 75%. The average annual pass rate for the Coast Health Education Center Vocational Nursing Program is **28** percentage points **below** the state average annual pass rate.

Faculty and Facilities

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

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

The number of Board approved faculty totals six (6), including the program director. The director has 100% administrative duties. Of the total faculty, six (6) are approved to teach in the clinical area.

Based on a maximum enrollment of 26 students, two (2) instructors are needed. Therefore, the number of current faculty is adequate for the current and projected 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.

Other Considerations

Examination 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,” substantiate that Coast Health Education Center Vocational Nursing Program has failed to achieve an average annual pass rate on the NCLEX-PN® that is within 10 percentage points of the state average annual pass rate for 22 of the past 23 consecutive quarters.

On June 27, 2007, the Board notified the director that the program's average annual pass rates had fallen more than ten (10) percentage points below the state average annual pass rate for four (4) consecutive quarters. The director was requested to submit an analysis of the program and a written plan for improving program pass rates. On July 20, 2007, the Board received the program's plan of correction.

On August 20, 2007, the Board notified the director that the program's average annual pass rates had fallen more than ten (10) percentage points below state average annual pass rates for five (5) consecutive quarters.

On December 14, 2007, the Board notified the director that the program's average annual pass rates had fallen more than ten (10) percentage points below state average annual pass rates for six (6) consecutive quarters. On December 18, 2007, the director notified the assigned consultant that admission of the class scheduled to commence July 23, 2007, had been delayed until August 2007.

On February 13, 2008, the Board notified the director that the program's average annual pass rates had fallen more than ten (10) percentage points below state average annual pass rates for seven (7) consecutive quarters. The director was requested to submit a report relative to the program's current enrollment, faculty, clinical rotation calendar, and an analysis relative to the effectiveness of the previously submitted plan of correction. On March 7, 2008, the Board received the program's report

On May 6, 2008, the Board notified the director that the program's average annual pass rates had fallen more than ten (10) percentage points below state average annual pass rates for eight (8) consecutive quarters. On May 7, 2008, the Board received program correspondence summarizing the effects of interventions employed to improve its pass rates.

On September 12, 2008, the Advisory Committee considered placement of the program on provisional accreditation due to noncompliance with California Code of Regulations Section 2530 (l). **The program was not represented at this meeting.** Committee members

expressed concern that a program representative was not available to provide information prior to the Committee's vote on the matter of accreditation. Following discussion, the Committee adopted the following recommendations:

- a. Place Coast Health Career College Vocational Nursing Program on provisional accreditation for a ninety-day period.
- b. Carry this issue forward for review at the November 2008 Advisory Committee meeting for further action with a representative of the school present.

On November 7, 2008, the Advisory Committee recommended extension of the program's provisional accreditation through February 28, 2010, and 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 action was taken due to the program's noncompliance with Section 2530 (l) of the Vocational Nursing Rules and Regulations. **At that time, the program's average annual pass rate was 42%, 33 percentage points below the state average annual pass rate.** (See Attachment A)

On December 8, 2008, the Committee's recommendations were adopted. The Committee forwarded per certified and regular mail a Notice of Change in Accreditation Status advising that the program had been placed on provisional accreditation for the two-year period from September 12, 2008, through February 28, 2010. (See Attachment B)

On February 18, 2010, the Board extended the program's provisional accreditation for the one - year period from March 1, 2010, through February 28, 2011, and scheduled reconsideration for the February 25, 2011 Board meeting. **At that time, the program's average annual pass rate was 52%, twenty (20) percentage points below the state average annual pass rate.** The Board directed the program to bring its average annual pass rate to no more than ten (10) percentage points below the State annual average pass rate for four (4) consecutive quarters by February 28, 2011. (See Attachment C)

On March 10, 2010, the Board forwarded correspondence per certified and regular mail relative to the Notice of Change in Accreditation Status (see Attachment D).

On October 16, 2010, the assigned consultant forwarded correspondence to the director advising that reconsideration of the program's accreditation status was scheduled for the February 25, 2011 Board meeting. The program was requested to submit its follow – up report by November 1, 2010, as specified in the Notice of Change in Accreditation Status.

On November 1, 2010, the program's report was received. The submitted document confirmed continued implementation of all previously reported interventions to address the low performance statistics of program graduates. Those interventions include:

➤ **Admission Criteria.**

The program revised its admission criteria to include a requirement that all applicants complete the Test of Essential Academic Skills (TEAS) entrance examination prior to admission.

➤ **Evaluation Methodology for Student Progress.**

- a. The program revised its grading procedure. Students are required to achieve a grade of 80%. Previously, the passing grade was 75%.
- b. The program reported administration of ATI assessment tests and other online testing aids. Based on the results, intensive remediation was to be undertaken for each student.

➤ **Class Size.**

The director reported the program had reduced the number of admissions from 45 to 15 students per class.

➤ **Adequacy of Instructional Methods.**

The director reported that an evaluation of all faculty members had been completed. A number of instructors were identified as failing to provide the level and quality of theory and clinical instruction necessary for student achievement. As a result, some faculty members were terminated and new instructors were hired.

The director reported that instructional methods and student achievement are discussed at all faculty meetings. In addition, the director reported that the program has incorporated use of Educational Resource, Inc. (ERI) computerized assessment tools into each term. **The director reported that students completing the NCLEX-PN® during the period July – September 2009 evidence the effectiveness of this tool.**

On February 25, 2011, the Board extended the program's provisional accreditation for the one - year period from March 1, 2011, through February 29, 2012, and scheduled reconsideration for the February 24, 2012 Board meeting. **At that time, the program's average annual pass rate was 62%, fourteen (14) percentage points below the state average annual pass rate.** The Board directed the program to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate for four (4) consecutive quarters by February 29, 2012. (See Attachment E)

On April 5, 2011, the Board forwarded correspondence per certified and regular mail notifying the program of specific areas of noncompliance, required corrections, and scheduled reconsideration (see Attachment F). On April 11, 2011, the Board received verification of the program's receipt of the Notice from the U.S. Postal Service. (See Attachment G)

The following table summarizes the program's performance statistics for the fifteen (15) quarters following placement on provisional accreditation, April 2008 through December 2011.

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 2008	25	11	44%	75%	42%	75%
Apr – Jun 2008	19	7	37%	70%	41%	74%
Jul – Sep 2008	15	4	27%	74%	41%	74%
Oct – Dec 2008	22	13	59%	73%	43%	73%
Jan – Mar 2009	11	3	27%	70%	40%	72%
Apr – Jun 2009	7	4	57%	71%	44%	70%
Jul – Sep 2009	10	6	60%	74%	52%	72%
Oct – Dec 2009	5	2	40%	76%	45%	73%
Jan – Mar 2010	9	8	90%	76%	65%	74%
Apr – Jun 2010	2	0	0%	74%	62%	75%
Jul – Sep 2010	2	1	50%	76%	61%	75%
Oct – Dec 2010	8	4	50%	77%	62%	76%
Jan – Mar 2011	4	2	50%	82%	44%	77%
Apr – Jun 2011	1	1	100%	71%	53%	76%
Jul – Sep 2011	9	5	56%	74%	55%	77%
Oct – Dec 2011	3	0	0%	74%	47%	75%

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

On October 14, 2011, the assigned consultant forwarded correspondence to the director advising that reconsideration of the program's provisional accreditation status was scheduled for the February 24, 2012 Board meeting. The program was requested to submit a report, as specified in Corrective Action #4 of the Notice. (See Attachment H)

On January 19, 2012, the Board received correspondence and supporting documents from the director relative to the program's status (see Attachment I). On January 27, 2012, the assigned consultant contacted the program relative to the submitted report and the absence of some elements specified in Corrective Action #4. The director stated that the program had elected to cancel admission of the class of 15 students scheduled to commence March 1, 2011, due to the illness of family members. Additionally, the director requested approval to admit 15 students on March 26, 2012 and graduating April 26, 2013.

On January 31, 2012, the Board received correspondence and supporting documents from the director, dated January 16, 2012, relative to the program's corrective actions (see Attachment J). As specified therein, the director reported the following interventions.

- **Subscription to Education Resources, Inc. Program.** Students from Term 1 through Term IV are required to complete computer sessions after each unit.
- **Add the Following Student Requirements.**
 1. Comprehensive Achievement Profile.
 2. LPN Assessment Test.

3. Clinical & Theory Practice Test.
4. Mandatory Completion of the PN-CAT.

- **Add Supplemental NCLEX Preparation Classes.**
- **Add Skills Lab Review for Students with Identified Deficits in Clinical Performance.**
- **Add Mandatory Exit Examination Utilizing ERI format.**

In summary, the Board placed the program on provisional accreditation since November 2008 due to noncompliance with regulatory requirements relative to average annual pass rates. On November 7, 2008, the Board extended the program's provisional accreditation for one (1) year. On February 18, 2010, the Board extended provisional accreditation for a second time. On February 25, 2011, the Board extended the program's provisional accreditation for a third time.

Additionally, the Board directed that the program bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate for four (4) consecutive quarters by **February 29, 2012**. The Board approved the program's request to admit 15 students commencing March 1, 2011 only, to **replace** students who graduated August 20, 2010, and directed that the program shall **not** admit students into its part - time or full – time classes to **replace** graduating students unless authorized by the Board. The program was required to show documented progress by submitting a follow-up report in nine (9) months, but no later than **November 1, 2011**.

Since placement on provisional accreditation, 127 program graduates have completed the NCLEX-PN®. Of the total tested, 47.2% of the program's graduates (60 graduates) passed; 52.8% (67 graduates) failed.

The program has failed to bring its average annual pass rate to no more than ten (10) percentage points below the state average annual pass rate, as required by the Board on February 25, 2011. Further, published program performance statistics confirm that the program's quarterly pass rate has been more than (10) percentage points below the state average annual pass rate for 13 of the previous 15 quarters since placement on provisional accreditation. The program's average annual pass rates have been more than ten (10) percentage points below state average annual pass rates for 14 of the previous 15 quarters.

Based on the most recent reporting period (October – December 2011), the program's **quarterly** pass rate is **0%**; the program's average **annual** pass rate pass is **47%**. As such, the program's **current average annual pass rate** is **28 percentage points** below the state average annual pass rate.

It is noted that the program's current average annual pass rate has increased five (5) percentage points since initial placement on provisional accreditation. However, it is also noted that the program's average annual pass rate decreased 15 percentage points in comparison to its high of 65% for the January – March 2010 reporting period.

Given the foregoing, the following violations of the California Rules and Regulations are identified.

Section 2527(b) of the Vocational Nursing Rules and Regulations states:

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

Violation #1: The program failed to submit a follow – up report required by Corrective Action #4, as specified in the Notice of Change in Accreditation Status, dated April 5, 2011.

On April 5, 2011, the Board forwarded to the program, per certified and regular mail, a Notice of Change in Accreditation Status. That document specified areas of noncompliance and requirements for correction, in accordance with Board decisions rendered February 25, 2011. As specified therein, the program was required to submit a follow - up report in nine (9) months, but no later than November 1, 2011.

On April 11, 2011, the Board received confirmation of program receipt from the U.S. Postal Service.

Plan of Correction #1: This violation has **been corrected**. On January 12, 2012, the Board received electronic correspondence from the director requesting an extension of one (1) week for the submission of the required follow – up report. The director was advised that the report was requested no later than Tuesday, January 17, 2012.

On January 19, 2012, the Board received correspondence and supporting documents from the director, specifying the program's corrective plan. In addition to previously reported interventions, the director reported a change in text books. Other previously reported interventions are unchanged.

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

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

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

Violation #2:

As noted previously, examination 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," substantiate that Coast Health Education Center Vocational Nursing Program has failed to achieve an average annual pass rate on the NCLEX-PN® that is within 10 percentage points of the state average annual pass rate for 22 of the past 23 consecutive quarters.

Based on the most recent reporting period (October – December 2011), the program's **quarterly** pass rate is **0%**; the program's average **annual** pass rate pass is **47%**. As such, the program's **current average annual pass rate is 28 percentage points below** the state average annual pass rate.

Plan of Correction #2:

This violation has **not been corrected**. The program was initially placed on provisional accreditation on September 7, 2008 for ninety days. Subsequently, the Board extended the program's provisional accreditation on the following dates and directed program compliance with the identified regulation.

- On December 8, 2008, the program's provisional accreditation was extended through February 28, 2010, as recommended by the Advisory Committee. **At that time, the program's average annual pass rate was 42%, 33 percentage points below the state average annual pass rate.**
- On February 18, 2010, the Board extended the program's provisional accreditation for the one - year period from March 1, 2010, through February 28, 2011. **At that time, the program's average annual pass rate was 52%, twenty (20) percentage points below the state average annual pass rate.**
- On February 25, 2011, the Board extended the program's provisional accreditation for the one - year period from March 1, 2011, through February 29, 2012. **At that time, the program's average annual pass rate was 62%, fourteen (14) percentage points below the state average annual pass rate.** The Board directed the program to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate for four (4) consecutive quarters by February 29, 2012.

Based on the most recent reporting period (October – December 2011), the program's **quarterly** pass rate is **0%**; the program's average **annual** pass rate pass is **47%**. As

such, the program's **current average annual pass rate is 28 percentage points below** the state average annual pass rate.

As previously noted, the program has requested approval to admit 15 students commencing March 26, 2012. The proposed class is projected to graduate April 26, 2012.

Recommendations:

1. Deny approval of Coast Health Education Center Inc., Vocational Nursing Program's request to admit 15 students commencing March 26, 2012 and graduating April 27, 2013.
2. If the Coast Health Education Center Inc., Vocational Nursing Program fails to bring the average annual pass rate, as reported 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," of its first – time graduates on the NCLEX-PN® to no more than ten (10) percentage points below the State annual average pass rate by February 29, 2012, then:
 - a. Revoke the program's accreditation, March 1, 2012.
 - b. Remove the program from the *List of Approved Vocational Nursing Schools*.

Rationale: Since initial placement on provisional accreditation on September 12, 2008, the program has had 15 quarters to demonstrate compliance with existing regulations. At that time, the program's average annual pass rate was 42%, **33 percentage points below the state average annual pass rate.**

On **February 18, 2010**, the Board **extended** the program's provisional accreditation for the one - year period from March 1, 2010, through February 28, 2011, and scheduled reconsideration for the February 25, 2011 Board meeting. **At that time, the program's average annual pass rate was 52%, twenty (20) percentage points below the state average annual pass rate.** On **February 25, 2011**, the Board **extended** the program's provisional accreditation for the one - year period from March 1, 2011, through February 29, 2012, and scheduled reconsideration for the February 24, 2012 Board meeting. **At that time, the program's average annual pass rate was 62%, fourteen (14) percentage points below the state average annual pass rate.**

Since that time, the program's average annual pass rates have declined to a low of 44%. For the most recent reporting period (October through December 2011), the program's average annual pass rate is **47%**. As such, the program's **current average annual pass rate is 28 percentage points below the state average annual pass rate.**

Published performance statistics substantiate that the program has failed to demonstrate compliance with California Business and Professions Code,

Division 2, Chapter 6.5, Article 4 and California Code of Regulations, Division 25, Chapter 1, Article 5 for 21 of the past 22 quarters.

If the program's accreditation is revoked, no students will be impacted. Based on previously submitted information and documents, the last class graduated in February 2011. Information submitted on January 19, 2012 and confirmed per telephone specifies that the program has no students currently enrolled.

- Attachment A: Board Report Dated November 7, 2008.
- Attachment B: Notice of Change in Accreditation Status Dated December 8, 2008.
- Attachment C: Board Report Dated February 2, 2010.
- Attachment D: Notice of Change in Accreditation Status Dated March 10, 2010.
- Attachment E: Board Report Dated February 9, 2011.
- Attachment F: Notice of Change in Accreditation Status Dated April 5, 2011
- Attachment G: Verification of Certified Mail Receipt Received on April 11, 2011.
- Attachment H: Board Correspondence Dated October 14, 2011.
- Attachment I: Program Correspondence Dated January 16, 2012; Received January 19, 2012.
- Attachment J: Program Correspondence Dated, January 16, 2012; Received January 31, 2012.

Agenda Item #14.A.3. Attachment A



STATE AND CONSUMER SERVICES AGENCY • ARNOLD SCHWARZENEGGER, GOVERNOR

BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS
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DATE: November 7, 2008

TO: Advisory Committee Members

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

SUBJECT: Coast Health Career College Vocational Nursing Program –
Recommendation for Extension of Provisional Accreditation (Director: Oscar
De Jesus, Anaheim, Los Angeles County, Private)

On September 12, 2008, the Advisory Committee placed Coast Health Career College Vocational Nursing Program on provisional accreditation due to licensure examination pass rates that are noncompliant with Section 2530(l) of the Vocational Nursing Rules and Regulations. The regulation states:

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

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

The Committee recommended provisional accreditation last for 90 days, and requested that the program return to the following meeting to discuss whether accreditation should be revoked in its entirety. Committee members expressed concern that a program representative was not available to provide information prior to the Committee's vote on the matter of accreditation. Following discussion, the Committee adopted the following recommendations:

1. Place Coast Health Career College Vocational Nursing Program on provisional accreditation for a ninety-day period.
2. Carry this issue forward for review at the November 2008 Advisory Committee meeting for further action with a representative of the school present.

On September 26, 2008, these recommendations were adopted by the designee of the Director of the Department of Consumer Affairs.

History of Prior Board Actions

- On February 4, 2005, the Board approved the Coast Health Educational Center, Inc. to commence a full-time vocational nursing program with an initial class of 30 students beginning February 7, 2005, with a projected graduation date of February 3, 2006.

The program is a 48-week full-time program divided into four semesters.

- On May 21, 2005, the director informed the Board that admission of the first class was delayed to March 21, 2005, with an expected graduation date of March 28, 2006.
- On October 25, 2005, a new program director was approved.
- On January 11, 2006, the Board approved initial full accreditation for the Coast Health Educational Center, Inc. Vocational Nursing Program for the period of February 4, 2006, through February 3, 2010, and issued a certificate accordingly.

The Board approved the program's request to admit 45 students into a full-time class beginning April 17, 2006, to replace the class graduating on March 17, 2006. In so doing, the program's class size was increased from 30 to 45 students per class.

Additionally, the Board approved the program's request to admit 45 students into a third full-time class beginning July 24, 2006, with a projected graduation date of July 21, 2007. In so doing, the program's frequency of admissions was increased.

- On November 2, 2006, the Board approved the program's request to admit an additional class of 45 students commencing November 16, 2006, with a projected graduation date of November 30, 2007.
- On April 12, 2007, the Board approved the program's request to admit a class of 45 students commencing April 30, 2007, with a projected graduation date of April 11, 2008, to replace students graduating April 27, 2007, and admit a class of 45 students commencing July 23, 2007, with a projected graduation date of July 10, 2008, to replace students graduating July 20, 2007. Additionally, a follow-up report was to be presented relative to the program's licensure examination pass rates.
- The program had no candidates completing the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX/PN) from January - June 2007.
- On June 27, 2007, the Board notified the program that the pass rates for Coast Health Educational Center Vocational Nursing Program had fallen below 10 percentage points of the state average pass rate for **four (4)** consecutive quarters. The Board requested an analysis of the program and written plan for improving program pass rates.

- On July 20, 2007, the Board received the program's plan to improve its performance statistics on the NCLEX-PN®.
- On August 20, 2007, the Board notified the program that its pass rates had fallen below 10 percentage points of the state average pass rate for **five** (5) consecutive quarters.
- On December 14, 2007, the Board notified the program that its pass rates had fallen below 10 percentage points of the state average pass rate for **six** (6) consecutive quarters.
- On December 18, 2007, the program advised that admission of the class scheduled to commence July 23, 2007, was delayed until August 2007.
- On January 9, 2008, the Board approved the program's request to admit a full-time class of 20 students commencing January 21, 2008, only, with a projected graduation date of January 8, 2009.
- The program delayed commencement of the January 21, 2008 class to February 11, 2008.
- On February 13, 2008, the Board notified the program that its pass rates had fallen below 10 percentage points of the state average pass rate for **seven** (7) consecutive quarters. The Board requested a report relative to the program's current enrollment, faculty and facilities, student clinical rotation schedule, and analysis relative to the effectiveness of the previously submitted corrective plan.
- On March 7, 2008, the Board received the program's plan of intervention addressing program performance statistics on the NCLEX-PN®.
- On March 26, 2008, the program advised that effective April 1, 2008, the name of the program would change to Coast Health Career College, Vocational Nursing Program.
- On May 6, 2008, the Board notified the program that its pass rates had fallen below 10 percentage points of the state average pass rate for **eight** (8) consecutive quarters.
- On May 7, 2008, the program submitted correspondence summarizing effects of interventions employed to improve performance statistics on the NCLEX-PN®.
- On May 21, 2008, the Board approved the program's request to admit a full-time class of 15 students commencing June 16, 2008, only, with a projected graduation date of June 26, 2009, to replace students graduating May 2, 2008; and approved the admission of a full-time class of 15 students on September 15, 2008, only, with

a projected graduation date of September 22, 2009, to replace students graduating August 18, 2008.

- On June 12, 2008, the Board was notified that the start of the June 16, 2008 class would be delayed to July 14, 2008, due to an insufficient pool of qualified applicants.
- On June 19, 2008, the Board received notification of the resignation of four (4) approved faculty. Additionally, the Board was notified of the program director's resignation, effective July 2, 2008.
- On June 20, 2008, the Board forwarded correspondence to the program director requesting information relative to the program's status. A response was requested by June 30, 2008.
- On June 24, 2008, the Board forwarded correspondence to the program's owner requesting information relative to the program's status, due to the imminent departure of the director. A response was requested by June 30, 2008.
- On June 30, 2008, the program submitted the requested information.
- On July 15, 2008, the Bureau forwarded correspondence advising the program's owner of deficiencies identified in faculty approval applications for a director and assistant director.
- On September 12, 2008, a report for consideration of the program's placement on provisional accreditation was presented to the Advisory Committee. The program was not represented at this meeting.

Committee members expressed concern that a program representative was not available to provide information prior to the Committee's vote on the matter of accreditation. Following discussion, the Committee adopted the following recommendations:

1. Place Coast Health Career College Vocational Nursing Program on provisional accreditation for a ninety-day period.
2. Carry this issue forward for review at the November 2008 Advisory Committee meeting for further action with a representative of the school present.

On September 26, 2008, these recommendations were adopted by the designee of the Director of the Department of Consumer Affairs.

- On October 3, 2008, the Bureau forwarded written notification, by certified mail, relative to the change in the program's accreditation status, areas of noncompliance, and requirements for correction. Additionally, the owner was reminded that the program was noncompliant with Section 2529(b) of the Vocational Nursing Rules and Regulations. The owner was advised that reconsideration of the program's accreditation status was scheduled for November 21, 2008. Receipt of notification was confirmed by the United States Postal Service.
- On October 27, 2008, a new program director was approved.

Other Considerations

As noted in the history, the program's owner was notified by certified mail of the Committee's actions on October 3, 2008. Additionally, the owner was reminded that the program was noncompliant with Section 2529(b) of the Vocational Nursing Rules and Regulations. The owner was advised that the program's status was scheduled for reconsideration on November 21, 2008.

On October 16, 2008, the program's response was received. (See Attachment A) The owner reported that a revision of the previously submitted plan of correction is in progress. The following changes were enumerated.

1. Implementation of Health Education Systems, Inc. (HESI) Admission Assessment and Exit Examinations will commence with the admission of the November 2008 class.
2. Ten (10) instructors were terminated due to unsatisfactory performance. Currently, the program's approved faculty totals seven (7), including the program director. The director has 100% administrative duties. Of the total faculty, seven (7) are approved to teach in the clinical area.
3. Students are now required to pass all examinations with a score of 80%.
4. All text books will be updated.

Additionally, the program clarified its current enrollment by stating that admission of the full-time class of 15 students previously scheduled to commence September 15, 2008 was delayed to November 17, 2008.

Recommendations:

1. Extend Coast Health Career College Vocational Nursing Program's provisional accreditation through February 28, 2010.
2. Issue a notice to the program that identifies specific areas of non-compliance and requirements for correction as referenced in Sections 2526.1 (e) of the California Code of Regulations.

Rationale: This provisional accreditation period is based on the expectation of the program's immediate improvement to be reflected in the next four full quarters in which licensure examination data is reported (January through December 2009). Review of four quarters of licensure examination data is necessary to establish the program's compliance or lack of compliance with Section 2530(l) of the Vocational Nursing Rules and Regulations that states:

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

The February 2010 Board meeting is the earliest date on which pass rate data can be reported for this four-quarter period.

Attachment A

Agenda Item #14.A.3. Attachment B



STATE AND CONSUMER SERVICES AGENCY • ARNOLD SCHWARZENEGGER, GOVERNOR
BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS
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December 8, 2008

Oscar C. De Jesus, Owner
Coast Health Career College
Vocational Nursing Program
1741 West Katella Avenue
Anaheim, CA 92804

Dear Mr. De Jesus:

Pursuant to the recommendation of the Bureau of Vocational Nursing and Psychiatric Technicians Advisory Committee and its adoption by the Director of the Department of Consumer Affairs on December 8, 2008, the status of the Coast Health Career College Vocational Nursing Program has been changed from full accreditation to provisional accreditation for the period September 12, 2008 to February 28, 2010.

Please sign and return the enclosed "Acknowledgement of Change in Accreditation Status" form by **Friday, December 19, 2008**.

NOTIFICATION

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

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

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

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

(1) ...

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

The program pass rates of the Coast Health Career College Vocational Nursing Program for the past eight (8) quarters are set forth in the following table.

Quarter	State Average Annual Pass Rate	Program Average Annual Pass Rate
Apr – Jun 2006	79%	50%
Jul – Sep 2006	79%	38%
Oct – Dec 2006	78%	38%
Jan - Mar 2007	77%	38%
Apr - Jun 2007	77%	35%
Jul - Sep 2007	76%	27%
Oct - Dec 2007	76%	41%
Jan - Mar 2008	75%	42%

In order to return to full accreditation status, the Coast Health Career College Vocational Nursing Program must bring its licensure examination annual average pass rate to no more than ten percentage points of the State annual average pass rate by February 28, 2010. Failure to do so may cause the Bureau to consider revocation of the program's accreditation.

RECONSIDERATION

Your program will be placed on the **February 2010** Advisory Committee 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 meeting.

REGULATION: Section 2526.1 of the California Code of Regulations

“(a) Provisional accreditation means a program has not met all requirements as set forth in this chapter and in Chapter 6.5, Division 2 of the Business and Professions Code.”

The term “provisional accreditation” is meant to indicate to the program, students and potential students that the program IS NOT IN FULL COMPLIANCE with state laws and regulations and may lead to revocation of accreditation.

“(b) Provisional accreditation shall be granted for a period not to exceed two years unless the Board grants an extension.”

The inclusive dates of provisional accreditation will be established by the Advisory Committee and tracked by the assigned consultant. The consultant will schedule reports to the Advisory Committee in a manner that will allow consideration of further action prior to the expiration period of the provisional accreditation.

“(c) The Board may place any program on provisional accreditation when a program does not meet all requirements as set forth in this chapter and in Section 2526 VN. If the program has not met all requirements

at the end of the initial provisional accreditation period, provisional accreditation may be extended if the program demonstrates to the satisfaction of the Board a good faith effort to correct all deficiencies."

The phrase "satisfactory to the Board" means there is objective data to demonstrate compliance with Article 5 regulations.

The phrase "good faith effort" means full cooperation with the Advisory Committee and staff by sending requested information in an accurate, timely, organized and legible manner. Additionally, follow through must be evident in relation to identified objectives and statements of intent.

"(d) Any program holding provisional accreditation may not admit "new" classes beyond the established pattern of admission previously approved by the Board. The admission pattern is defined by the number of students per class and the frequency of admissions for the six class admissions that immediately precede the Board action to consider provisional accreditation."

For programs that are currently required to come before the Advisory Committee for prior approval to admit each class, this is the "established pattern" and will continue until the pattern is changed by formal Advisory Committee action. The number of students per class will be the MAXIMUM number approved by the Advisory Committee for any of the six classes.

"(e) A program placed on provisional accreditation shall receive written notification from the Board. The notification to the program shall include specific areas of noncompliance and requirements for correction. A program's failure to correct delineated areas of noncompliance is cause for revocation of provisional accreditation."

Should you have questions, please do not hesitate to contact your assigned nursing education consultant.

Sincerely,

CHERYL C. ANDERSON, M.S., R.N.
Nursing Education Consultant

cca

Enclosure

Agenda Item #14.A.3 Attachment C



STATE AND CONSUMER SERVICES AGENCY • ARNOLD SCHWARZENEGGER, GOVERNOR
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DATE: February 2, 2010

TO: Board Members

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

SUBJECT: Coast Health Education Center, Inc., Vocational Nursing Program –
Reconsideration of Provisional Accreditation (Director: Oscar De Jesus,
Anaheim, Los Angeles, Private)

Coast Health Education Center, Inc., Vocational Nursing Program is presented to the Board for reconsideration of its provisional accreditation. The program's status was changed to provisional accreditation on December 8, 2008. That action was taken due to the program's noncompliance with Section 2530 (l) of the Vocational Nursing Rules and Regulations, which states:

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

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

The following table shows the variance of the program's pass rates from the state average annual pass rates of first time graduates of accredited vocational nursing programs for the past 14 quarters. This data substantiates the program's continued noncompliance with Section 2530(l) of the Vocational Nursing Rules and Regulations.

NCLEX-PN® Licensure Examination Pass Rates			
Quarter	State Average Annual Pass Rate	Program Average Annual Pass Rate	Variance from State Average Annual Pass Rate
Apr - Jun 2006	79%	50%	-29
Jul - Sep 2006	79%	38%	-41
Oct - Dec 2006	78%	38%	-40
Jan - Mar 2007	77%	38%	-39
Apr - Jun 2007	77%	35%	-42
Jul - Sep 2007	76%	27%	-49
Oct - Dec 2007	76%	41%	-49
Jan - Mar 2008	75%	42%	-33
Apr - Jun 2008	74%	41%	-33
Jul - Sep 2008	74%	41%	-33
Oct - Dec 2008	73%	43%	-30
Jan - Mar 2009	72%	40%	-32
Apr - Jun 2009	70%	44%	-26
Jul - Sep 2009	72%	52%	-20

History of Prior Board Actions

- On February 4, 2005, the Board approved the Coast Health Educational Center, Inc. to commence a full-time vocational nursing program with an initial class of 30 students beginning February 7, 2005, with a projected graduation date of February 3, 2006.

The program offers a 48-week full-time course of instruction divided into four semesters.

- On May 21, 2005, the director informed the Board that admission of the first class was delayed to March 21, 2005, with an expected graduation date of March 28, 2006.
- **On October 25, 2005, a new program director was approved.**
- On January 11, 2006, the Board approved initial full accreditation for the Coast Health Educational Center, Inc. Vocational Nursing Program for the period of February 4, 2006, through February 3, 2010, and issued a certificate accordingly.

The Board approved the program's request to admit 45 students into a full-time class beginning April 17, 2006, to replace the class graduating on March 17, 2006. In so doing, the program's class size was increased from 30 to 45 students per class.

Additionally, the Board approved the program's request to admit 45 students into a third full-time class beginning July 24, 2006, with a projected graduation date of July 21, 2007. In so doing, the program's frequency of admissions was increased.

- On November 2, 2006, the Board approved the program's request to admit an additional class of 45 students commencing November 16, 2006, with a projected graduation date of November 30, 2007.
- On April 12, 2007, the Board approved the program's request to admit a class of 45 students commencing April 30, 2007, with a projected graduation date of April 11, 2008, to replace students graduating April 27, 2007, and admit a class of 45 students commencing July 23, 2007, with a projected graduation date of July 10, 2008, to replace students graduating July 20, 2007. Additionally, a follow-up report was to be presented relative to the program's licensure examination pass rates.
- The program had no candidates completing the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX/PN) from January - June 2007.
- On June 27, 2007, the Board notified the program that the pass rates for Coast Health Educational Center Vocational Nursing Program had fallen below 10 percentage points of the state average pass rate for **four** (4) consecutive quarters. The Board requested an analysis of the program and written plan for improving program pass rates.
- On July 20, 2007, the Board received the program's plan to improve its performance statistics on the NCLEX-PN®.
- On August 20, 2007, the Board notified the program that its pass rates had fallen below 10 percentage points of the state average pass rate for **five** (5) consecutive quarters.
- On December 14, 2007, the Board notified the program that its pass rates had fallen below 10 percentage points of the state average pass rate for **six** (6) consecutive quarters.
- On December 18, 2007, the program advised that admission of the class scheduled to commence July 23, 2007, was delayed until August 2007.
- On January 9, 2008, the Board approved the program's request to admit a full-time class of 20 students commencing January 21, 2008, only, with a projected graduation date of January 8, 2009.
- The program delayed commencement of the January 21, 2008 class to February 11, 2008.
- On February 13, 2008, the Board notified the program that its pass rates had fallen below 10 percentage points of the state average pass rate for **seven** (7) consecutive quarters. The Board requested a report relative to the program's current enrollment,

faculty and facilities, student clinical rotation schedule, and analysis relative to the effectiveness of the previously submitted corrective plan.

- On March 7, 2008, the Board received the program's plan of intervention addressing program performance statistics on the NCLEX-PN®.
- On March 26, 2008, the program advised that effective April 1, 2008, the name of the program would change to Coast Health Career College, Vocational Nursing Program.
- On May 6, 2008, the Board notified the program that its pass rates had fallen below 10 percentage points of the state average pass rate for **eight (8)** consecutive quarters.
- On May 7, 2008, the program submitted correspondence summarizing effects of interventions employed to improve performance statistics on the NCLEX-PN®.
- On May 21, 2008, the Board approved the program's request to admit a full-time class of 15 students commencing June 16, 2008, only, with a projected graduation date of June 26, 2009, to replace students graduating May 2, 2008; and approved the admission of a full-time class of 15 students on September 15, 2008, only, with a projected graduation date of September 22, 2009, to replace students graduating August 18, 2008.
- On June 12, 2008, the Board was notified that the start of the June 16, 2008 class would be delayed to July 14, 2008, due to an insufficient pool of qualified applicants.
- On June 19, 2008, the Board received notification of the resignation of four (4) approved faculty. Additionally, **the Board was notified of the program director's resignation, effective July 2, 2008.**
- On June 20, 2008, the Board forwarded correspondence to the program director requesting information relative to the program's status. A response was requested by June 30, 2008.
- On June 24, 2008, the Board forwarded correspondence to the program's owner requesting information relative to the program's status, due to the imminent departure of the director. A response was requested by June 30, 2008.
- On June 30, 2008, the program submitted the requested information.
- On July 15, 2008, the Bureau forwarded correspondence advising the program's owner of deficiencies identified in faculty approval applications for a director and assistant director.

- On September 12, 2008, a report for consideration of the program's placement on provisional accreditation was presented to the Advisory Committee. The program was not represented at this meeting.

Committee members expressed concern that a program representative was not available to provide information prior to the Committee's vote on the matter of accreditation. Following discussion, the Committee adopted the following recommendations:

1. Place Coast Health Career College Vocational Nursing Program on provisional accreditation for a ninety-day period.
2. Carry this issue forward for review at the November 2008 Advisory Committee meeting for further action with a representative of the school present.

On September 26, 2008, these recommendations were adopted by the designee of the Director of the Department of Consumer Affairs.

- On October 3, 2008, the Bureau forwarded written notification, by certified mail, relative to the change in the program's accreditation status, areas of noncompliance, and requirements for correction. Additionally, the owner was reminded that the program was noncompliant with Section 2529(b) of the Vocational Nursing Rules and Regulations. The owner was advised that reconsideration of the program's accreditation status was scheduled for November 21, 2008. Receipt of notification was confirmed by the United States Postal Service.
- **On October 27, 2008, a new program director was approved.**
- On November 7, 2008, the Bureau recommended extension of the program's provisional accreditation through February 28, 2010. Additionally, the Bureau recommended issuance of a notice to the program identifying specific areas of non-compliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations.
- On December 8, 2008, these recommendations were adopted by the designee of the Director of the Department of Consumer Affairs.
- On December 8, 2008, the Board issued the program a notice identifying areas of non – compliance and requirements for corrections.
- On October 20, 2009, the Executive Officer approved the program's request to admit a full – time class of 15 students to commence November 9, 2009 only, graduating December 17, 2010, to replace students who graduated July 30, 2009.

- On December 24, 2009, the Board forwarded correspondence to the program advising that the Board would reconsider its accreditation status at the February 18, 2010 meeting. A comprehensive report was requested by January 14, 2010.
- On January 12, 2010, the Board received the program's comprehensive report.
- On January 13, 2010, the director clarified that commencement of the November 9, 2009 class would be delayed to January 18, 2010, due to insufficient funding. The students are projected to graduate February 18, 2011.

Enrollment

The program offers full – time classes that are 60 – weeks in length. Each class admission requires prior Board approval. The pattern of admissions for current classes is seen in the enrollment table below.

The following table represents **current and projected** student enrollment based on current and proposed class start dates. The table indicates a **maximum enrollment of 27 students** for the period **July 2008 through February 2011**.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Completed			
7/08		15	14	14
4/09		15	12	14 + 12 = 26
	8/09 (7/08 Class)		-14	26 - 14 = 12
1/10 (Projected)		15		12 + 15 = 27
	5/10 (4/09 Class)		-12	27 - 12 = 15
	2/11 (1/10 Class)		- 15	15 - 15 = 0

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 April 2006 through September 2009, specify the pass percentage rates for graduates of the Coast Health Education Center 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
Apr - Jun 2006	4	2	50%	76%	50%	79%
Jul - Sep 2006	17	6	35%	79%	38%	79%
Oct - Dec 2006	3	1	33%	77%	38%	78%
Jan - Mar 2007	No Candidates Tested			77%	38%	77%
Apr - Jun 2007	No Candidates Tested			74%	35%	77%
Jul - Sep 2007	12	3	25%	76%	27%	76%
Oct - Dec 2007	20	10	50%	76%	41%	76%
Jan - Mar 2008	25	11	44%	75%	42%	75%
Apr - Jun 2008	19	7	37%	70%	41%	74%
Jul - Sep 2008	15	4	27%	74%	41%	74%
Oct - Dec 2008	22	13	59%	73%	43%	73%
Jan - Mar 2009	11	3	27%	70%	40%	72%
Apr - Jun 2009	7	4	57%	71%	44%	70%
Jul - Sep 2009	10	6	60%	74%	52%	72%

*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 recent data available (July – September 2009), the program's average annual pass rate is 52%. The California average annual pass rate for graduates from accredited vocational nursing programs who took the NCLEX-PN® for the first time during the same period is 72%. The average annual pass rate for the Coast Health Education Center Vocational Nursing Program is twenty (20) percentage points **below** the state average annual pass rate.

Faculty and Facilities

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

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

The total number of Board approved faculty is six (6), including the program director. The director has 100% administrative duties. Of the total faculty, six (6) are approved to teach in the clinical area.

Based on a maximum enrollment of 27 students, two (2) instructors are needed. Therefore, the number of current faculty is **adequate** for the current and projected 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.

Other Considerations

Examination 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,” substantiates that Coast Health Education Center Vocational Nursing Program has failed to achieve an annual average pass rate on the NCLEX-PN® that is within 10 percentage points of the state average annual pass rate for the period April 2006 through September 2006. As such, the program was in violation of section 2530(l) of the Vocational Nursing Rules and Regulations for 14 quarters.

On June 27, 2007, the assigned consultant notified the director that pass rates for the Coast Health Education Center Vocational Nursing Program had fallen more than 10 percentage points below the state average annual pass rate for four (4) quarters. The director was requested to complete a thorough analysis of the program, identify factors negatively impacting student achievement, and develop a written plan for improving program pass rates. That plan was received on July 20, 2007.

On August 20, 2007, the consultant notified the director that program pass rates had fallen more than 10 percentage points below the state average annual pass rate for five (5) consecutive quarters. On December 14, 2007, the consultant notified the director that program pass rates had fallen more than 10 percentage points below the state average annual pass rate for six (6) consecutive quarters.

On February 13, 2008, the consultant notified the director that program pass rates had fallen more than 10 percentage points below the state average annual pass rate for seven (7) consecutive quarters. The consultant requested the director to submit a report relative to the program's current enrollment, faculty, facilities, student clinical rotation schedule, and analysis relative to the effectiveness of the previously submitted corrective plan.

On March 7, 2008, the program submitted the requested information. The director confirmed implementation of the submitted plan of correction. The following interventions were reported.

1. Increased consistency in adherence to program admission criteria.
2. Revised admission criteria to include a minimum Career Programs Assessment Test (CPAT) score of 80%. Previously, a score of 75% was required.
3. Added requirement for English fluency.
4. Reduction in the size of each admitted class to 15.
5. Addition of theory and clinical quizzes and examinations per unit with a goal of earlier identification and intervention for students with performance deficits.
6. Implementation of instructor evaluations and in-service relative to teaching strategies and methodologies.

On May 6, 2008, the consultant notified the director that program pass rates had fallen more than 10 percentage points below the state average annual pass rate for eight (8) consecutive quarters. The director was requested to provide information relative to the effectiveness of interventions employed to address its performance statistics. On May 7, 2008, the program submitted correspondence summarizing effects of interventions employed to improve performance statistics on the NCLEX/PN®.

On June 19, 2008, the Board was notified of the resignation of four (4) faculty. Additionally, notification was received of the director's termination effective July 2, 2008.

On October 27, 2008, a new program director was approved.

On November 7, 2008, the Advisory Committee recommended that the program's status be changed to provisional accreditation. That recommendation was adopted by the Director of the Department of Consumer Affairs on December 8, 2008. Subsequently, the status of the program was changed from full accreditation to provisional accreditation for the period September 12, 2008 to February 28, 2010. **The program was placed on the agenda for the February 2010 Board meeting for reconsideration of the program's accreditation status.** On December 8, 2008, the Board issued the program a notice identifying areas of non-compliance and requirements for corrections. (See Attachment A)

On October 20, 2009, the program was approved to admit a full – time class of 15 students to commence November 9, 2009 only, graduating December 17, 2010 to **replace** students who graduated July 30, 2009. That action was taken pursuant to Section 2526.1 of the California Code of Regulations. The consultant recommended that the director complete a comprehensive analysis of the program to identify all elements negatively impacting student achievement and revise its plan to improve program NCLEX/PN® performance statistics.

In December 2009, correspondence was forwarded to the director advising that the program's accreditation status would be reconsidered by the Board on February 18, 2010. A comprehensive report was requested.

On January 12, 2010, the Board received the requested information. The director reported that the following steps had been implemented to address the program's low performance statistics.

1. Admission Criteria.

The program has revised its admission criteria to include a requirement that all applicants complete the Test of Essential Academic Skills (TEAS) entrance examination prior to admission.

2. Evaluation Methodology for Student Progress.

- a. The program revised its grading procedure. Students are required to achieve a grade of 80%. Previously, the passing grade was 75%.
- b. The program now administers ATI assessment tests and other on line testing aids. Based on the results, intensive remediation will be undertaken for each student.

3. Class Size.

The program has reduced the number of admissions from 45 to 15 students per class.

4. Adequacy of Instructional Methods.

The director reported that an evaluation of all faculty members has been completed. A number of instructors were identified as failing to provide the level and quality of theory and clinical instruction necessary conducive to student achievement. As a result, faculty were terminated and new instructors hired.

In summary, from April 2006 through September 2007, the program's average annual pass rate declined substantially, from 50% to 27%, 49 percentage points below the state average annual pass rate. On December 8, 2008, the program's average annual pass rate was 41%, 33 percentage points below the state average annual pass rate. Based on the July – September 2009 statistics, the program's average annual pass rate is 52%. As such, the average annual pass rate for the Coast Health Education Center Vocational Nursing Program is twenty (20) percentage points below the state average annual pass rate for the current quarter.

Recommendations:

1. Extend provisional accreditation of Coast Health Education Center Vocational Nursing Program for the one-year period from March 1, 2010 through February 28, 2011, and issue a notice to the program to identify specific areas of non compliance

and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations (see Attachment B Draft).

2. Require the program to show documented progress by submitting a follow-up report in 9 months. The report must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for implementation, and the effect of employed interventions. The following elements must be addressed in the analysis:
 - a. 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.

3. Require the program 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 2525.

Rationale: The program has not demonstrated full compliance with Article 5 of the California Code of Regulations. To be fully accredited, the program must maintain a yearly average minimum pass rate on the licensure examination that does not fall below 10 percentage points of the state average pass rate for first time candidates of accredited vocational nursing schools for the same period. By February 2011, the Board will have four (4) additional quarters of data to assess the program's status.

Attachment A: Notification of Change in Accreditation Status Dated December 8, 2008
Attachment B: Notification of Change in Accreditation Status Draft

Agenda Item #14.A.3. Attachment D



STATE AND CONSUMER SERVICES AGENCY • ARNOLD SCHWARZENEGGER, GOVERNOR
BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS
2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945
Phone (916) 263-7800 Fax (916) 263-7866 | Web www.bvnpt.ca.gov



CERTIFIED MAIL

March 10, 2010

Oscar C. De Jesus, B.S., R.N., Director
Vocational Nursing Program
Coast Health Education Center, Inc.
1741 West Katella Avenue
Anaheim, CA 92804

Subject: Notice of Change in Accreditation Status

Dear Mr. De Jesus:

Pursuant to the action of the Board of Vocational Nursing and Psychiatric Technicians (Board) on February 18, 2010, the provisional accreditation status of the Coast Health Education Center, Inc., Vocational Nursing Program has been extended. Please sign and return the enclosed "Acknowledgement of Change in Accreditation Status" form by **Friday, March 19, 2010**.

AREAS OF NON-COMPLIANCE [VIOLATION(S)]

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

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

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

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

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

The program pass rates of the Coast Health Education Center, Inc., Vocational Nursing Program for the past fourteen (14) quarters are set forth in the following table.

Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate
Apr – Jun 2006	79%	50%
Jul – Sep 2006	79%	38%
Oct – Dec 2006	78%	38%
Jan – Mar 2007	77%	38%
Apr – Jun 2007	77%	35%
Jul – Sep 2007	76%	27%
Oct – Dec 2007	76%	41%
Jan – Mar 2008	75%	42%
Apr – Jun 2008	74%	41%
Jul – Sep 2008	74%	41%
Oct – Dec 2008	73%	43%
Jan – Mar 2009	72%	40%
Apr – June 2009	70%	44%
Jul – Sep 2009	72%	52%

Based on this data, the program failed to meet the annual average pass rate requirement in 14 quarters.

REQUIRED CORRECTION(S)

1. The Coast Health Education Center Inc., Vocational Nursing Program must bring its licensure examination annual average pass rate to no more than ten (10) percentage points below the State annual average pass rate for four (4) consecutive quarters by **February 28, 2011**.
2. The program shall not admit students into its part - time or full – time classes to replace graduating students unless authorized by the Board.
3. The program must show documented progress by submitting a follow-up report in nine (9) months, but no later than **November 1, 2010**. 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.
3. 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 to admit 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 no longer advertise that it has full accreditation, and should take steps to correct any ongoing advertisements or publications in that regard.

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

Notice of Change in Accreditation Status
March 10, 2010
Page 4 of 4

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

Enclosure

cc: Board Members

Agenda Item #14.A.3 Attachment E



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

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



DATE: February 9, 2011

TO: Board Members

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

SUBJECT: Coast Health Education Center, Inc., Vocational Nursing Program –
Reconsideration of Provisional Accreditation; Request to Admit Students
(Director: Oscar De Jesus, Anaheim, Los Angeles, Private)

On December 8, 2008, the Board placed the Coast Health Education Center, Inc., Vocational Nursing Program on provisional accreditation for the two-year period from September 12, 2008, through February 28, 2010. That action was taken due to the program's noncompliance with Section 2530 (l) of the Vocational Nursing Rules and Regulations, which states:

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

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

On February 18, 2010, the Board extended the program's provisional accreditation for the one - year period from March 1, 2010, through February 28, 2011, and directed the program to bring its licensure examination average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate for four (4) consecutive quarters by **February 28, 2011**. The Board scheduled reconsideration of the program's accreditation status for February 25, 2011 meeting.

The following table shows the variance of the program's pass rates from the state average annual pass rates of first time graduates of accredited vocational nursing programs for the past 19 consecutive quarters. This data substantiates the program's continued noncompliance with Section 2530(l) of the Vocational Nursing Rules and Regulations.

NCLEX-PN® Licensure Examination Pass Rates			
Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate	Variance from State Annual Average Pass Rate
Apr - Jun 2006	79%	50%	-29
Jul - Sep 2006	79%	38%	-41
Oct - Dec 2006	78%	38%	-40
Jan - Mar 2007	77%	38%	-39
Apr - Jun 2007	77%	35%	-42
Jul - Sep 2007	76%	27%	-49
Oct - Dec 2007	76%	41%	-49
Jan - Mar 2008	75%	42%	-33
Apr - Jun 2008	74%	41%	-33
Jul - Sep 2008	74%	41%	-33
Oct - Dec 2008	73%	43%	-30
Jan - Mar 2009	72%	40%	-32
Apr - Jun 2009	70%	44%	-26
Jul - Sep 2009	72%	52%	-20
Oct - Dec 2009	73%	45%	-28
Jan - Mar 2010	74%	65%	-9
Apr - Jun 2010	75%	62%	-13
Jul - Sep 2010	75%	61%	-14
Oct - Dec 2010	76%	62%	-14

The program requests approval to admit a class of 15 students on January 24, 2011, with a projected graduation of February 10, 2012.

History of Prior Board Actions

- On February 4, 2005, the Board approved the Coast Health Educational Center, Inc. to commence a full-time vocational nursing program with an initial class of 30 students beginning February 7, 2005, with a projected graduation date of February 3, 2006.

The program offers a 48-week full-time course of instruction divided into four semesters.

- On May 21, 2005, the director informed the Board that admission of the first class was delayed to March 21, 2005, with an expected graduation date of March 28, 2006.
- **On October 25, 2005, a new program director was approved.**
- On January 11, 2006, the Board approved initial full accreditation for the Coast Health Educational Center, Inc. Vocational Nursing Program for the period of February 4, 2006, through February 3, 2010, and issued a certificate accordingly.

The Board approved the program's request to admit 45 students into a full-time class beginning April 17, 2006, to replace the class graduating on March 17, 2006. In so doing, the program's class size was increased from 30 to 45 students per class.

Additionally, the Board approved the program's request to admit 45 students into a third full-time class beginning July 24, 2006, with a projected graduation date of July 21, 2007. In so doing, the program's frequency of admissions was increased.

- On November 2, 2006, the Board approved the program's request to admit an additional class of 45 students commencing November 16, 2006, with a projected graduation date of November 30, 2007.
- On April 12, 2007, the Board approved the program's request to admit a class of 45 students commencing April 30, 2007, with a projected graduation date of April 11, 2008, to **replace** students graduating April 27, 2007, and admit a class of 45 students commencing July 23, 2007, with a projected graduation date of July 10, 2008, to **replace** students graduating July 20, 2007. Additionally, a follow-up report was to be presented relative to the program's licensure examination pass rates.
- The program had no candidates completing the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX/PN) from January - June 2007.
- On June 27, 2007, the Board notified the program that the annual average pass rate for Coast Health Educational Center Vocational Nursing Program had fallen below 10 percentage points of the state annual average pass rate for **four (4)** consecutive quarters. The Board requested an analysis of the program and written plan for improving program pass rates.
- On July 20, 2007, the Board received the program's plan to improve its performance statistics on the NCLEX-PN®.
- On August 20, 2007, the Board notified the program that its annual average pass rate had fallen below 10 percentage points of the state annual average pass rate for **five (5)** consecutive quarters.
- On December 14, 2007, the Board notified the program that its annual average pass rate had fallen below 10 percentage points of the state annual average pass rate for **six (6)** consecutive quarters.
- On December 18, 2007, the program advised that admission of the class scheduled to commence July 23, 2007, was delayed until August 2007.
- On January 9, 2008, the Board approved the program's request to admit a full-time class of 20 students commencing January 21, 2008, only, with a projected graduation date of January 8, 2009.
- The program delayed commencement of the January 21, 2008 class to February 11, 2008.

- On February 13, 2008, the Board notified the program that its annual average pass rate had fallen below 10 percentage points of the state annual average pass rate for **seven (7)** consecutive quarters. The Board requested a report relative to the program's current enrollment, faculty and facilities, student clinical rotation schedule, and analysis relative to the effectiveness of the previously submitted corrective plan.
- On March 7, 2008, the Board received the program's plan of intervention addressing program performance statistics on the NCLEX-PN®.
- On March 26, 2008, the program advised that effective April 1, 2008, the name of the program would be changed to Coast Health Career College, Vocational Nursing Program.
- On May 6, 2008, the Board notified the program that its annual average pass rate had fallen below 10 percentage points of the state annual average pass rate for **eight (8)** consecutive quarters.
- On May 7, 2008, the program submitted correspondence summarizing effects of interventions employed to improve performance statistics on the NCLEX-PN®.
- On May 21, 2008, the Board approved the program's request to admit a full-time class of 15 students commencing June 16, 2008, only, with a projected graduation date of June 26, 2009, to **replace** students graduating May 2, 2008; **and** approved the admission of a full-time class of 15 students on September 15, 2008, only, with a projected graduation date of September 22, 2009, to **replace** students graduating August 18, 2008.
- On June 12, 2008, the Board was notified that the start of the June 16, 2008 class would be delayed to July 14, 2008, due to an insufficient pool of qualified applicants.
- On June 19, 2008, the Board received notification of the resignation of four (4) approved faculty. Additionally, **the Board was notified of the program director's resignation, effective July 2, 2008.**
- On June 20, 2008, the Board forwarded correspondence to the program director requesting information relative to the program's status. A response was requested by June 30, 2008.
- On June 24, 2008, the Board forwarded correspondence to the program's owner requesting information relative to the program's status, due to the imminent departure of the director. A response was requested by June 30, 2008.
- On June 30, 2008, the program submitted the requested information.
- On July 15, 2008, the Bureau forwarded correspondence advising the program's owner of deficiencies identified in faculty approval applications for a director and assistant director.

- On September 12, 2008, a report for consideration of the program's placement on provisional accreditation was presented to the Advisory Committee. The program was not represented at this meeting.

Committee members expressed concern that a program representative was not available to provide information prior to the Committee's vote on the matter of accreditation. Following discussion, the Committee adopted the following recommendations:

1. Place Coast Health Career College Vocational Nursing Program on provisional accreditation for a ninety-day period.
 2. Carry this issue forward for review at the November 2008 Advisory Committee meeting for further action with a representative of the school present.
- On September 26, 2008, the recommendations of September 12, 2008, were adopted by the designee of the Director of the Department of Consumer Affairs.
 - On October 3, 2008, the Bureau forwarded written notification, by certified mail, relative to the change in the program's accreditation status, areas of noncompliance, and requirements for correction. Additionally, the owner was reminded that the program was noncompliant with Section 2529(b) of the Vocational Nursing Rules and Regulations. The owner was advised that reconsideration of the program's accreditation status was scheduled for November 21, 2008. Receipt of notification was confirmed by the United States Postal Service.
 - **On October 27, 2008, a new program director was approved.**
 - On November 7, 2008, the Bureau recommended extension of the program's provisional accreditation through February 28, 2010. Additionally, the Bureau recommended issuance of a notice to the program identifying specific areas of non-compliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations.
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 - On December 8, 2008, the Board issued the program a notice identifying areas of non-compliance and requirements for corrections.
 - On October 20, 2009, the Executive Officer approved the program's request to admit a full-time class of 15 students to commence November 9, 2009 only, graduating December 17, 2010, to **replace** students who graduated July 30, 2009.
 - On December 24, 2009, the Board forwarded correspondence to the program advising that the Board would reconsider its accreditation status at the February 18, 2010 meeting. A comprehensive report was requested by January 14, 2010.

- On January 12, 2010, the Board received the program's comprehensive report.
- On January 13, 2010, the director clarified that commencement of the November 9, 2009 class would be delayed to January 18, 2010, due to insufficient funding. The students are projected to graduate February 18, 2011.
- On February 18, 2010, the Board extended the program's provisional accreditation for the one – year period from March 1, 2010, through February 28, 2011; **and** required the program to bring its licensure examination annual average pass rate to no more than ten (10) percentage points below the State annual average pass rate for four (4) consecutive quarters by **February 28, 2011**; **and** directed that the program shall not admit students into its part - time or full – time classes to replace graduating students unless authorized by the Board.

Additionally, the program was required to show documented progress by submitting a follow-up report in nine (9) months, but no later than **November 1, 2010**. 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.
- On March 10, 2010, the Board forwarded correspondence to the director per certified and regular mail relative to the Notice of Change in Accreditation status.
 - October 16, 2010, the Board forwarded correspondence to the director relative to its placement on the February 25, 2011 meeting agenda for Board consideration of its provisional accreditation status. The program was requested to submit a report, as specified in the Notice of Change in Accreditation Status by Monday, November 1, 2010.
 - On October 20, 2010, the Board received program correspondence requesting approval to admit 15 students on January 24, 2011, graduating February 10, 2012, to **replace** students that graduated August 20, 2010.

- On November 1, 2010, the Board received the requested report.
- January 13, 2011, the Supervising Nursing Education Consultant sent correspondence to the director requesting the submission of documents for Board presentation.
- On January 26, 2011, copies of the program's report were received for dissemination to Board members.

Enrollment

The program offers full – time classes that are 60 – weeks in length. Each class admission requires prior Board approval. The pattern of admissions for **current** classes is seen in the enrollment table below.

The following table represents **current and projected** student enrollment based on current and proposed class start dates. The table indicates a **maximum enrollment of 26 students** for the period **July 2008 through February 2011**.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Completed			
7/08		15	14	14
4/09		15	12	14 + 12 = 26
	8/09 (7/08 Class)		-14	26 - 14 = 12
1/10		14	12	12 + 12 = 24
	5/10 (4/09 Class)		-12	24 - 12 = 12
	2/11 (1/10 Class)		-12	12 - 12 = 0
2/11 (Proposed)		15		0 + 15 = 15

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 April 2006 through December 2010, specify the pass percentage rates for graduates of the Coast Health Education Center 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
Apr - Jun 2006	4	2	50%	76%	50%	79%
Jul - Sep 2006	17	6	35%	79%	38%	79%
Oct - Dec 2006	3	1	33%	77%	38%	78%
Jan - Mar 2007	No Candidates Tested			77%	38%	77%
Apr - Jun 2007	No Candidates Tested			74%	35%	77%
Jul - Sep 2007	12	3	25%	76%	27%	76%
Oct - Dec 2007	20	10	50%	76%	41%	76%
Jan - Mar 2008	25	11	44%	75%	42%	75%
Apr - Jun 2008	19	7	37%	70%	41%	74%
Jul - Sep 2008	15	4	27%	74%	41%	74%
Oct - Dec 2008	22	13	59%	73%	43%	73%
Jan - Mar 2009	11	3	27%	70%	40%	72%
Apr - Jun 2009	7	4	57%	71%	44%	70%
Jul - Sep 2009	10	6	60%	74%	52%	72%
Oct - Dec 2009	5	2	40%	76%	45%	73%
Jan - Mar 2010	9	8	90%	76%	65%	74%
Apr - Jun 2010	2	0	0%	74%	62%	75%
Jul - Sep 2010	2	1	50%	76%	61%	75%
Oct - Dec 2010	8	4	50%	77%	62%	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 recent data available (October – December 2010), the program's average annual pass rate is 62%. The California average annual pass rate for graduates from accredited vocational nursing programs who took the NCLEX-PN® for the first time during the same period is 76%. The average annual pass rate for the Coast Health Education Center Vocational Nursing Program is fourteen (14) percentage points below the state average annual pass rate.

Faculty and Facilities

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

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

The total number of Board approved faculty is six (6), including the program director. The director has 100% administrative duties. Of the total faculty, six (6) are approved to teach in the clinical area.

Based on a maximum enrollment of 26 students, two (2) instructors are needed. Therefore, the number of current faculty is adequate for the current and projected 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.

Other Considerations

Examination 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,” substantiates that Coast Health Education Center Vocational Nursing Program has failed to achieve an annual average pass rate on the NCLEX-PN® that is within 10 percentage points of the state average annual pass rate for 18 of the past 19 consecutive quarters.

On **December 8, 2008**, the Board placed the program on provisional accreditation for the two-year period from September 12, 2008, through February 28, 2010. The action was taken due to the program’s noncompliance with Section 2530 (l) of the Vocational Nursing Rules and Regulations. **At that time, the program’s average annual pass rate was 42%, 33 percentage points below the state average annual pass rate.** (See Attachment A)

On **February 18, 2010**, the Board extended the program’s provisional accreditation for the one - year period from March 1, 2010, through February 28, 2011, and scheduled reconsideration for the February 25, 2011 Board meeting. **At that time, the program’s average annual pass rate was 52%, twenty (20) percentage points below the state average annual pass rate.** The Board directed the program to bring its average annual pass rate to no more than ten (10) percentage points below the State annual average pass rate for four (4) consecutive quarters by February 28, 2011. On March 10, 2010, the Board forwarded correspondence per certified and regular mail relative to the Notice of Change in Accreditation Status (see Attachment B).

The following table summarizes the program’s performance statistics for the five (5) quarters following extension of the provisional accreditation, July 2009 through December 2010.

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
Jul - Sep 2009	10	6	60%	74%	52%	72%
Oct - Dec 2009	5	2	40%	76%	45%	73%
Jan - Mar 2010	9	8	90%	76%	65%	74%
Apr - Jun 2010	2	0	0%	74%	62%	75%
Jul - Sep 2010	2	1	50%	76%	61%	75%
Oct - Dec 2010	8	4	50%	77%	62%	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.

On October 16, 2010, the assigned consultant forwarded correspondence to the director advising that the Board was scheduled to reconsider the program's accreditation status at the February 25, 2011 meeting. The program was requested to submit its follow – up report by November 1, 2010, as specified in the Notice of Change in Accreditation Status. (See Attachment C)

On November 1, 2010, the program's report was received (see Attachment D). The report confirmed continued implementation of all previously reported interventions to address the low performance statistics of program graduates. Those interventions include:

➤ **Admission Criteria.**

The program revised its admission criteria to include a requirement that all applicants complete the Test of Essential Academic Skills (TEAS) entrance examination prior to admission.

➤ **Evaluation Methodology for Student Progress.**

- a. The program revised its grading procedure. Students are required to achieve a grade of 80%. Previously, the passing grade was 75%.
- b. The program now administers ATI assessment tests and other online testing aids. Based on the results, intensive remediation will be undertaken for each student.

➤ **Class Size.**

The program has reduced the number of admissions from 45 to 15 students per class.

➤ **Adequacy of Instructional Methods.**

The director reported that an evaluation of all faculty members has been completed. A number of instructors were identified as failing to provide the level

and quality of theory and clinical instruction necessary for student achievement. As a result, some faculty members were terminated and new instructors were hired.

The director reported that instructional methods and student achievement are discussed at all faculty meetings.

In addition, the director reported that the program has incorporated use of Educational Resource, Inc. (ERI) computerized assessment tools into each term. The director reported that students completing the NCLEX-PN® during the period July – September 2009 evidence the effectiveness of this tool.

On January 26, 2011, copies of program documentation were received for dissemination to Board members. (See Attachment E)

Program performance statistics specify that six (6) of the ten (10) program graduates tested during that period passed, for an average **quarterly** pass rate of **60%** and an average **annual** pass rate of **52%**. Since that time, a total of 26 program graduates have completed the NCLEX-PN®. Of the total tested, 58%, 17 program graduates, passed.

In summary, the program has failed to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate for four (4) consecutive quarters, as required by the Board on February 18, 2010. Data available for the most recent period (October – December 2010) substantiates that the program's average annual pass rate of 62% is fourteen (14) percentage points **below** the state average annual pass rate. **However, it must also be noted that the program's average annual pass rate has improved from 42% to 62%, an improvement of 20 percentage points, during its provisional accreditation.**

Recommendations:

1. Extend provisional accreditation of Coast Health Education Center Vocational Nursing Program for the one-year period from **March 1, 2011 through February 28, 2012**, and issue a notice to the program to identify specific areas of non compliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations (see Attachment F Draft).
2. Require the program to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate for four (4) consecutive quarters by **February 29, 2012**.
3. Approve the program's request to admit 15 students commencing March 1, 2011, only, to **replace** students who graduated August 20, 2010.
4. Require the program to admit no additional students unless approved by the full Board.
5. Require the program to show documented progress by submitting a follow-up report in 9 months, but no later than **November 1, 2011**. The report must include a

comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for implementation, and the effect of employed interventions. The following elements must be addressed in the analysis:

- a. 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. Require the program 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.

Rationale: The program has failed to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate for four (4) consecutive quarters, as required by the Board. However, it must be noted that the program's performance statistics evidence an improvement of 20 percentage points while on provisional accreditation. Such improvement supports the recommendation to extend the program's provisional accreditation for one (1) year.

By February 2012, the program will have four (4) additional quarters to demonstrate compliance.

- Attachment A: Notification of Change in Accreditation Status Dated December 8, 2008.
Attachment B: Notification of Change in Accreditation Dated March 10, 2010.
Attachment C: Board correspondence dated October 16, 2010.
Attachment D: Program report received November 1, 2010.
Attachment E: Program report received January 26, 2011.
Attachment F: Notification of Change in Accreditation Status Draft.

Agenda Item #14.A.3. Attachment F



STATE AND CONSUMER SERVICES AGENCY • GOVERNOR EDMUND G. BROWN, JR.
BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS
2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945
Phone (916) 263-7800 Fax (916) 263-7859 Web www.bvnpt.ca.gov



CERTIFIED MAIL

April 5, 2011

Oscar C. De Jesus, B.S., R.N., Director
Vocational Nursing Program
Coast Health Education Center, Inc.
1741 West Katella Avenue
Anaheim, CA 92804

Subject: Notice of Change in Accreditation Status

Dear Mr. De Jesus:

Pursuant to the action of the Board of Vocational Nursing and Psychiatric Technicians (Board) on February 25, 2010, the provisional accreditation status of the Coast Health Education Center, Inc., Vocational Nursing Program has been extended for the period March 1, 2011 through February 29, 2012. Please sign and return the enclosed "Acknowledgement of Change in Accreditation Status" form by **Friday, April 15, 2011**.

AREAS OF NON-COMPLIANCE [VIOLATION(S)]

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

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

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

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

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

The program pass rates of the Coast Health Education Center, Inc., Vocational Nursing Program for 18 quarters are set forth in the following table.

Notice of Change in Accreditation Status

April 5, 2011

Page 2 of 4

NCLEX-PN® Licensure Examination Pass Rates			
Quarter	State Average Annual Pass Rate	Program Average Annual Pass Rate	Variance from State Average Annual Pass Rate
Apr - Jun 2006	79%	50%	-29
Jul - Sep 2006	79%	38%	-41
Oct - Dec 2006	78%	38%	-40
Jan - Mar 2007	77%	38%	-39
Apr - Jun 2007	77%	35%	-42
Jul - Sep 2007	76%	27%	-49
Oct - Dec 2007	76%	41%	-49
Jan - Mar 2008	75%	42%	-33
Apr - Jun 2008	74%	41%	-33
Jul - Sep 2008	74%	41%	-33
Oct - Dec 2008	73%	43%	-30
Jan - Mar 2009	72%	40%	-32
Apr - Jun 2009	70%	44%	-26
Jul - Sep 2009	72%	52%	-20
Oct - Dec 2009	73%	45%	-28
Jan - Mar 2010	74%	65%	-9
Apr - Jun 2010	75%	62%	-13
Jul - Sep 2010	75%	61%	-14
Oct - Dec 2009	76%	62%	-14

Based on this data, the program failed to meet the annual average pass rate requirement for 18 of the past 19 quarters.

REQUIRED CORRECTION(S)

1. The Coast Health Education Center Inc., Vocational Nursing Program must bring its licensure examination annual average pass rate to no more than ten (10) percentage points below the State annual average pass rate for four (4) consecutive quarters by **February 29, 2012**.
2. The program is approved to admit 15 students commencing March 1, 2011, only, to **replace** students who graduated August 20, 2010.
3. The program must admit no additional students unless approved by the full Board.
4. The program is required to show documented progress by submitting a follow-up report in nine (9) months, but no later than **November 1, 2011**. 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.

Notice of Change in Accreditation Status

April 5, 2011

Page 3 of 4

- 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.
5. 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 2526.

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 2012** 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 to admit 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 no longer advertise that it has full accreditation, and should take steps to correct any ongoing advertisements or publications in that regard.

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

Notice of Change in Accreditation Status

April 5, 2011

Page 4 of 4

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

Sincerely,

A handwritten signature in black ink, appearing to read "Teresa Bello-Jones", is written over the typed name.

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

Executive Officer

cca

Enclosures

cc: Board Members



TITLE 16 CALIFORNIA CODE OF REGULATIONS

Section 2526.1

2526.1. Provisional Accreditation.

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



Acknowledgement of Change in Accreditation Status

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

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

Please complete and return this form to the Board by **April 15, 2011**.

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

(Signature of Director)

(Date)



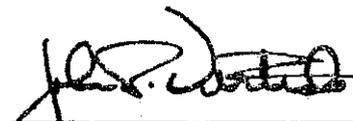
CERTIFICATE OF PROVISIONAL ACCREDITATION

for

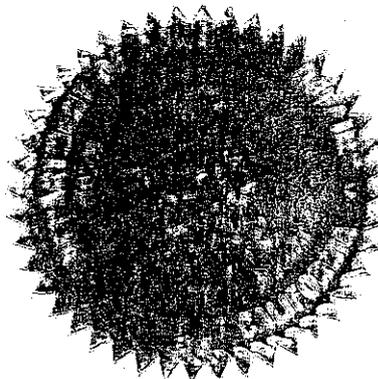
**COAST HEALTH EDUCATION CENTER, INC.
Vocational Nursing Program**

This document reflects that the Board of Vocational Nursing and Psychiatric Technicians (Board) has provisionally accredited the above-named program pursuant to Article 5 of the Vocational Nursing Practice Act and the Board's Rules and Regulations. A copy of documents related to the provisional accreditation may be obtained by contacting the Board at the address below. A candidate's completion of an accredited vocational nursing program is partial fulfillment of requirements for the vocational nurse licensure examination.

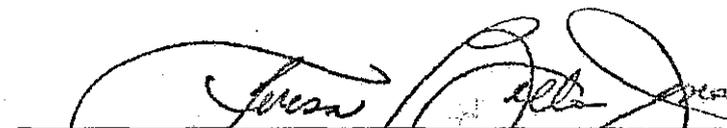
Effective: March 1, 2011



John P. Vertido, LVN
President



Expires: February 29, 2012



Teresa Bello Jones
Executive Officer

UNITED STATES POSTAL SERVICE



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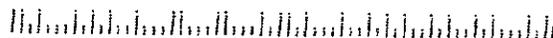
2011 APR 11 PM 1:36

V N P T

• Sender: Please print your name, address, and ZIP+4 in this box •

Board of Vocational Nursing and
Psychiatric Technicians
2535 Capitol Oaks Dr., Suite 205
Sacramento, CA 95833

Melinda Callen



SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

*OSCAR C. De Jesus, B.S. RN
Coast Health Educator
1741 West Katella Ave.
Anaheim, CA. 92804*

2. Article Number
(Transfer from service label)

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
[Signature] Addressee

B. Received by (Printed Name) C. Date of Delivery

D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

7009 2820 0001 7038 8670

Agenda Item #14.A.3. Attachment H



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



October 14, 2011

Oscar C. De Jesus, B.S., R.N., Director
Vocational Nursing Program
Coast Health Education Center, Inc.
1741 West Katella Avenue
Anaheim, CA 92804

Subject: Accreditation Status

Dear Mr. De Jesus:

The Board of Vocational Nursing and Psychiatric Technicians (Board) is scheduled to reconsider the Provisional Accreditation of the **Coast Health Education Center, Inc., Vocational Nursing Program** on **February 24, 2012**.

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 April 5, 2011.

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.
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- 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.

As specified in the Notice, the deadline for submission of that report is **Tuesday, November 1, 2011**.

Should further clarification be needed, please do not hesitate to contact me at (916) 263-7843.

Sincerely,

A handwritten signature in black ink, appearing to read "Cheryl C. Anderson". The signature is fluid and cursive, with the first name "Cheryl" being more prominent.

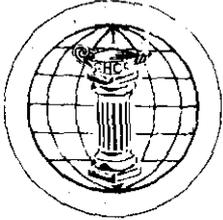
CHERYL C. ANDERSON, M.S., R.N.
Supervising Nursing Education Consultant

cca

Attachments:

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

Agenda Item #14.A.3. Attachment I



COAST HEALTH CAREER COLLEGE

BVNPT Review *edw*
on 1/17/12 with *mc*

January 16, 2012
Cheryl C. Anderson, M.S., R.N.
Supervising Nursing Consultant
Board of Vocational Nursing
And Psychiatric Technicians
2435 Capitol Oaks Drive, Suite 205
Sacramento, CA. 95833-2945

Dear Ms. Anderson,

Thank you for giving me another opportunity to submit my report; Re: effectiveness of any corrective actions taken to improved the program's average annual passing rate on the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN).

Unfortunately the school was not able to start a VN class last year due to ailing family members two of my siblings and a parent that just passed away before Christmas.

The plan that I submitted before in order to maintain at least the minimum pass rate on the licensure examination was to subscribe to the Educational Resource Inc. (ERI) program. These programs enhance the students' knowledge and assist them in the application of concept within the content of the VN-Curriculum. The students from Term I to Term IV are required to attend Educational Resource Inc. (ERI) sessions (computer sessions) every after each unit to validate their knowledge that they may have obtained from the actual classroom lectures and through clinical experience.

During our monthly faculty meeting on the topic of program evaluation, it was a unanimous decision that we have to revise our Student handbook to include the requirements of taking the Comprehensive Achievement Profiles (PN CAPs), LPN Assessment Test, Clinical & Theory Practice Test and in Term IV mandatory to take PN-CAT.

The Comprehensive Achievement Profiles are tailored to fit into the corresponding lectures per term. The unit Lectures proceed the unit Test on the Term Level.

We discussed during the latest faculty meeting that in addition to the ERI sessions the faculty including the VN Program Director will offer extra hour's supplemental NCLEX preparation sessions.

The students are reviewed by their theory Instructor at the end of each Term and more comprehensive review at the end of Term IV. During Clinical rotation the Instructor conducts post-conferences to determine if the students are able to apply theoretical concepts into practice. For students that “need improvements” the clinical instructor make arrangements for the student to attend skills lab and review of the concepts are reemphasize.

Educational Resources, Inc. (ERI)

ERI is a computer assisted program that will assist the individual students to acquire computer testing skills.

The ERI sessions will augment the acquired psychomotor skills of the VN student from the classroom and the clinical settings experiences. The test sessions will assist the students in developing critical thinking and will enable them to be comfortable in taking the NCLEX examination.

Policy:

1. Scheduling

- A. Student will take responsibility in scheduling herself/himself.
- B. Student will sign an agreement to take full responsibility in acquiring computer skills through practice.
- C. Student is aware that the time spent taking the ERI test sessions is not hours included in the VN course.
- D. A calendar is provided for the student to sign in their Test sessions.

2. Sessions monitored

- A. The results of the test sessions are monitored for compliance, results are utilized for ranking status.
- B. Silence should strictly be observed.
- C. Telephone/ Cell phones should not be used in the testing room.

CorrectionalPlan:

Goal is to increase the pass rate on first time licensure examination taken.

- New entrance examination have been utilize, TEAST Test.
- New exit examination utilizing ERI format
- The passing grade of all examinations will be increase to 80% pass rate.
- Class size was decreased by 66% -down to 15 students per class.
- Replacing of instructors who were poor performers.
Finally- we change the text book that we used utilizing Elsevier Publishing Resources (Mosby and Saunders).

Hopefully these would help the school meet the standards set by the Board of Vocational Nursing and Psychiatric Technicians when it comes to passing the national Council Licensure Examination (NCLEX-VN).

Thank you for your consideration.

Sincerely,



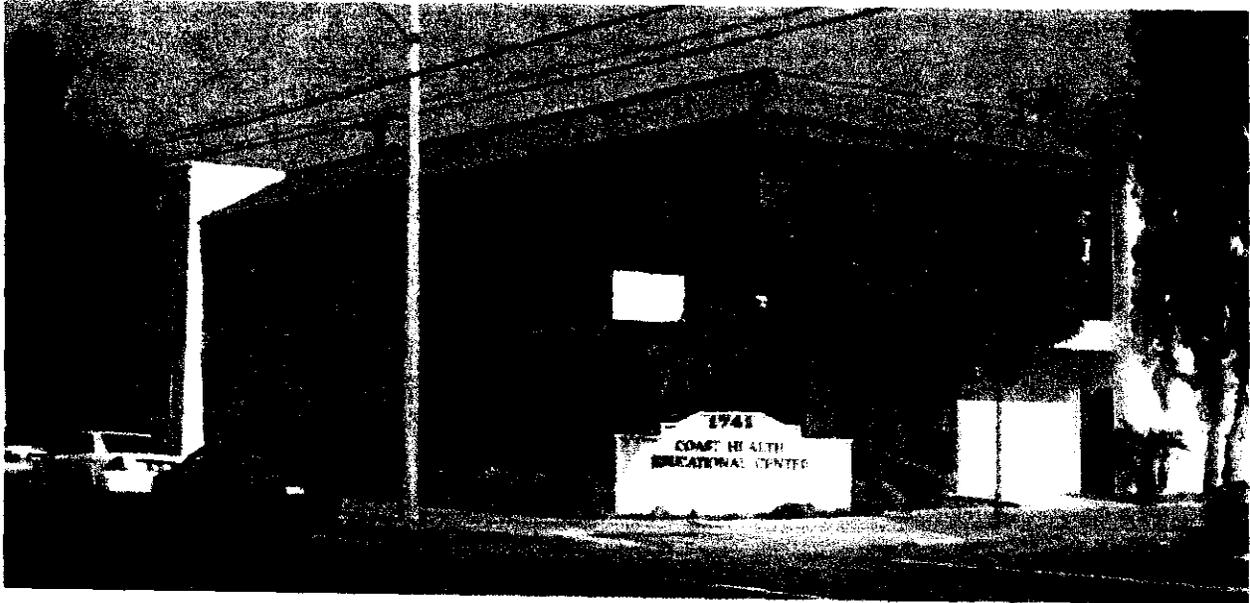
Oscar Co De Jesus
Program Director
Coast Health Career College
Vocational Nursing Program
(714) 776-8405 / (714) 925-4477



COAST HEALTH CAREER COLLEGE

1741 West Katella Avenue • Anaheim, California 92804

Ms. Cheryl C. Anderson, M.S.,R.N.
Nursing Education Consultant
Board of Vocational Nursing & Psychiatric
Technicians
2535 Capitol Oaks Drive, Suite 205
Sacramento, CA. 95833 - 2945



Coast Health Educational Centers Inc.
Attachment Report

1741 W. Katella Avenue, Anaheim CA. 92804
Tel: (714)776-8405

1. Admission Criteria

Vocational Nursing Requirements

Admission Policy: 1.0

- Must be at least 17 years of age.
- Proof of completion of Nursing Assistant Training Program.
- Fill out an application for admission.
- Letter of application to the School Director and essay regarding Nursing as a Profession
- Must pass interview with the admission committee.
- Pass drug screening.
- Pass Criminal Background Check.
- Negative PPD Test or Chest X-ray report.
- complete physical examination report.

All prospective students for the Vocational Nursing Program are required to submit a copy of their High School Transcript, Certificate of High School Equivalency, or GED. Also, one of the criteria for admission is the CHCC-VN Nurse Entrance Exam – Test of Essential Academic Skills (TEAS) which measures Reading and English & Language Usage. Cut scores accepted for Reading and English & Language Usage is 47.6% and 40.0% respectively. By submitting their HS Transcript or GED and by passing the VN Nurse Entrance Exam, the student will become eligible for admission to the VN Program.

Upon completion and presentation of the above requirements the prospective VN student will be notified in writing of his/her acceptance to the program. A mandatory orientation and information session is scheduled by the school. The students career path, required attitudes, skills, and abilities for success in the program and their chosen career. Also, additional workshops on academic survival, basic math and basic computer learning are also given before the start of the program.

In the event that there are more students than the allowed space, the priority of admission will be based on the ranking of the students in the Test of Essential Academic Skills (TEAS) results. The first 35 students with the highest TEAS scores will be accepted to the program. The remaining applicants will be placed on waiting list.

2. Admission Selection

Screening and Selection Criteria 2.0

The application and enrollment procedure begins with the completion of a general questionnaire and initial interview with a college admission representative. A discussion regarding background, aptitude, career goals, motivation and placement potential will be conducted as well as a guided school tour.

Prior to enrollment an applicant has the opportunity to ask questions and view the classrooms and lab. Applicants are required to pass a general aptitude exam. Successful candidates will then have an interview with the Program Director to discuss the nursing program and student expectation/s.

After compiling entrance scores, pre-vocational assessment, and Program Director recommendations, students will be notified of start date.

All accepted applicants must attend a scheduled Orientation prior to entry.

3. Terminal Objectives.

The objective of the Vocational Nursing Program is to train students to acquire satisfactory skills as a Vocational Nurse and prepare the student for Vocational Nurse State Licensure Examination. Upon successful completion of 1560 hours of required training, the graduate receives a diploma, is qualified to assume an entry-level position as a Certified Nurse Assistant and is eligible to take the Vocational Nurse State Licensure Examination. Upon passing the licensure exam, the graduate can enter employment as a Licensed Vocational Nurse (LVN) in a medical office clinic, HMO, acute care hospital, long-term care facility or other health care setting.

The training program is divided into four terms approximately 13 weeks in length. Each Term is comprised of prescribed subjects or studies that build upon each other. Students begin their training in Term One and progress sequentially through each Term until all courses and Terms have been successfully completed.

4. Curriculum Objectives:

Upon completion of this VN-program, the student will be able to:

1. Understand and utilize the components of the nursing process.
2. Demonstrate knowledge/ competence and safety in the performance of nursing skills.
3. Initiate and maintain effective communication with patients, visitors, and members of the health care team.
4. Describe the anatomical structure and physiological functions of the body.
5. Discuss the normal growth and development in terms of physical, psychosocial development, and needs of the neonate, child adolescent, adult and elderly patients.
6. Recognize the manifestations of disease, the importance of education and nutrition.
7. Prepare a plan of care which includes the basic physical, emotional, spiritual, socioeconomic and psychological factors involved in the nursing care of the patient and his/her family.
8. Demonstrate the safe administration of medications.
9. Be familiar and utilize community resources available to the patient and his/her family.
10. Recognize and utilize opportunities to teach health and wellness within the scope of practice.

TERM I

CURRICULUM OBJECTIVES

- The student is expected to successfully perform basic patient care within the context of the fundamentals of nursing by the end of Term I.
- The student is expected to successfully participate in the complete care of one (1) patient during their clinical shift demonstrating skills in:
 - Bedside Nursing Care
 - Comfort, Hygiene and Clean Environment
 - Patient Safety
 - Effective Communication
 - Basic Patient Assessment
 - Application of Basic Nursing Skills

TERM DESCRIPTION

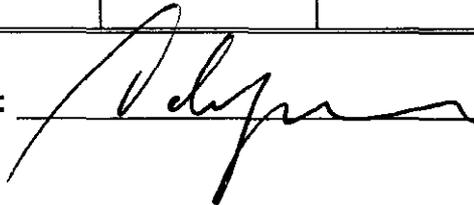
- The student will be given orientation to the college and introduction to the role of the student nurse in the Nursing Profession. Policies and Procedures of the college will be discussed as they apply to the program. This Term will introduce concepts that are basic to nursing and the underlying principles of the models of Nursing, especially Orem's Self Care Model.
- A framework for developing the initial skills required for all subsequent specialty areas of clinical nursing practice will be discussed. Nursing skills used will aid the student in meeting the health care needs of the patient throughout the health care continuum.

Length of Course=13 wks Theory Hours=170 Clinical Hours=96 Lab Hours=108

Please complete the following **Enrollment Data Table** for all **currently enrolled** classes and for those classes that are **proposed**.

School Name: COAST HEALTH CAREER COLLEGE

ENROLLMENT DATA			
CLASS DATES		#Students Admitted at time of class start	#Students who are still in the class
Date class started or will start	Date class will Complete		
No class started on 2011to 2012	N/A	0	0
March 26, 2012	April 27, 2013	15	

Signature: 

Date: 1/16/12

INTRODUCTION TO PATIENT CENTERED CARE

TERM I (1ST 6 wks.)

CHAPTER TOPICS COVERED;

Introduction to Vocation Nursing	Communication/Nurse Patient
Vital Signs/Skills	Body Mechanics/Patient Mobility
Physical Assessment	Nursing Process/Clinical Thinking
Documentation	Hygiene & Care of Patients Environment
Skills Lab	Cultural/Ethnic Differences
Loss, Grief, Death & Dying	Specimen Collection
Admission, Transfer/Discharge	Infection Control/Surgical Asepsis
Skills Lab (Gowning/Gloving)	Skills Lab (Isolation Techniques)
Surgical Wound Care	Safety
Pain Management/Comfort/Rest	Catheters/NGT Insertion/GT feedings
Staple Removal/Dressing changes Therapy	Complementary & Alternative
Home Health Nursing	Long Term Care
Selected Nursing Skills	Health Promotion/Care of the Older Adult
Fluid & Electrolytes/Acid Base Balance	

TERM I (2ND 6 WEEKS)

The last six (6) weeks of Term I is spent in a more in-depth discussion and review of all of the above chapters to prepare the student for Term II.

(See Textbook "Foundations of Nursing, *Christensen/Kockrow*, Fifth Edition).

TERM II

CURRICULUM OBJECTIVES:

- The student is expected to have a theoretical knowledge and clinical experience in the field of medical-surgical nursing.
- The student is expected to have a basic knowledge of Anatomy, Physiology and Pathophysiology of body systems by the end of Term II.
- The student will demonstrate skills in:
 - Life Cycles/Integumentary System
 - Musculoskeletal System
 - Respiratory System
 - Cardiovascular System
 - Gastrointestinal System

TERM DESCRIPTION:

- The student will be given essential information in “Life Cycles of the Middle Aged Adult” and learn how to apply these concepts to patient care.
- The student will be given the opportunity in the clinical arena to care for two-three patients with self-care limitations or health care needs within a system that will require utilizing the nursing process.

Length of Course=13 wks Theory Hours=172 Clinical Hours=192 Skills Lab=8 hrs

CARE OF THE CLIENT WITH SELF-CARE DEFICITS

CHAPTER TOPICS COVERED

Integumentary Deficits

Musculoskeletal Deficits

Respiratory Deficits

Cardio muscular Deficits

Gastrointestinal Deficits

(See Textbook, “Foundations of Nursing”, *Christensen/Kockrow*, Fifth Edition)

TERM III

CURRICULUM OBJECTIVES:

- The student is expected to safely and successfully complete care for three (3) patients daily.
- The student is expected to apply the intermediate skills of medical/surgical nursing, leadership and supervision, which include but are not limited to:
 - Patient Assessment
 - Medication Administration (including Insulin)
 - Administer Treatments
 - Patient/family Teaching
 - Emergency/First Aid Skills
 - Therapeutic Communication
 - Utilization of the Nursing Process

TERM DESCRIPTION:

- The student will be provided with theoretical knowledge and clinical experience in medical/surgical nursing – surgical nursing and maternal and child care nursing.
- The framework of the education will be presented within the body system approach incorporating the nursing process and education needed to grasp the concepts of system deficits.

Length of Course=13 wks Theory Hrs=122 Clinical Hrs=280 Skills Lab=8 Hrs

INTRODUCTION TO CARE OF THE PATIENT WITH SELF-CARE DEFICITS

CHAPTER TOPICS COVERED:

Endocrine Deficits	Urinary Deficits
Immune Deficits	Oncology Nursing
Hospice Care	Mental Health
Rehabilitation	Emergency Nursing
First Aid	Leadership/Supervision

(See textbook "Foundations of Nursing" *Christensen/Kockrow*, Fifth Edition)

TERM IV

CURRICULUM OBJECTIVES

- The student is expected to safely and successfully administer complete care for up to four (4) patients using comprehensive medical/surgical skills.
- The student is expected to complete nursing specialties, with emphasis on the scope of practice and the role transition from student to the professional nurse.
- Skills to be practiced and observed are;
 - Assessment of the Patient
 - Medication Administration
 - Administration of Treatments
 - Patient/Family Teaching
 - Leadership and Supervising Skills
 - Utilization of the Nursing Process as applied to all systems.

TERM DESCRIPTION

- The student will be provided with theoretical knowledge and clinical experience in the field of medical/surgical and maternal child nursing.
- The nursing process will be incorporated to give the student the essential information to be able to apply these concepts to patient care.
- The student will be introduced to the more advanced nursing concepts and utilization of the nursing process to assist the patient experiencing self-care limitations and health deficits.
- Home health and rehabilitation nursing will also be taught.

Length of Course=13 wks Theory Hrs=114 Clinical Hrs=288 Skills Lab Hrs =2

CARE OF THE PATIENT WITH SELF-CARE DEFICITS:

CHAPTER TOPICS COVERED;

Reproductive System	Care of the Obstetrical Client
Care of the Newborn	Deficits of the Pediatric Clinic
Care of the Patient with Neurosensory	
Deficits	Rehabilitation Nursing
Home Health	Senior Practicum
Role of the Graduate	

(See textbook, "Foundations of Nursing" *Christensen/Kockrow*, Fifth Edition.

5. Attendance/Absence:

Attendance Policy: 3.0

The school encourages excellent attendance so that students can get the most out of their education. Dedication to lectures, lab work, assignments, and clinical experiences are required.

1. Students are required to attend all scheduled classes.
2. If absences cannot be avoided, students are required to call the school or clinical area 30 minutes prior to start times.
3. When a student is absent, it is his/her responsibility to inform the Instructor of the reason for the absence and to arrange to make up missed clinical assignments and class work.
4. Students having three (3) absences may be dismissed from the Vocational Nursing Program.
 - a. First absence the student will be given a verbal warning and arrangement for make up will be scheduled.
 - b. Two (2) absences will result in being placed on probation for attendance.
 - c. Students failure to maintain improved attendance for the remainder of The Program may result in dismissal from the Vocational Nursing Program.

Tardiness and Leaving Early: 3.1

Classroom Policies

1. Students arriving late for an exam or a scheduled test will be admitted to class and allowed the remaining time allotted to complete the test. pop quizzes may not be made up.
2. Tardiness and leaving early disrupts the learning environment and is discouraged. Three (3) occurrences within one (1) month will be tallied as one (1) absence.

Clinical Policies

1. Failure to meet clinical objectives due to excess absences will result in probation or dismissal from the program.
2. Students arriving more than 15 minutes after the scheduled report for clinical time will be sent to the campus to schedule a make-up day.
3. Absences in clinical are scheduled for makeup, If the clinical is scheduled for 12 hours the student will be scheduled 12 hours makeup day. Students may not leave the clinical site before the designated time.
4. Report to school campus if clinical Instructor unable to be present for clinical due to illness or unexpected event.

6. Remediation Policy: 4.0

Purpose

The purpose of Education Assistance is to provide supervised time for the students to increase their understanding of theory objectives and proficiency in clinical skills, such as the review of mathematics, aspects of medication administration, assessment, and clinical documentation.

Clinical Instructor Referral

The instructor may refer a student to Education Assistance if the instructor feels that the student needs to increase their knowledge base of clinical or theory subjects.

Theory Instructor Referral

Students with a grade below 80% in a subject **must** attend remediation for that subject.

Student Referral

The students are encouraged to come to the lab independently to increase technical proficiency and expand their knowledge base.

1.0 Policy

1.1 Theory Students

- 1.1.1 All Term I students receiving less than 80% on any test (quizzes are exempt from remediation) will be required to meet with the Educational Assistance Coordinator during office hours. The Coordinator will create a remediation plan for each student. The remediation plan includes a review of the material, homework assignment and a retest on content. Upon successful completion of the homework assignment the student is then retested. The student achieves 80% on the retest. Only three (3) remediation's are allowed for the whole term.
- 1.1.2 All Term II – IV students receiving less than 80% in a single subject failure must successfully complete remediation to continue the term. Remediation consists of a material review, a homework assignment and a retest on content. Upon completion of the homework assignment the student must achieve a 80% on the retest. The student may only remediate one system per term. A 2nd system failure in a term will require a repeat of the term.

1.2 Clinical Students

1.2.1 Students deficient in any skill or clinical objective will be required to have remediation. The Clinical Instructor will provide a remediation plan that may include homework assignments, lab time, individual counseling and instruction. The clinical instructor may also refer any student to the Education Assistance Coordinator.

1.2.2 Students who demonstrate unsatisfactory skills after remediation will be removed from the clinical area and receive a clinical failing grade.

Remediation Procedure:

Remediation is available to students to assist them in strengthening their skills. The procedure is as follows:

After each test in Term I and each system in Term II – IV, the theory instructor will.....

- All Term I students receiving less than 80% on any test (quizzes are exempt from remediation) must **take** the corresponding ATI remediation test.
- All Term II – IV students receiving less than 80% in a single subject failure **must** take the corresponding ATI remediation test.
- The computer coordinator will then meet with the student to determine how the student will remediate.
- The Theory Instructor may determine if the student benefited from the ATI sessions. Remediation may include any or all of the following: lecture, study guides, homework, projects, return demonstration, videos or testing.
- The computer coordinator will enter the remediation grade into the grade book.
- Students who are unsuccessful with remediation (i.e., < 80% on retest, non-completion or deficient return demonstration, homework/project/study guide, did not retest) will receive counseling on failing grade by Theory Instructor and the Program Director.

ACADEMIC COUNCIL / COMMITTEE:

Objective: To avoid the perception of biases in the decision of dropping the student from the program an Academic Council / Committee is formed to.

1. Assist failing students to improve in their academic standing.
2. The committee is responsible to issue the **second** written warning (documentation) and to place the student on probationary status. The verbal warning (1st warning) will be issued by the Theory Instructor with a written documentation, a copy of which should be given to the Program Director for record purposes and a copy should be in file in the student's personal file.
3. Discuss issues /solutions that affect the academic standing of the student(s).
4. Decide on whether to drop the student from the program or decide whether the student can be granted status to re-enter the VN program at what level and subject to availability of space.
5. The committee will meet with the student and obtain from the student information to assist the committee on final decision...

Committee will compose of the following:

1. School Administrator
2. Program Director
3. All Theory Instructors – initial request for the committee to meet.

The committee will meet as the occasion requires/ or as initiated by the Theory Instructor of the failing student to discuss academic performance of failing student (s) or any issues that needs to be deliberated.

Lesson plan

Coast Health Career College
Vocational Nursing Program

TERM I

Course Title : Introduction to Client Centered Care I – A
Unit Title : Communication/Nurse – Client Relationships

Theory Hours : 11.5 Hours

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>1. Identify the communication between nurse and client</p> <p>2. Define the phases of the nurse – client relationship</p> <p>3. Identify two (2) types of communication</p> <p>4. Identify non-therapeutic techniques</p>	<p>I. A. Request for Understanding B. Request for Information C. Request for Comfort D. Request for Action</p> <p>II A. Introductory B. Working C. Terminating</p> <p>III. A. Non-Verbal B. Verbal</p> <p>IV A. Subject Changing B. Excessive Questioning C. Judgements D. False Reassurances E. Using Cliché's F. Giving Advice G. Belittling</p>	<p>Lecture/Discussion</p> <p>Foundations Ch 3 pp 30-32</p> <p>Hill Ch 8 pp 116-118</p> <p>Hill Ch 8 pp 116 Foundations Ch 3 pp 31-32</p> <p>Hill Ch 8 pp 118-120 Foundations Ch 3 pp 43-44</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the skills lab...</p>

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>5. Identify therapeutic communication techniques</p> <p>6. List six (6) fear common among clients that effect the nurse-client relationship</p> <p>7. List four (4) levels of anxiety experienced by client relationship</p>	<p>V. A. Acceptance B. Reflection C. Paraphrasing D. Clarification E. Broad Openings F. Giving Information G. Open-Ended Questions H. Summarization</p> <p>VI. A. Pain and Suffering B. Death C. Abandonment/Stressors D. Separation E. Being unable to make decisions F. Fear of the Unknown</p> <p>VII. A. Mild B. Moderate C. Severe D. Panic E. Coping Mechanisms</p>	<p>Lecture/Discussion</p> <p>Foundations Ch 3 pp 34-38</p> <p>Hill Ch 8 pp 122-124</p> <p>Hill Ch 8 pp 122-123</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the skills lab...</p> <p>With Lab Partner</p> <p>Interview , use therapeutic communication</p>

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>5. Identify therapeutic communication techniques</p> <p>6. List six (6) fear common among clients that effect the nurse-client relationship</p> <p>7. List four (4) levels of anxiety experienced by client relationship</p>	<p>V. A. Acceptance B. Reflection C. Paraphrasing D. Clarification E. Broad Openings F. Giving Information G. Open-Ended Questions H. Summarization</p> <p>VI. A. Pain and Suffering B. Death C. Abandonment/Stressors D. Separation E. Being unable to make decisions F. Fear of the Unknown</p> <p>VII. A. Mild B. Moderate C. Severe D. Panic E. Coping Mechanisms</p>	<p>Lecture/Discussion</p> <p>Foundations Ch 3 pp 34-38</p> <p>Hill Ch 8 pp 122-124</p> <p>Hill Ch 8 pp 122-123</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion-of-this term the student will be able to :</p> <p>In the skills lab...</p> <p>With Lab Partner</p> <p>Interview , use therapeutic communication</p>

Coast Health Career College
Vocational Nursing Program

TERM 1

Course Title : Introduction to Client Centered Care I – B
Unit Title : Introduction to Pharmacology

Theory Hours : 62.5 Hours

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>1. Identify system of measurement used to administer medication dosages.</p> <p>2. State the units of measure utilized in the apothecaries system.</p>	<p>I. A. Apothecary B. Metric C. Household</p> <p>II. A. Liquid Measurements 1. minim 2. fluid dram 3. fluid ounce 4. pint 5. quart 6. gallon B. Solid Measurements 1. grains 2. dram</p>	<p style="text-align: center;">Lecture/Discussion</p> <p>Rice Ch 6 & 7 pp 35 – 47 , inside cover & back of the book</p> <p>Foundations Ch 22 570 – 571</p> <p>Rice Ch 7 pp 42-47</p> <p>Handout</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p>

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>12. Identify three (3) different types of medications</p> <p>13. List various forms of documentation use in drug administration.</p> <p>14. Identify the nurses responsibility in narcotic control.</p> <p>15. Identify the various types of medication orders.</p>	<p>XII. A. Controlled Substances 1. Drug Schedules 2. Abuse Potentials B: Prescription Drugs C. Over the counter</p> <p>XIII. A. Client charts 1. POMR 2. Physicians Order 3. Kardex B. Medication Errors</p> <p>XIV. A. Controlled Substances B. Inventory Forms C. Locked Storage</p> <p>XV. A. Standing B. Stat C. Single Dose D. PRN</p>	<p>Lecture/Discussion</p> <p>Davis Drug Guide Appendix D pp 1137 – 1138</p> <p>Rice Ch 11 pp 72 –74</p> <p>Rice Ch 13 pp 90 – 102</p> <p>Sample of Inventory Forms</p> <p>Demonstration of procedure for :</p> <p>* Carrying out order 1. standing order 2. Stat 3. Single Dose 4. PRN</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the Skills Lab Perform the procedure for :</p> <p>* Carrying out order 1. standing order 2. Stat 3. Single Dose 4. PRN</p>

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>16. List four ways to name drugs</p> <p>17. Identify the common responses to medications.</p> <p>18. List common drug interactions</p> <p>19. List the general routes of medication administration.</p>	<p>XVI. A. Generic B. Trade C. Chemical D. Official</p> <p>XVII. A. Desired Effects B. Side-Effects C. Adverse Effects D. Idiosyncratic Effects E. Allergic Response Anaphylactic Reactions</p> <p>XVIII. A. Additive B. Antagonistic effect C. Displacement D. Incompatibility E. Interference F. Synergistic</p> <p>XXII. A. Enteral B. Parenteral C. Percutaneous</p>	<p>Lecture/Discussion</p> <p>Rice Ch 11 pp 69 – 78</p> <p>Handout (Basic Nursing –Rosdahl) Foundations Ch 22 pp 573 – 574 Rice Ch 12 pp 87 – 89</p> <p>Video</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p>

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>20. Identify the variables that influence drug action.</p> <p>21. State the major interventions for administering enteral routes.</p>	<p>XX. A. Body Weight B. Age 1. Children 2. Elderly</p> <p> C. Illness D. Cumulative Effects E. Psychological Effects F. Dependence</p> <p>XXI. A. Rationale 1. Non-invasive 2. Slow absorption B. Types 1. Solid a. Tablets b. Pills c. Capsules d. Suppositories 2. Liquid a. suspension b. syrup c. elixirs d. emulsions 3. nasogastric a. continuous b. intermittent</p>	<p>Lecture/Discussion</p> <p>Rice Ch 14 pp 103 – 120 ,Ch 15 pp 121 – 128 , Ch 12 pp 79 – 89</p> <p>Foundations Ch 22 pp 581 - 584</p> <p>Video</p> <p>Demonstration of procedure for :</p> <ul style="list-style-type: none"> * P.O Drug administration * Nasogastric Medication * Administration of Topical ointments * Administration of the eye drops * Administration of the ear drops * Administration of the nose drops <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the Skills Lab Perform the procedure for :</p> <ul style="list-style-type: none"> * P.O Drug administration * Nasogastric Medication * Administration of Topical ointments * Administration of the eye drops * Administration of the ear drops * Administration of the nose drops

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>22. State the major interventions for administering percutaneous routes.</p>	<p>XXII.</p> <p>A. Rationale</p> <ol style="list-style-type: none"> 1. Local Action 2. Systemic Effect <p>B. Types</p> <ol style="list-style-type: none"> 1. Topical <ol style="list-style-type: none"> a. Ointments b. Creams c. Lotions 2. Eyes <ol style="list-style-type: none"> a. Drops b. Ointments 3. Ears <ol style="list-style-type: none"> 4. Nose <ol style="list-style-type: none"> a. Sprays b. Inhalation c. sublingual d. buccal <p>C. Nursing Interventions</p> <ol style="list-style-type: none"> 1. Rationale 2. Procedure 	<p>Lecture/Discussion</p> <p>Demonstration of the procedure for:</p> <p>* Administration of transdermal</p> <p>Foundations Ch 22 pp 583 – 593</p> <p>Rice Ch 15 pp 129 - 140</p> <p>Video</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the Skills Lab Perform the procedure for:</p> <p>* Administration of transdermal</p>

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>23. State the major interventions in administering parenteral routes.</p>	<p>XXIII. A. Basic Equipment</p> <ol style="list-style-type: none"> 1. syringes <ol style="list-style-type: none"> a. Tuberculin b. Insulin c. Three milliliter 2. needles <ol style="list-style-type: none"> a. lumen b. needle length c. intravenous <p>B. Nursing Intervention</p> <ol style="list-style-type: none"> 1. procedure 2. forms of parenteral medication <ol style="list-style-type: none"> a. ampules b. vials <p>C. Purpose</p> <ol style="list-style-type: none"> 1. absorption route 2. non-compliant client 3. no oral route 4. emergency 5. destroyed by GI tract 6. only available form 	<p>Lecture/Discussion</p> <p>Demonstration of the procedure for:</p> <ul style="list-style-type: none"> * Subcutaneous medications * Intradermal medications * Intramuscular medications <p>Rice Ch 9 pp 52 - 60 Video</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the Skills lab Perform the procedure for:</p> <ul style="list-style-type: none"> * Subcutaneous medications * Intradermal medications * Intramuscular medications

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>Cont. 23. State the major interventions in administering parenteral routes.</p>	<p>B. Procedure</p> <ol style="list-style-type: none"> 1. Intra dermal <ol style="list-style-type: none"> a. syringe size b. needle size 2. Subcutaneous <ol style="list-style-type: none"> a. syringe size b. needle size c. site rotation 3. Intramuscular <ol style="list-style-type: none"> a. syringe size b. needle size c. site location d. pediatric site 4. Intravenous <ol style="list-style-type: none"> a. methods b. LVN Responsibilities <ol style="list-style-type: none"> 1. site 2. flow c. complications d. Standard Precautions 	<p>Lecture/Discussion</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>2. Identify the major structures of the respiratory system and their function.</p> <p>3. Identify the major interventions for spirometry.</p> <p>4. Identify the major interventions for postural drainage.</p>	<p>I. Nose II. Pharynx III. Larynx IV. Trachea V. Bronchi VI. Bronchiole VII. Alveoli VIII. Lungs</p> <p>I. Purpose A. Improve Gas Exchange B. Prevent Respiratory Complications</p> <p>II. Types A. Flow Oriented B. Volume Oriented</p> <p>III. Nursing Interventions A. Rationale B. Procedure</p> <p>I. Purpose A. Facilitate Drainage B. Improve Gas Exchange</p> <p>II. Types A. Sitting B. Lying</p> <p>III. Nursing interventions A. Rationale B. Procedures</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 9 pp 351 – 353</p> <p>Demonstration of procedure for postural drainage</p> <p>Video</p> <p>Demonstration of procedure for sputum collection</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to : In clinical Setting ...</p> <p>5. Prepare and assist a client undergoing a diagnostic exam.</p> <p>6. Perform tracheostomy care and suctioning.</p> <p>7. Perform oropharyngeal, nasopharyngeal and endotracheal Suctioning.</p> <p>8. Provide nursing care for a client with underwater seal drainage.</p> <p>9. Assist the client with spirometry.</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>5. Identify the major interventions for Suctioning.</p> <p>6. Identify the major interventions for tracheostomy care.</p>	<p>I. Purpose A. Purpose B. Obtaining Specimens</p> <p>II. Procedure A. Oropharyngeal B. Nasopharyngeal C. Endotracheal</p> <p>D. Tracheostomy</p> <p>III. Nursing intervention A. Rationale B. Procedure</p> <p>I. Purpose A. Establish Airway B. Treatments</p> <p>II. Purpose A. Cannula Cleaning B. Suctioning</p> <p>III. Nursing Intervention A. Procedure B. Rationale</p>	<p>Lecture/Discussion</p> <p>Foundation Ch 17 pp 365 –367</p> <p>Demonstration of procedure for Suctioning :</p> <p>* Orophayngeal * Nasopharyngeal * Endotracheal * Tracheostomy</p> <p>Demonstration of tracheostomy care</p> <p>Video</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In clinical Setting ...</p> <p>10.Perform postural drainage.</p> <p>11.Monitor a client receiving oxygen.</p> <p>12.Perform tracheostomy collar care.</p> <p>13.Recognize cardinal signs and symptoms of respiratory disease.</p> <p>14.Provide care for a client with chronic obstructive pulmonary disease (COPD).</p> <p>15.Administer medications for a client with a respiratory disorder according to the six (6) rights of medication administration.</p> <p>16.Assist the client in therapeutic diet planning according to their disorder.</p> <p>17.Identify the clients psychological state.</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>7. Identify the major interventions for oxygen administration.</p> <p>8. Identify major interventions for tracheostomy collar use.</p>	<p>I. Purpose A. Improve ventilation B. Deliver O₂</p> <p>II. Types A. Nasal Cannula B. Nasal Catheter C. Face Mask D. Oxygen Tent E. Venti Mask F. Endotracheal Intubation</p> <p>III. Nursing Interventions A. Rationale B. Procedure</p> <p>I. Purpose A. Oxygen Delivery B. Humidification</p> <p>II. Types A. Tracheostomy Collar B. T-Piece</p> <p>III. Nursing Interventions A. Rationale B. Procedure</p>	<p>Lecture/Discussion</p> <p>Foundation Ch 17 pp 360 – 364</p> <p>Demonstration of types and use of oxygen administration :</p> <p>* Nasal Cannula * Nasal Catheter * face mask</p> <p>Foundation Ch 17 pp 370</p> <p>Demonstration of use of tracheostomy collar and T-piece</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to : In clinical Setting ...</p> <p>18. Develop a nursing care plan.</p> <p>19. Identify a self-care goal utilizing the Nursing Process.</p> <p>20. Document according to hospital policy all information pertinent to client care.</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>9. Identify the major interventions in under water seal drainage.</p> <p>10. Identify the common deficits involving the respiratory system.</p>	<p>I. Purpose A. Facilitate Drainage B. Re-Expansion of Lung</p> <p>II. Types A. Three (3) Bottle B. Pleur-Evac</p> <p>III. Nursing Interventions A. Rationale B. Interventions</p> <p>I. Epistaxis II. Nasal Obstruction A. Nasal Polyps B. Deviated Septum III. Upper Airway Obstruction IV. Respiratory Infections A. Rhinitis Coryza B. Tonsillitis C. Laryngitis D. Pharyngitis E. Sinusitis V. Acute Bronchitis VI. Legionnaires Disease VII. Tuberculosis</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 9 pp 384 – 385</p> <p>Adult Health Ch 9 pp385</p> <p>Adult Health Ch 9 pp 362 –375</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to : In clinical Setting</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>Cont. 10. Identify the common deficits involving the respiratory system.</p>	<p>VIII. A. Causative Agents B. Location</p> <p>IX. Pleurisy</p> <p>X. Pleural Effusion/Empyema</p> <p>XI. Atelectasis</p> <p>XII. Pneumothorax</p> <p>XIII. Cancer of the Lung A. Etiological Factors B. Leading Cancer Death C. Treatment 1. Surgical 2. Radiation 3. Chemoteraphy</p> <p>XIV. Pulmonary Edema</p> <p>XV. Pulmonary Embolus</p> <p>XVI. Adult Respiratory distress Syndrome (ARDS)</p> <p>XVII. Chronic Obstructive Pulmonary Disease (COPD) A. Emphysema B. Chronic Bronchitis C. Asthma D. Bronchiectasis E. Cystic Fibrosis</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 9 pp379 – 383</p> <p>Case Presentation</p> <p>Adult Health Ch 9 pp393 – 404</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to : In clinical Setting</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>11. Identify the drugs commonly used in the respiratory system and their major characteristics.</p> <p>12. List the dietary considerations in the management of a client with a respiratory deficits.</p>	<p>I. Classifications</p> <p>A. Antihistamines</p> <p>B. Anti-tussive</p> <p>C. Asthma Prophylaxis</p> <p>D. Bronchodilator</p> <p> 1. Sympathomimetic</p> <p> 2. Xanthine Derivatives</p> <p> 3. Decongestants</p> <p> 4. Expectorants</p> <p> 5. Antitubercular</p> <p>II. Drug Characteristics</p> <p>A. Action</p> <p>B. Uses</p> <p>C. Adverse Reactions</p> <p>D. Drug Interactions</p> <p>E. Medication Calculations</p> <p>I. Fluid Regulation</p> <p>A. Hydration</p> <p>B. Electrolyte Replacement</p> <p>II. Infection</p> <p>A. Increased Metabolism</p> <p>B. Increased K Needs</p> <p>C. Increased Vitamin C Needs</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 9 pp 376 – 378</p> <p>Rice Ch 25 pp 313 – 325</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In clinical Setting</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>13. Identify the psychosocial aspects of respiratory deficits on the client.</p> <p>14. List the components of the Nursing Process used for the Nursing Management of a client with a respiratory deficits.</p>	<p>I. Physiological Aspects</p> <p>A. Air Hunger</p> <p>B. Fear of Suffocation</p> <p>C. Anxiety</p> <p>D. Loss of Voice</p> <p>E. Body Image Changes</p> <p>F. Fear of Isolation</p> <p>II. Sociological</p> <p>A. Family Roles</p> <p>B. Public Health</p> <p>I. Assessment Plan (RN)</p> <p>A. Collect Data</p> <p>1. Preserve for Presence of Deficits</p> <p>2. Interview Client</p> <p>3. Identify Need for Changes in Care</p> <p>4. Identify Self-Care Deficits</p> <p>B. Validate Data</p> <p>II. Nursing Diagnosis</p> <p>A. Interpret Data</p> <p>B. Form a Nursing Diagnosis Statement</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 9 pp 404</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In clinical Setting</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>Cont.</p> <p>14. List the components of the Nursing Process used for the Nursing Management of a client with a respiratory deficits.</p>	<p>III. Planning</p> <p>A. Set Priorities</p> <p>1. List all Self-Care Deficits</p> <p>2. Determine Order of Importance</p> <p>B. Form realistic Goals</p> <p>C. Establish Realistic Patient Centered Outcomes</p> <p>D. Document the quantity of the Patient's Response</p> <p>IV. Implementation</p> <p>A. Delegate Care</p> <p>B. Nursing Action</p> <p>V. Evaluation</p> <p>A. Reassess Client for Continuous Development for Self-Care Goals</p> <p>B. Identify Progress based on Health goals</p> <p>C. Modify Plan</p>	<p>Lecture/Discussion</p> <p>Journal/Clippings</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In clinical Setting</p>

**Coast Health Educational Center
Vocational Nursing Center**

TERM IV

**Course Title : Care of the Client with Self-Care Deficit IV
Unit Title : Life Cycles and Deficits: Pediatric Client**

**Theory Hours : 20 Hours
Skills Lab/Clinical : 0/48 Hours**

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>1. Identify the principles of growth and development from infancy through Adolescence.</p> <p>2. Discuss the physical development of the Infant.</p>	<p>I. Growth II. Development III. Stages of Life Cycles (Growth and Development) A. Infancy B. Toddler C. Pre-School D. School Age E. Adolescent IV. Nursing Implications A. Identification of Abnormalities B. Identification Of Family Types C. Safety (hazards)</p> <p>I. Physical Growth II. Motor Development</p>	<p style="text-align: center;">Lecture/Discussion</p> <p>Foundation Ch 28 693 – 727</p> <p>Chapter 8 pp 133 – 139</p> <p>Chapter 8 pp 133 - 144</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform.</p> <p>In the clinical setting...</p> <p>1. Utilize standard precautions in all care.</p> <p>2. Apply and evaluate wrist, mummy and jacket restraints.</p> <p>3. Identify potential safety hazards in the hospital setting: toys, utensils, and electrical outlets.</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>3. Discuss the physical development of the toddler.</p> <p>4. Identify the physical development of the pre-schoolers'.</p> <p>5. Identify the components of physical development of the school-age child.</p> <p>6. Identify the physical development of the adolescent.</p> <p>7. Identify events that has a significant impact on health care of children in the United States</p>	<p>I. Physical Growth II. Motor Development III. Language Development</p> <p>I. Physical Growth II. Motor Development III. Language Development</p> <p>I. Physical Growth II. Motor Development III. Language IV. Social</p> <p>I. Physical Growth II. Motor Development III. Language IV. Social</p> <p>I. Physical Growth II. Motor Development III. Language IV. Social</p>	<p>Lecture/Discussion</p> <p>Foundation Ch 8 pp 133 – 144</p> <p>Foundation Ch 8 pp 145 – 151</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform.</p> <p>In the clinical setting...</p> <p>4. Provide age appropriate toys to a client.</p> <p>5. Evaluate the growth and development level of assigned client.</p> <p>6. Observe an assigned pediatric client for normal growth and development.</p> <p>7. Encourage family centered care, involving bathing, feeding and play</p> <p>8. Calculate pediatric medication dosages.</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>8. Identify three (3) nursing principles utilized to assist the Pediatric client to cope with hospitalization.</p> <p>9. Identify methods that reduce anxiety of hospitalization for the pediatric client.</p> <p>10. Discuss common pediatric procedures.</p>	<p>I. Federal Programs</p> <p>A. White House Conference on Children</p> <p>B. U.S. Childrens Bureau</p> <p>C. Social Security Act</p> <p>D. Fair Labor Standards Act</p> <p>E. Child Abuse Prevention and Treatment Act.</p> <p>F. Missing children Act.</p> <p>I. Trust</p> <p>II. Protection</p> <p>III. Communication</p> <p>I. Identification of Cultural Needs</p> <p>II. Pre-Admission Program</p> <p>III. Flexible Visiting Hours</p> <p>IV. Rooming-In</p> <p>V. Parent Participation</p> <p>VI. Assignments</p>	<p>Lecture/Discussion</p> <p>Foundation Ch 29 pp 782 -- 786</p> <p>Foundation Ch 29 pp 797 -- 801</p> <p>Foundation Ch 29 pp 787 -- 813</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform.</p> <p>In the clinical setting...</p> <p>9. Apply the principles of medication administration to the pediatric client.</p> <p>10. Recognize stages of normal separation anxiety in the client away from home.</p> <p>11. Identify a client self-care goal utilizing the Nursing Process</p> <p>12. Document according to hospital policy all information pertinent to client care.</p> <p>13. Exhibit professional behavior at all times.</p> <p>14. Utilize therapeutic communication skills with all clients.</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>12. Identify deficits of the integumentary system in the pediatric client.</p> <p>13. Identify disorders of musculoskeletal function in the pediatric client .</p>	<p>I. Inflammatory</p> <ul style="list-style-type: none"> A. Contact Dermatitis B. Diaper Dermatitis C. Seborrheic Dermatitis D. Acne Vulgaris E. Psoriasis F. Traumatic G. Herpes Simplex I H. Candidiasis I. Parasitic <p>I. Deficits</p> <ul style="list-style-type: none"> A. Congenital Hip Dysplasia B. Legg-Carve Perthes Disease C. Scoliosis D. Osteomyelitis E. Club Foot F. Duchenne Muscular Dystrophy G. Arthritis H. Fractures <p>II. Nursing Interventions</p>	<p>Lecture/Discussion</p> <p>Foundation Ch 30 pp 860 – 866</p> <p>Foundation Ch 30 pp 866 – 874</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>14. Identify deficits of the neurologic function in the pediatric client .</p> <p>15 . Identify disorders of cognitive function in the child</p> <p>16. Identify common pediatric deficits of the gastrointestinal system.</p>	<p>I. Deficits A. Meningitis B. Encephalitis C. Cerebral Palsy D. Seizures E. Spina Bifida F. Brain Tumors G. Narcotic Abstinence Syndrome</p> <p>II. Nursing Interventions</p> <p>I. Deficits A. Cognitive Impairment B. Downs Syndrome C. Lead Poisoning</p> <p>II. Nursing Interventions</p> <p>I. Deficits A. Cleft Lip/Palate B. Dehydration C. Diarrhea D. Constipation E. Pyloric Stenosis F. Intussusception</p> <p>II. Nursing Interventions</p>	<p>Lecture/Discussion</p> <p>Foundation Ch 30 pp 866 – 874</p> <p>Foundation Ch 31 pp 844 – 854</p> <p>Foundation Ch 30 pp 844 – 854</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>17. Identify pediatric respiratory deficits.</p> <p>18. Identify deficits of the Cardiovascular/Hematologic System.</p> <p>19. Identify pediatric deficits of the Genitourinary system.</p>	<p>I. Deficits</p> <p>A. Respiratory Distress Syndrome (RDS)</p> <p>B. Pneumonia</p> <p>C. Sudden Infant Death syndrome (SIDS)</p> <p>D. Tonsillitis</p> <p>E. Croup</p> <p>G. Bronchitis</p> <p>H. Pulmonary Tuberculosis</p> <p>I. Aspiration</p> <p>J. Cystic Fibrosis</p> <p>K. Asthma</p> <p>II. Nursing Interventions</p> <p>I. Deficits</p> <p>A. Congenital</p> <p>1. Acyanotic</p> <p>2. Cyanotic</p> <p>B. Anemia</p> <p>C. Hemophilia</p> <p>D. Thrombocytopenia</p> <p>E. Leukemia</p> <p>F. Hodgkin</p> <p>II. Nursing Interventions</p>	<p>Lecture/Discussion</p> <p>Foundation Ch 30 pp 835 – 835</p> <p>Foundation Ch 30 pp 819 – 826</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>19. Identify pediatric deficits of the Genitourinary system.</p> <p>20. Identify a pediatric endocrine deficit.</p> <p>21. Discuss the signs and symptoms of child abuse.</p>	<p>I. Deficits</p> <ul style="list-style-type: none"> A. Urinary Tract Infection (UTI) B. Nephrotic Syndrome C. Acute Glomerulonephritis D. Wilm's Tumor E. Hypospadias F. Epispadias G. Phimosis H. Hydrocele I. Cryptorchidism J. Hernia L. Enuresis <p>I. Insulin-dependent Diabetes Mellitus</p> <ul style="list-style-type: none"> A. Cause B. Signs and symptoms C. Ketoacidosis <p>II. Nursing Interventions</p> <ul style="list-style-type: none"> A. Recognition B. Protection C. Reporting 	<p>Lecture/Discussion</p> <p>Foundation Ch 30 pp 835 – 844</p> <p>Foundation Ch 30 pp 858 – 860</p> <p>Foundation Ch 31 pp 892 – 900</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able : (con't)</p> <p>22. Identify the Nursing Management of a client with a pediatric deficit according to the Nursing Process.</p>	<ul style="list-style-type: none"> I. Assessment Plan <ul style="list-style-type: none"> A. Collect Data <ul style="list-style-type: none"> 1. Observe for Presence of Deficits 2. Interview Client 3. Identify Need for changes in Care 4. Identify Self-Care Deficits B. Validate Data II. Nursing Diagnosis <ul style="list-style-type: none"> A. Interpret Data B. Form a Nursing Diagnosis (In collaboration With RN) III. Planning <ul style="list-style-type: none"> A. Set Priorities <ul style="list-style-type: none"> 1. List all Self-Care Deficits 2. Determine Order of Importance B. Form Realistic Goals C. Establish Realistic Patient Centered Outcomes IV. Implementation <ul style="list-style-type: none"> A. Delegate Care B. Nursing Action C. Documentation V. Evaluation 	<p style="text-align: center;">Lecture/Discussion</p> <p>Foundation Ch 30 – 31 (Integrated)</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able : (con't)</p> <p>22. Identify the Nursing Management of a client with a pediatric deficit according to the Nursing Process.</p>	<p>A. Reassess Client for continuous Development of Self-Care Goals</p> <p>B. Identify Progress based on Health goals</p> <p>C. Modify Plan</p>	<p>Lecture/Discussion</p> <p>Foundation Ch 30 & 31 (Integrated)</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform</p>

Instructional plan

**Coast Health Educational Center – Vocational Nursing Program
Instructional Plan
Term I
13 weeks**

Key	Hours
A/P = Anatomy and Physiology	
SPN = Supervision	
CC = Curriculum Content	
GD = Growth & Development	2.0
MS = Medical Surgical	
PE = Patient Education	
CD = Communicable Diseases	
GR = Gerontology	
LDS = Leadreship	
FUN = Fundamentals	35.0

Key	Hours
PP = Page Number	
OB = Maternal & Infant Nursing	
PED = Pediatrics	
PHM = Pharmacology	
PSY = Psychology	2.0
NUT = Nutrition	
NP = Nursing Process	5.0
COM = Communication	6.0
RH = Rehabilitation	
DAY/M= Monday T=Tuesday W=Wednesday Th=Thursday F=Friday	

Term I-A Mondays, Tuesday & Wednesday (Classroom) Thursday & Friday (Skills Lab) Time = 8:30 am – 3:00 pm

WEEK I (1)				WEEK II (2)				WEEK III (3)			
CC/PP	Theory	20 HRS	DAY	CC/PP	Theory	15 HRS	DAY	CC/PP	Theory	15 HRS	DAY
Introduction to Vocational Nursing				Nursing Process				Documentation			
FUN I-1-I-5	Policy & Procedure	7.0	M	NP 11	Self-Care Concepts	2.0	M	FUN I-22-I-23	Recording	2.0	M
	Definition of Nursing								Computer	2.0	M
	Orem's Conceptual Framework								Reporting	1.0	T
Developmental & Sociocultural Nursing				Vital Signs				Basic Nursing Skills			
GD I-6-I-8	Growth & Development	2.0	T	FUN I-15-I-19	TPR, BP	7.0	M/T	FUN I-24-I-25	CPR	4.0	T
PSY I-6	Theorist Philosopy	2.0						I-26-I-27	Body Mechanics	4.0	W
Communication/Nurse Client				Physical Assessment				I-28-I-30 Safety 2.0 W			
COM I-9-I-10	Therapeutic Communication	6	T/W	FUN I-20-I-21	Review of Systems	6.0	W				
Nursing Process				Skills Lab				Skills Lab			
NP I-11-I-14	Nursing Process	3	W	14 HRS DAY				14 HRS DAY			
Skills Lab				Skills Lab				Skills Lab			
12 HRS DAY				14 HRS DAY				14 HRS DAY			
FUN	Communication	6	Th	FUN	Vital Signs	8.0	Th	FUN	Computer	2.0	Th
FUN	Nursing Care Plans	6	F	FUN	Physical Assessment	6.0	F	FUN	CPR	4.0	Th
								FUN	Body Mechanics	2.0	Th/F
								FUN	Safety Devices	2.0	F
								FUN	Postural Support	4.0	F

Coast Health Educational Center – Vocational Nursing Program
Instructional Plan
Term I
13 weeks

Key	Hours
A/P = Anatomy and Physiology	
SPN = Supervision	
CC = Curriculum Content	
GD = Growth & Development	2.0
MS = Medical Surgical	
PE = Patient Education	4.0
CD = Communicable Diseases	3.0
GR = Gerontology	6.0
LDS = Leadership	
FUN = Fundamentals	35.0

Key	Hours
PP = Page Number	
OB = Maternal & Infant Nursing	
PED = Pediatrics	
PHM = Pharmacology	
PSY = Psychology	
NUT = Nutrition	
NP = Nursing Process	
COM = Communication	
RH = Rehabilitation	
DAY/M= Monday T=Tuesday W=Wednesday Th=Thursday F=Friday	

Term I-A Mondays, Tuesday & Wednesday (Classroom) Thursday & Friday (Skills Lab) Time = 8:30 am – 3:00 pm

WEEK IV (4)				WEEK V (5)				WEEK VI (6)			
CC/PP	Theory	15 HRS	DAY	CC/PP	Theory	16 HRS	DAY	CC/PP	Theory	19 HRS	DAY
Basic Nursing Skills				Basic Nursing Skills				Basic Nursing Skills			
FUN I-31	Universal Precautions	6.0	M	FUN I-39-I-40	Hygiene & Environment	2.0	M	FUN I-49	Catheterization	2.0	M
CD I-32-I-34	Infection Control	3.0	T	FUN I-41-I-42	Inactivity & Immobility	2.0	M	FUN I-50	Nasogastric Tubes	5.0	M
FUN I-35-I-36	Admission, Transfer & Discharge	2.0	T	FUN I-43-I-45	Elimination	3.0	M/T	Life Cycles			
FUN I-37-I-38	Hygiene & Environment	4.0	W	FUN I-45-I-46	Specimen Collection	3.0	T	GR I-51-I-52	Gerontology/Older Adult	6.0	T
				FUN I-47-I-48	Skin Integrity	4.0	T/W	GD I-53-I-54	Dying & Death	2.0	W
				FUN I-49	Catheterization	2.0	W	Patient Teaching			
								PE I-55-I-56	Client Teaching Techniques	4.0	W
Skills Lab 14 HRS DAY				Skills Lab 15 HRS DAY				Skills Lab 11 HRS DAY			
FUN	Handwashing	2	Th	FUN	Elimination	4	Th	FUN	Catheterization	5	Th
FUN	Admission	2	Th	FUN	Specimen Collection	2	Th	FUN	Nasogastric Tubes	6	F
FUN	Bed Baths	6	Th/F	FUN	Gowning/Gloving/Masks	6	Th/F				
FUN	Bedmaking	4	F	FUN	Skin Integrity	3	F				

Coast Health Educational Center – Vocational Nursing Program
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13 weeks

Key

Hours

A/P = Anatomy and Physiology
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 CC = Curriculum Content
 GD = Growth & Development
 MS = Medical Surgical
 PE = Patient Education
 CD = Communicable Diseases
 GR = Gerontology
 LDS = Leadership
 FUN = Fundamentals

Key

Hours

PP = Page Number
 OB = Maternal & Infant Nursing
 PED = Pediatrics
 PHM = Pharmacology 10.0
 PSY = Psychology
 NUT = Nutrition 15.0
 NP = Nursing Process 1.0
 COM = Communication
 RH = Rehabilitation
 DAY/M=Monday T=Tuesday W=Wednesday Th=Thursday F=Friday

Term I-B Mondays, Tuesdays & Wednesdays (Classroom/Skills Lab) Time = 8:30am – 3:00 pm and Thursdays & Fridays (Clinical) Time = 6:45 am – 3:15 pm

WEEK X (10)				WEEK XI (11)				WEEK XII (12)			
CC/PP	Theory	10 HRS	DAY	CC/PP	Theory	9 HRS	DAY	CC/PP	Theory	7 HRS	DAY
Introduction to Nutrition NUT I-74-I-76 Basic Nutrients & Functions 10 M & T				Introduction to Nutrition NUT I-77-I-78 Therapeutic Diet 5.0 M Introduction to Pharmacology PHM I-81 Review of Math 2.0 T System of Measurements 2.0 T PHM I- 82 Dosage & Calculation 2.0 T				Introduction to Pharmacology PHM I-82 Dosage & Calculation 6.0 M NP I-83-I86 Nursing Process in Pharm. 1.0 T			
Skills Lab 4 HRS DAY				Skills Lab 4 HRS DAY				Skills Lab 8 HRS DAY			
FUN	Nasogastric Tubes	4	W	FUN	Nasogastric Tubes	4	W	FUN	Medication Administration	8	T/W
FUN/SNF 16 HRS DAY				FUN/SNF 16 HRS DAY				FUN/SNF 16 HRS DAY			
FUN	Basic Skills	14	Th/F	FUN	Basic Skills	14	Th/F	FUN	Basic Skills	14	Th/F
GR	Geriatrics	2	Th/F	GR	Geriatrics	2	Th/F	GR	Geriatrics	2	Th/F

**Coast Health Educational Center – Vocational Nursing Program
Instructional Plan
Term I
13 weeks**

Key

Hours

A/P = Anatomy and Physiology
 SPN = Supervision
 CC = Curriculum Content
 GD = Growth & Development
 MS = Medical Surgical
 PE = Patient Education
 CD = Communicable Diseases
 GR = Gerontology
 LDS = Leadership
 FUN = Fundamentals

Key

Hours

PP = Page Number
 OB = Maternal & Infant Nursing
 PED = Pediatrics
 PHM = Pharmacology 12.0
 PSY = Psychology
 NUT = Nutrition
 NP = Nursing Process
 COM = Communication
 RH = Rehabilitation
 DAY/M=Monday T=Tuesday W=Wednesday Th=Thursday F=Friday

Term I-B Mondays, Tuesdays & Wednesdays (Classroom/Skills Lab) Time = 8:30am – 3:00 pm and Thursdays & Fridays (Clinical) Time = 6:45 am – 3:15 pm

WEEK XIII (13)	WEEK XIV	WEEK XV
CC/PP Theory 12 HRS	CC/PP Theory HRS	CC/PP Theory HRS
Introduction to Pharmacology PHM I-86-I-90 Medication Administration 12 MONDAY & TUESDAY Note : Comprehensive Test		
Skills Lab 0 HRS Skills TERM BREAK WEDNESDAY, THURSDAY & FRIDAY (Allotted for Make-up Hours)		
Clinical/SNF		

Coast Health Educational Center – Vocational Nursing Program
Instructional Plan
Term 2
13 weeks

Key		Hours
A/P	= Anatomy and Physiology	4.5
SPN	= Supervision	
CC	= Curriculum Content	
GD	= Growth & Development	3.0
MS	= Medical Surgical	24.0
PE	= Patient Education	0.5
CD	= Communicable Diseases	5.0
GR	= Gerontology	0.5
LDS	= Leadership	
FUN	= Fundamentals	

Key		Hours
PP	= Page Number	
OB	= Maternal & Infant Nursing	
PED	= Pediatrics	
PHM	= Pharmacology	4.0
PSY	= Psychology	2.5
NUT	= Nutrition	1.0
NP	= Nursing Process	2.5
COM	= Communication	1.0
RH	= Rehabilitation	1.5
DAY/M = Monday T=Tuesday W=Wednesday Th=Thursday F=Friday		

Term II-Self-Care Deficits Mondays, Tuesdays & Wednesdays (Classroom) Time : 8:30 am – 3:00 pm **Thursdays & Fridays (Clinical) Time : 6:45 am – 3:15 pm**
2:45 pm – 11:15 pm

WEEK I (14)					WEEK II (15)					WEEK III (16)				
CC/PP	Theory	18 HRS	DAY		CC/PP	Theory	18 HRS	DAY		CC/PP	Theory	14 HRS	DAY	
Life Cycle					Integumentary					Musculoskeletal				
GD II-1	Middle Adult	1.0	M		PHM II-6	Common Drugs	2.5	M		PSY II-11	Psych Aspects	1.0	M	
GR II-1	Generativity & Stagnation	0.5	M		PE II-7	Client Teaching	0.5	M		GD II-11	Age-Related Difference	1.0	M	
PHM II-1	Effects of Medication	0.5	M		NUT II-7	Nutrition Management	0.5	M		MS II-11-II-12	Deficit & Interventions	8.0	M/T	
PSY II-1	Socialization	0.5	M		PSY II-7	Psychological Aspects	1.0	M		GD II-12-II-13	Age-Related Difference	1.0	W	
NUT II-2	Response to Nutrition	0.5	M		NP II-7	Nursing Intervention	1.0	M		RH II-13	Physical & Psych Aspects	1.0	W	
NP II-2	Hospital/Clinical Setting	0.5	M		RH II-7-II-8	Physical & Psych Aspects	0.5	M		PHM II-14-II-15	Common Drugs	1.0	W	
COM II-2	Social Interaction	1.0	M		MS II-8	Evaluation	2.0	T		NP II-15-II-16	Nursing Intervention	1.0	W	
Integumentary					Musculoskeletal									
A/P II-2-II-3	Function & Structure	2.5	M/T		A/P II-9-II-10	Function & Structure	2.0	T						
CD II-4-II-5	Infectious Agents	5.0	T/W		MS II-11	Diagnostic & Intervention	8.0	T/W						
MS II-5-II-6	Common Deficit	6.0	W											
Skills Lab					Skills Lab					Skills Lab				
0 HRS					0 HRS					0 HRS				
Clinical					Clinical					Clinical				
16 HRS					16 HRS					16 HRS				
DAY					DAY					DAY				
Student will begin to document on chart as per Hospital Policy					Student will begin Medication Administration					MS Musculoskeletal 16 Th/F				
MS	Integumentary	16	Th/F		MS	Integumentary	16	Th/F						

Coast Health Educational Center – Vocational Nursing Program
Instructional Plan
Term 2
13 weeks

Key		Hours
A/P	= Anatomy and Physiology	5.0
SPN	= Supervision	
CC	= Curriculum Content	
GD	= Growth & Development	
MS	= Medical Surgical	24.0
PE	= Patient Education	1.5
CD	= Communicable Diseases	1.0
GR	= Gerontology	
LDS	= Leadreship	
FUN	= Fundamentals	

Key		Hours
PP	= Page Number	
OB	= Maternal & Infant Nursing	
PED	= Pediatrics	
PHM	= Pharmacology	4.0
PSY	= Psychology	2.0
NUT	= Nutrition	3.5
NP	= Nursing Process	2.0
COM	= Communication	
RH	= Rehabilitation	1.0
DAY/M =Monday T=Tuesday W=Wednesday Th=Thursday F= Friday		

Term II-Self-Care Deficits Mondays, Tuesdays & Wednesdays (Classroom) Time : 8:30 am – 3:00 pm Thursdays & Fridays (Clinical) Time : 6:45 am – 3:15 pm
2:45 p m – 11:15 pm

WEEK IV (17)				WEEK V (18)				WEEK VI (19)			
CC/PP	Theory	15 HRS	DAY	CC/PP	Theory	15.5 HRS	DAY	CC/PP	Theory	13.5 HRS	DAY
Musculoskeletal				Respiratory				Respiratory			
PSY II-15	Psych Aspects	0.5	M	MS II-22	Common Deficits	10.0	M/T	MS II-22	Common Deficits	6.0	M/T
NUT II-15	Nutritional Management	1.0	M	PSY II-21	Psychological Aspects	1.0	W	PE II-22	Client Teaching	1.0	T
PE II-16	Client Teaching	0.5	M	NUT II-23	Nutritional Management	1.5	W	PHM II-23	Common Drugs	3.0	T/W
Respiratory				NP II-21	Nursing Intervention	2.0	W	RH II-224	Physical & Psych Aspects	1.0	W
A/P II-17-II-18	Function & Structure	5.0	M/T	CD II-21-II-25	Infectious Agents	1.0	W	PSY II-23	Psychological	0.5	W
MS II-18-II-20	Diagnostic & Interventions	6.0	T/W					NUT II-23	Nutritional Management	1.0	W
MS II-21	Common Deficits	2.0	W					PHM II-22	Common Drugs	1.0	W
Skills Lab				Skills Lab				Skills Lab			
0 HRS				0 HRS				2 HRS			
								MS Tracheostomy 2.0 M			
Clinical				Clinical				Clinical			
16 HRS				16 HRS				16 HRS			
DAY				DAY				DAY			
MS	Musculoskeletal	16	Th/F	MS	Respiratory	16	Th/F	MS	Respiratory	16	Th/F

Coast Health Educational Center – Vocational Nursing Program
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Term 2
13 weeks

Key	Hours
A/P = Anatomy and Physiology	3.0
SPN = Supervision	
CC = Curriculum Content	
GD = Growth & Development	1.5
MS = Medical Surgical	22.5
PE = Patient Education	1.0
CD = Communicable Diseases	
GR = Gerontology	
LDS = Leadreship	
FUN = Fundamentals	

Key	Hours
PP = Page Number	
OB = Maternal & Infant Nursing	
PED = Pediatrics	
PHM = Pharmacology	3.5
PSY = Psychology	0.5
NUT = Nutrition	2.0
NP = Nursing Process	3.0
COM = Communication	
RH = Rehabilitation	1.0
DAY/M=Monday T=Tuesday W=Wednesday Th=Thursday F=Friday	

Term II-Self-Care Deficits Mondays, Tuesdays & Wednesdays (Classroom) Time : 8:30 am – 3:00 pm **Thursdays & Fridays (Clinical) Time : 6:45 am – 3:15 pm**

2:45 pm – 11:15 pm

WEEK VII (20)				WEEK VIII (21)				WEEK IX (22)			
CC/PP	Theory	9 HRS	DAY	CC/PP	Theory	15 HRS	DAY	CC/PP	Theory	14 HRS	DAY
Respiratory				Cardiovascular				Cardiovascular			
PSY II-24	Psychological Aspects	0.5	T	MS II-28	Diagnostic Procedures	8.0	M/T	MS II-30	Common Deficits	3.0	M
NP II-25	Nursing Intervention	1.5	T	MS II-29	Common Deficits	5.0	T/W	NUT II-32	Nutritional Management	1.5	M
GD II-24	Age – Related Differences	1.5	T	PHM II-30	Common Drugs	2.0	T/W	RH II-32	Physical & Psych Aspects	1.0	M/T
PE II-25	Client Teaching	0.5	T					PE II-32	Client Teaching	0.5	T
Cardiovascular								PHM II-31	Common Drugs	1.5	T
A/P II-26-II-27	Function & Structure	3.0	W					NP II-33	Nursing Intervention	1.5	T
MS II-27	Diagnostic Procedures	2.0	W					MS II-30	Common Deficits	4.5	W
								NUT II-32	Nutritional Management	0.5	W
Skills Lab				Skills Lab				Skills Lab			
6 HRS				0 HRS				0 HRS			
MS	Suctioning	1.0	M								
	Sputum Collection	1.0	M								
	Spirometry	1.0	M								
	Postural Drainage	1.0	M								
	O2 Administration	2.0	M								
Clinical				Clinical				Clinical			
16 HRS				16 HRS				16 HRS			
MS	Respiratory	16	Th/F	MS	Cardiovascular	16	Th/F	MS	Cardiovascular	16	Th/F

**Coast Health Educational Center – Vocational Nursing Program
Instructional Plan
Term 2
13 weeks**

Key	Hours
A/P = Anatomy and Physiology	8.0
SPN = Supervision	
CC = Curriculum Content	
GD = Growth & Development	2.0
MS = Medical Surgical	14.0
PE = Patient Education	1.0
CD = Communicable Diseases	
GR = Gerontology	
LDS = Leadership	
FUN = Fundamentals	

Key	Hours
PP = Page Number	
OB = Maternal & Infant Nursing	
PED = Pediatrics	
PHM = Pharmacology	1.5
PSY = Psychology	1.5
NUT = Nutrition	4.0
NP = Nursing Process	2.5
COM = Communication	0.5
RH = Rehabilitation	1.0
DAY/M= Monday T=Tuesday W=Wednesday Th=Thursday F=Friday	

**Term II-Self-Care Deficits Mondays, Tuesdays & Wednesdays (Classroom) Time : 8:30 am – 3:00 pm Thursdays & Fridays (Clinical) Time : 6:45 am – 3:15 pm
2:45 pm – 11:15 pm**

WEEK X (23)				WEEK XI (24)				WEEK XII (25)			
CC/PP	Theory	12 HRS	DAY	CC/PP	Theory	12 HRS	DAY	CC/PP	Theory	12 HRS	DAY
Cardiovascular				Gastrointestinal				Gastrointestinal			
NUT II-31	Nutritional Management	1.5	M	A/P II-35-II-36	Function & Structure	4.0	M	MS II-38	Common Deficits	8.0	M/T
A/P II-30	Pathophysiology	4.0	M/T	MS II-36	Diagnostic Procedures	2.0	T	NUT II-42	Nutritional Management	2.0	T/W
PE II-32	Client & Family Teaching	0.5	T	MS II-37	Common Deficits & Interventions	4.0	T/W	RH II-42	Physical & Psych Aspects	1.0	W
PHM II-31	Common Drugs	1.5	T	GD II-37-II-38	Age – Related Differences	2.0	W	COM II-42	Social Roles	0.5	W
PSY II-32	Psychological Aspects	1.5	T/W					PE II-42	Client Teaching	0.5	W
NUT II-32	Nutritional Management	0.5	W								
NP II-33-II-34	Nursing Intervention	2.5	W								
Skills Lab				Skills Lab				Skills Lab			
0 HRS				0 HRS				0 HRS			
Clinical				Clinical				Clinical			
		16 HRS	DAY			16 HRS	DAY			16 HRS	DAY
MS	Cardiovascular	16	Th/F	MS	Gastrointestinal	16	Th/F	MS	Gastrointestinal	16	Th/F

**Coast Health Educational Center – Vocational Nursing Program
Instructional Plan
Term 2
13 weeks**

Key	Hours	Key	Hours
A/P = Anatomy and Physiology		PP = Page Number	
SPN = Supervision		OB = Maternal & Infant Nursing	
CC = Curriculum Content		PED = Pediatrics	
GD = Growth & Development		PHM = Pharmacology	2.0
MS = Medical Surgical		PSY = Psychology	
PE = Patient Education		NUT = Nutrition	
CD = Communicable Diseases		NP = Nursing Process	2.0
GR = Gerontology		COM = Communication	
LDS = Leadreship		RH = Rehabilitation	
FUN = Fundamentals			

Term II-Self-Care Deficits Mondays, Tuesdays & Wednesdays (Classroom) Time : 8:30 am – 3:00 pm Thursdays & Fridays (Clinical) Time : 6:45 am – 3:15 pm

2:45 pm – 11:15 pm

WEEK XIII (26)	WEEK XIV	WEEK XV
CC/PP Theory 4 HRS	CC/PP Theory HRS	CC/PP Theory HRS
Gastrointestinal PHM II-41 Common Drugs 2.0 NP II-43 Nursing Intervention 2.0 (Monday & Tuesday) Note : Comprehensive Test		
Skills Lab 0 HRS	Skills Lab HRS	Skills Lab HRS
Clinical 0 HRS	Clinical HRS	Clinical HRS
BREAK WEDNESDAY, THURSDAY & FRIDAY <i>(Allotted for Make-up Hours)</i>		

**Coast Health Educational Center – Vocational Nursing Program
Instructional Plan
Term 3
13 weeks**

Key		Hours
A/P = Anatomy and Physiology		6.0
SPN = Supervision		
CC = Curriculum Content		
GD = Growth & Development		
MS = Medical Surgical	15.0	
PE = Patient Education	2.0	
CD = Communicable Diseases		
GR = Gerontology		
LDS = Leadreship		
FUN = Fundamentals		

Key		Hours
PP = Page Number		
OB = Maternal & Infant Nursing		
PED = Pediatrics		
PHM = Pharmacology		
PSY = Psychology		
NUT = Nutrition		
NP = Nursing Process	1.0	
COM = Communication		
RH = Rehabilitation		
DAY/M =Monday T=Tuesday W=Wednesday Th=Thursday F=Friday		

**Term III Self-Care Deficits – Mondays & Tuesdays (Classroom) Time: 8:30 am – 3:00 pm Wednesdays,Thursdays & Fridays (Clinical) Time: 6:45 am – 3:15 pm
2:45 pm – 11:15 pm**

WEEK I (27)					WEEK II (28)					WEEK III (29)				
CC/PP	Theory	8 HRS	DAY		CC/PP	Theory	8 HRS	DAY		CC/PP	Theory	8 HRS	DAY	
Endocrine					Endocrine					Endocrine				
A/P III-1-III-2	Function & Structure	6.0	M/T		MS III-3	Diagnostic Procedure	6.0	M/T		NP III-3	Evaluation	1.0	M	
MS III-2	Hormonal Secretions	2.0	T		PE III-3	Client Teaching	2.0	T		MS III-4	Common Deficits	7.0	M/T	
Skills Lab					Skills Lab					Skills Lab				
0 HRS					0 HRS					0 HRS				
Clinical					Clinical					Clinical				
		24 HRS	DAY				24 HRS	DAY				24 HRS	DAY	
MS	Endocrine	24	W/Th/F		MS	Endocrine	24	W/Th/F		MS	Endocrine	24	W/Th/F	

Coast Health Educational Center – Vocational Nursing Program
Instructional Plan
Term 3
13 weeks

Key	Hours
A/P = Anatomy and Physiology	3.0
SPN = Supervision	
CC = Curriculum Content	
GD = Growth & Development	0.5
MS = Medical Surgical	11.0
PE = Patient Education	
CD = Communicable Diseases	
GR = Gerontology	
LDS = Leadership	
FUN = Fundamentals	

Key	Hours
PP = Page Number	
OB = Maternal & Infant Nursing	
PED = Pediatrics	
PHM = Pharmacology	6.0
PSY = Psychology	0.5
NUT = Nutrition	3.0
NP = Nursing Process	5.0
COM = Communication	
RH = Rehabilitation	
DAY/M=Monday T=Tuesday W=Wednesday Th=Thursday F=Friday	

**Term III Self-Care Deficits – Mondays & Tuesdays (Classroom) Time: 8:30 am – 3:00 pm Wednesdays, Thursdays & Fridays (Clinical) Time: 6:45 am – 3:15 pm
2:45 pm – 11:15 pm**

WEEK IV (30)				WEEK V (31)				WEEK VI (32)			
CC/PP	Theory	11.5 HRS	DAY	CC/PP	Theory	9.5 HRS	DAY	CC/PP	Theory	8 HRS	DAY
Endocrine				Endocrine				Urinary			
MS III-4	Common Deficits	2.0	M	NUT III-6	Diabetic Diets	2.5	M	A/P III-9	Function & Structure	2.0	M
PHM III-5	Common Drugs/Insulin	6.0	M/T	GD III-6	Family Changes	0.5	M	MS III-9-III-10	Diagnostic Procedure	4.0	M/T
NUT III-6	Nutritional Management	0.5	T	PSY III-6	Psychological Aspects	0.5	M	MS III-10	Catheters	2.0	T
MS III-4	Diabetes Mellitus	3.0	T	NP III-7	Nursing Intervention	1.0	M				
				NP III-7	Evaluation	4.0	M/T				
				Urinary							
				A/P III-8	Function & Structure	1.0	T				
Skills Lab				Skills Lab				Skills Lab			
		8 HRS	DAY			0 HRS				0 HRS	
MS	Insulin Administration	8	T/W								
Clinical				Clinical				Clinical			
		16 HRS	DAY			24 HRS	DAY			24 HRS	DAY
MS	Endocrine	16	Th/F	MS	Endocrine	16	W/Th	MS	Urinary	24	W/Th/F
				MS	Urinary	8	F				

**Coast Health Educational Center – Vocational Nursing Program
Instructional Plan
Term 3
13 weeks**

Key	Hours
A/P = Anatomy and Physiology	1.5
SPN = Supervision	
CC = Curriculum Content	
GD = Growth & Development	
MS = Medical Surgical	19.5
PE = Patient Education	1.5
CD = Communicable Diseases	1.5
GR = Gerontology	
LDS = Leadreship	
FUN = Fundamentals	

Key	Hours
PP = Page Number	
OB = Maternal & Infant Nursing	
PED = Pediatrics	
PHM = Pharmacology	7.0
PSY = Psychology	3.0
NUT = Nutrition	2.0
NP = Nursing Process	2.0
COM = Communication	
RH = Rehabilitation	
DAY/M=Monday T=Tuesday W=Wednesday Th=Thursday F=Friday	

**Term III Self-Care Deficits – Mondays & Tuesdays (Classroom) Time: 8:30 am – 3:00 pm Wednesdays, Thursdays & Fridays (Clinical) Time: 6:45 am – 3:15 pm
2:45 pm – 11:15 pm**

WEEK VII (33)				WEEK VIII (34)				WEEK IX (35)			
CC/PP	Theory	12 HRS	DAY	CC/PP	Theory	13 HRS	DAY	CC/PP	Theory	13 HRS	DAY
Urinary				Urinary				Immunology			
MS	III-10-III-11 Catheters	6.0	M	PHM	III-13 Common Drugs	4.0	M	CD	III-17 AIDS	1.5	M
PE	III-11 Client Teaching	1.0	T	NUT	III-13 Nutritional Management	0.5	M	PHM	III-17 Common Drugs	0.5	M
MS	III-11-III-12 Common Deficits	5.0	T	PSY	III-13 Psychological Aspects	0.5	M	NP	III-19 Nursing Intervention	0.5	M
				NP	III-14 Nursing Intervention	1.0	M	Oncology/Hospice			
				Immunology				MS	III-20 Oncology	4.0	M
				A/P	III-15-III-16 Function & Structure	1.5	T	PE	III-20-III-21 Client Teaching	0.5	T
				MS	III-16 Diagnostics & Procedures	4.5	T	Supportive Therapy			
				Nut	III-18 Nutritional Management	0.5	T	PSY	III-23 Psychological Aspects	2.0	T
				PSY	III-18 Psychological Aspects	0.5	T	PHM	III-22 Chemotherapy	2.5	T
								NUT	III-22 Diet for Cancers	1.0	T
								NP	III-23-III-24 Nursing Intervention	0.5	T
Skills Lab				Skills Lab				Skills Lab			
0 HRS				0 HRS				0 HRS			
Clinical				Clinical				Clinical			
24 HRS DAY				24 HRS DAY				24 HRS DAY			
MS	Urinary	24	W/Th/F	MS	Urinary	16	W/Th	MS	Immune	8	W
				MS	Immune	8	F	MS	Oncology/Hospice	16	Th/F

Coast Health Educational Center – Vocational Nursing Program
Instructional Plan
Term 3
13 weeks

Key	Hours
A/P = Anatomy and Physiology	
SPN = Supervision	
CC = Curriculum Content	
GD = Growth & Development	
MS = Medical Surgical	3.0
PE = Patient Education	2.5
CD = Communicable Diseases	
GR = Gerontology	
LDS = Leadreship	3.0
FUN = Fundamentals	

Key	Hours
PP = Page Number	
OB = Maternal & Infant Nursing	
PED = Pediatrics	
PHM = Pharmacology	5.0
PSY = Psychology	8.5
NUT = Nutrition	1.5
NP = Nursing Process	2.0
COM = Communication	1.5
RH = Rehabilitation	2.0
DAY/M=Monday T=Tuesday W=Wednesday Th=Thursday F=Friday	

Term III Self-Care Deficits – Mondays & Tuesdays (Classroom) Time: 8:30 am – 3:00 pm Wednesdays,Thursdays & Fridays (Clinical) Time: 6:45 am – 3:15 pm

2:45 pm – 11:15 pm

WEEK X (36)				WEEK XI (37)				WEEK XII (38)			
CC/PP	Theory	10.5 HRS	DAY	CC/PP	Theory	11.5 HRS	DAY	CC/PP	Theory	7 HRS	DAY
Oncology				Mental Health				Emergency Nursing			
PSY III-23	Psychological Aspects	1.0	M	PSY III-27-III-28	Deficits	2.0	M	MS III-31	Emergency Nursing	2.0	M
PHM III-22	Common Drugs/Pain	3.0	M	NUT III-27	Nutritional Treatment	1.5	M	RH III-32	Disaster Assistance	1.0	M
NP III-23-III-25	Nursing Intervention	1.0	M	COM III-26-III-27	Therapeutic Communication	1.5	M	PE III-31-III-33	Patient Teaching	1.0	M
Mental Health/Nursing Rehabilitation				PE III-28	Treatment Education	1.5	T	Leadership & Supervision			
PSY III-26	Factors Affecting Mental Health	3.5	T	RH III-28-III-29	Treatment	1.0	T	LDS III-34	Role Identification	3.0	T
PSY III-26	Deficits	2.0	T	PHM III-28	Types of Drugs/Management	2.0	T				
				NP III-29-III-30	Nursing Intervention	1.0	T				
				Emergency Nursing							
				MS III-31	Emergency Nursing	1.0	T				
Skills Lab				Skills Lab				Skills Lab			
0 HRS				0 HRS				0 HRS			
Clinical				Clinical				Clinical			
24 HRS DAY				24 HRS DAY				24 HRS DAY			
MS	Nursing Rehab	8	W	MS	Emergency Nursing	24	W/Th/F	LDS	Leadership & Supervision	24	W/Th/F
RH	Mental Health	16	Th/F								

**Coast Health Educational Center – Vocational Nursing Program
Instructional Plan
Term 3
13 weeks**

Key	Hours	Key	Hours
A/P = Anatomy and Physiology		PP = Page Number	
SPN = Supervision		OB = Maternal & Infant Nursing	
CC = Curriculum Content		PED = Pediatrics	
GD = Growth & Development		PHM = Pharmacology	
MS = Medical Surgical		PSY = Psychology	
PE = Patient Education		NUT = Nutrition	
CD = Communicable Diseases		NP = Nursing Process	
GR = Gerontology		COM = Communication	2.0
LDS = Leadership		RH = Rehabilitation	
FUN = Fundamentals			

**Term III Self-Care Deficits – Mondays & Tuesdays (Classroom) Time: 8:30 am – 3:00 pm Wednesdays, Thursdays & Fridays (Clinical) Time: 6:45 am – 3:15 pm
2:45 pm – 11:15 pm**

WEEK XIII (39)	WEEK XIV	WEEK XV
CC/PP Theory HRS	CC/PP Theory HRS	CC/PP Theory HRS
Leadership & Supervision COM III-35 Effective Rapport 1.0 COM III-36 Mental Mechanism 1.0 Monday & Tuesday Note : Comprehensive Test		
Skills Lab 0 HRS	Skills Lab HRS	Skills Lab HRS
Clinical 0 HRS		
BREAK WEDNESDAY, THURSDAY & FRIDAY <i>(Allotted for Make-up Hours)</i>		

**Coast Health Educational Center – Vocational Nursing Program
Instructional Plan
Term 4
13 weeks**

Key		Hours
A/P	= Anatomy and Physiology	3.0
SPN	= Supervision	
CC	= Curriculum Content	
GD	= Growth & Development	2.0
MS	= Medical Surgical	8.5
PE	= Patient Education	2.5
CD	= Communicable Diseases	1.0
GR	= Gerontology	0.5
LDS	= Leadreship	
FUN	= Fundamentals	

Key		Hours
PP	= Page Number	
OB	= Maternal & Infant Nursing	6.5
PED	= Pediatrics	
PHM	= Pharmacology	2.0
PSY	= Psychology	1.5
NUT	= Nutrition	1.0
NP	= Nursing Process	1.0
COM	= Communication	
RH	= Rehabilitation	
DAY/M=Monday T=Tuesday W=Wednesday Th=Thursday F=Friday		

**Term IV Self-Care Deficits – Mondays & Tuesdays (Classroom) Time: 8:30 am – 3:00 pm Wednesdays,Thursdays & Fridays (Clinical) Time: 6:45 am – 3:15 pm
2:45 pm – 11:15 pm**

WEEK I (40)					WEEK II (41)					WEEK III (42)				
CC/PP	Theory	10 HRS	DAY		CC/PP	Theory	10 HRS	DAY		CC/PP	Theory	9.5 HRS	DAY	
Reproductive					Reproduction					Obstetrics				
A/P	IV-1-2 Function & Structure	2.0	M		MS	IV-4 -5 Common Deficits- Female	2.5	M		OB	IV - 11 Obstetrical History	1.0	M	
GR	IV-2 Prostate	0.5	M		PE	IV-5 - 6 Self--Examination (BSE)	0.5	M		A/P	IV - 11 Fetal Development	1.0	M	
MS	IV-2 Common Deficits – Male	3.0	M		PHM	IV-7 Common Drugs	1.0	M		GD	IV-12 Hormonal Change	2.0	M	
PE	IV-3 Self-Examination (TSE)	0.5	T		NUT	IV-7 Nutritional Management	1.0	M		OB	IV-12-13 Maternity	5.5	M/T	
PHM	IV-3 Common Drugs	1.0	T		PSY	IV-8 Psychological Aspects	1.5	T			IV-14-15 Antepartal			
CD	IV-3 Illness & Sexuality	1.0	T		MS	IV-8 STD-Contraception	1.0	T			Assessment/Complication			
MS	IV-4 Common Deficits – Female	2.0	T		PE	IV-8 - 9 Client Education ~ STD	1.5	T			Diagnostic Procedure			
					NP	IV-9 ~ 10 Nursing Intervention	1.0	T						
Skills	Lab	0 HRS			Skills	Lab	0 HRS			Skills	lab	2 HRS	DAY	
										OB	Leopold's Manuever	1.5	T	
										OB	FHT Auscultation	0.5	T	
Clinical		24 HRS	DAY		Clinical		24 HRS	DAY		Clinical		24 HRS	DAY	
MS	Reproduction	24	W/Th/F		MS	Reproduction	24	W/Th/F		OB	Maternity (Orientation)	8	W	
										OB	Maternity	16	Th/F	

Coast Health Educational Center – Vocational Nursing Program
Instructional Plan
Term 4
13 weeks

Key **Hours**

A/P = Anatomy and Physiology
 SPN = Supervision
 CC = Curriculum Content
 GD = Growth & Development 8.0
 MS = Medical Surgical
 PE = Patient Education 1.5
 CD = Communicable Diseases 1.0
 GR = Gerontology
 LDS = Leadership
 FUN = Fundamentals

Key **Hours**

PP = Page Number
 OB = Maternal & Infant Nursing 7.0
 PED = Pediatrics 7.5
 PHM = Pharmacology 2.0
 PSY = Psychology
 NUT = Nutrition 1.5
 NP = Nursing Process 1.5
 COM = Communication 0.5
 RH = Rehabilitation
 DAY/M=Monday T=Tuesday W=Wednesday Th=Thursday F=Friday

Term IV Self-Care Deficits – Mondays & Tuesdays (Classroom) Time: 8:30 am – 3:00 pm Wednesdays, Thursdays & Fridays (Clinical) Time: 6:45 am – 3:15 pm
2:45 pm – 11:15 pm

WEEK IV (43)				WEEK V (44)				WEEK VI (45)			
CC/PP	Theory	10.5 HRS	DAY	CC/PP	Theory	10.5 HRS	DAY	CC/PP	Theory	9.5 HRS	DAY
Obstetrics				Pediatrics				Pediatrics			
OB	IV-13 - 15 Maternal Condition Newborn at Risk Labor & Delivery	5.0	M	GD	IV-27 Infancy - Adolescent	8.0	M/T	PED	IV-29 -30 Procedures	1.0	M
PHM	IV-18 - 19 L & D Medication	0.5	T	COM	IV-27- 28 Communication Process	0.5	T	CD	IV-30 Childhood Diseases	1.0	M
OB	IV-18 L & D Assessment	1.0	T	PED	IV-28 – 29 Procedures	2.0	T	PHM	IV-30 Pediatric Medication Adm.	0.5	M
PE	IV-24 - 25 Post – Partum Education	1.0	T					PED	IV-31- 35 Common Deficits	4.5	M/T
NUT	IV-25 Post Partum Diet	1.0	T					PHM	IV-30 Pediatric Med.	0.5	T
PHM	IV-21 &24 Post Partum Drugs	0.5	T					PE	IV-31- 35 Nursing Consideration & Parent Education	0.5	T
OB	IV-25 Newborn Assessment	1.0	T					NUT	IV-30 Special Feeding	0.5	T
NP	IV- 16 –17 Nursing Intervention	0.5	T					NP	IV- 35 -36 Nursing Intervention	1.0	T
	IV-20-23 IV-25-26										
Skills Lab			0 HRS	Skills Lab			0 HRS	Skills Lab			0 HRS
Clinical				Clinical				Clinical			
		24 HRS	DAY			24 HRS	DAY			24 HRS	DAY
OB	Maternity	24	W/Th/F	PED	Pediatrics	24	W/Th/F	PED	Pediatrics	24	W/Th/F

**Coast Health Educational Center – Vocational Nursing Program
Instructional Plan
Term 4
13 weeks**

Key		Hours
A/P = Anatomy and Physiology		7.0
SPN = Supervision		
CC = Curriculum Content		
GD = Growth & Development		
MS = Medical Surgical		9.0
PE = Patient Education		
CD = Communicable Diseases		
GR = Gerontology		
LDS = Leadership		
FUN = Fundamentals		

Key		Hours
PP = Page Number		
OB = Maternal & Infant Nursing		
PED = Pediatrics		
PHM = Pharmacology		3.0
PSY = Psychology		2.0
NUT = Nutrition		1.5
NP = Nursing Process		1.5
COM = Communication		
RH = Rehabilitation		2.5
DAY/M=Monday T=Tuesday W=Wednesday Th=Thursday F=Friday		

Term IV Self-Care Deficits – Mondays & Tuesdays (Classroom) Time: 8:30 am – 3:00 pm Wednesdays, Thursdays & Fridays (Clinical) Time: 6:45 am – 3:15 pm
2:45 pm – 11:15 pm

WEEK VII (46)					WEEK VIII (47)					WEEK IX (48)				
CC/PP	Theory	9 HRS	DAY		CC/PP	Theory	9 HRS	DAY		CC/PP	Theory	8.5 HRS	DAY	
Neurosensory					Neurosensory					Neurosensory				
A/P IV-37-38	Function & Structure	7.0	M/T		MS IV-38	Diagnostic Procedure	2.0	M		RH IV-40	Physical Consideration (CVA	2.5	M	
MS IV-38	Diagnostic Procedure	2.0	T		MS IV-39	Common Deficits	5.0	M/T		PHM IV-40	Medication Administration	3.0	M/T	
					PSY IV-40	Psychological Aspects	2.0	T		NUT IV-40	Nutritional Management	1.5	T	
										NP IV-41 - 42	Nursing Intervention	1.5	T	
Skills Lab					Skills Lab					Skills Lab				
0 HRS					0 HRS					0 HRS				
Clinical					Clinical					Clinical				
		24 HRS	DAY				24 HRS	DAY				24 HRS	DAY	
MS	Neurosensory	24	W/Th/F		MS	Neurosensory	24	W/Th/F		MS	Neurosensory	24	W/Th/F	

**Coast Health Educational Center – Vocational Nursing Program
Instructional Plan
Term 4
13 weeks**

Key		Hours
A/P = Anatomy and Physiology		3.0
SPN = Supervision		
CC = Curriculum Content		
GD = Growth & Development		
MS = Medical Surgical		12.0
PE = Patient Education		
CD = Communicable Diseases		
GR = Gerontology		2.0
LDS = Leadreship		2.0
FUN = Fundamentals		

Key		Hours
PP = Page Number		
OB = Maternal & Infant Nursing		
PED = Pediatrics		
PHM = Pharmacology		0.5
PSY = Psychology		
NUT = Nutrition		
NP = Nursing Process		2.0
COM = Communication		
RH = Rehabilitation		3.0
DAY/M=Monday T=Tuesday W=Wednesday Th=Thursday F=Friday		

**Term IV Self-Care Deficits – Mondays & Tuesdays (Classroom) Time: 8:30 am – 3:00 pm Wednesdays,Thursdays & Fridays (Clinical) Time: 6:45 am – 3:15 pm
2:45 pm – 11:15 pm**

WEEK X (49)				WEEK XI (50)				WEEK XII (51)			
CC/PP	Theory	11 HRS	DAY	CC/PP	Theory	6.5 HRS	DAY	CC/PP	Theory	7 HRS	DAY
Neurosensory				Neurosensory				Senior Practicum /Home Health			
MS	IV-39 Seizure , Spinal Cord , Injury	2.5	M	MS	IV-43 Ear Deficits & Procedures	3.0	M	RH	IV-48 Rehab Nursing	3.0	M
NP	IV-42 Nursing Intervention	1.0	M	GR	IV-44 Sensory Impairment/ Older Adult	2.0	T	LDS	IV-48 Nursing Role	2.0	T
A/P	IV-43 Sensory System	3.0	M	PHM	IV-45 Common Drugs	0.5	T	MS	IV-49 Ambulatory Nursing	2.0	T
MS	IV-43 Deficits – Eyes	4.5	T	NP	IV-46 -47 Nursing Intervention	1.0	T	IV-50- 52 Home Health			
Skills Lab				Skills Lab				Skills Lab			
0 HRS				0 HRS				0 HRS			
Clinical				Clinical				Clinical			
24 HRS DAY				24 HRS DAY				24 HRS DAY			
MS	Neurosensory	24	W/Th/F	MS	Neurosensory	24	W/Th/F	MS	Nursing Rehab	8	W
								RH Nursing Rehab 16 W/Th/F			

**VOCATIONAL NURSING PROGRAM
SUMMARY OF INSTRUCTIONAL PLAN PROGRAM HOURS**

PROGRAM: VOCATIONAL NURSING PROGRAM

DATE: 11-04-04

Article 5, Section 2532 (Curriculum Hours) and Section 2533 (Curriculum Content)
Vocational Nursing Rules and Regulations

Curriculum Content	Pre-requisites	Term 1	Term 2	Term 3	Term 4	Comments	Totals
Anatomy & Physiology		16.0	20.5	10.5	13.0		60.0
Nutrition		23.0	10.5	6.5	4.0		44.0
Psychology		2.0	6.5	12.0	3.5		24.0
Growth & Development		4.0	6.5	0.5	0.0		21.0
Fundamentals of Nursing		70.0	-	-	-		70.0
Nursing Process		6.0	12.0	10.0	6.0		34.0
Communication		6.0	1.5	3.5	0.5		11.5
Patient Education		4.0	4.0	6.0	4.0		18.0
*Pharmacology		22.0	15.0	18.0	7.5		62.5
Medical/Surgical Nursing		8.0	84.5	48.5	32.5		173.5
Communicable Disease		3.0	6.0	1.5	2.0		12.5
Gerontological Nursing		6.0	0.5	-	2.5		9.0
Rehabilitation Nursing		-	4.5	2.0	5.5	Senior Practicum	12.0
Maternity Nursing		-	-	-	13.5	SUPERVISION INTEGRATED	13.5
Pediatric Nursing		-	-	-	7.5		7.5
Leadership		-	-	5.0	-	Integrated w/ Supervision	5.0
Supervision		-	-	-	-	Integrated w/ Supervision	
Theory Hours		170	172	122	114	ROLE OF GRADUATES	578
	Pre-requisite	Term 1	Term 2	Term 3	Term 4	Break-out of Clinical Hours by Content:	Totals
Skills Lab		108	8	8	2	FUN CLINICAL 84 MEDSURG CLINICAL 608	692 124
Clinical Experience		96	192	280	288	SKILLS 108 PEDI 48 MAT CLINICAL 48	96 2
Clinical Hours		204	200	288	290	SKILLS 2	68
Total All Program Hours		374	372	410	404	OTHER (NAME) REHAB 32 LEADERSHIP 24 OTHER (NAME) GERIATRICS 12	982

*Pharmacology shall include:

- Knowledge of commonly used drugs and their actions
- Computation of dosages
- Preparation of medications
- Principles of Administration

Total Program Hours: **1560**

If some hours are integrated (not directly counted) please show these hours within parentheses or brackets.

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

**COAST HEALTH CAREER COLLEGE
LVN PROGRAM
POLICY AND PROCEDURE**

Title: FACULTY EVALUATIONS, CLINICAL & THEORY

Page: 1 of 2

Approved by: _____

Effective: 3/09

POLICY:

Each Instructor in a Clinical or a Theory rotation will be evaluated by the Director Of Nursing (DON) or designee on a monthly and quarterly basis.

Criteria will be used as stated in the Instructors Position Description.

STANDARD OF CARE/STANDARD OF PRACTICE

Professionalism and Ethics

All Apply

PROCEDURE

- See attached forms
- Meet with the Instruction to review their performance.
- File the completed evaluation in the Instructors file.

POINTS OF EMPHASIS

Reference/Regulatory Requirements

Review Date:



**COAST HEALTH CAREER COLLEGE
INSTRUCTOR, THEORY
JOB EVALUATION**

Ratings: 5 = Excellent 4. = Good 3. = Average 2. = Poor 1. = Unacceptable

	PROFESSIONAL RESPONSIBILITIES	5	4	3	2	1	N/A
1.	Knows the scope of nursing practice.						
2.	Committed to fulfill legal responsibilities of good nursing practice.						
3.	Takes responsive action when unprofessional conduct occurs.						
4.	Is competent and assures students are competent to perform assigned duties.						
5.	Adheres to school policies and procedures.						
	THEORY/CLINICAL RESPONSIBILITIES						
1.	Prepares for the days lecture.						
2.	Identifies objectives to be met prior to each days lecture.						
3.	Prepares/reviews exams prior to exam date.						
4.	Has knowledge of subject matter.						
5.	Use appropriate dynamics, other materials/tools as reference for presentations.						
6.	Encourages participation and discussion of subject matter.						
7.	Presents lecture material in an organized manner.						
	LEADERSHIP RESPONSIBILITIES						
1.	Arrives to class on time.						
2.	Uses class time efficiently. Gives breaks, lunch and dismissal times accordance to policy.						
3.	Post available hours for students to receive counseling.						
4.	Monitors grades, attendance records.						
5.	Enters computer grades, progress reports timely.						
6.	Adheres to dress code & enforces student dress code.						
7.	Complies with policies of remediation and re-testing						
8.	Maintains weekly theory objectives.						
9.	Follows Term calendar and syllabus outline.						
10.	Informs Don/ADON of students who are failing.						
11.	Attends Faculty meetings.						

Comments: _____

Instructor: _____ DON: _____
Date: _____

April 2009

**COAST HEALTH CAREER COLLEGE
INSTRUCTOR, CLINICAL
JOB EVALUATION**

Ratings: 5 = Excellent 4. = Good 3. = Average 2. = Poor 1. = Unacceptable

	PROFESSIONAL RESPONSIBILITIES	5	4	3	2	1	N/A
1.	Knows the scope of nursing practice.						
2.	Committed to fulfill legal responsibilities of good nursing practice.						
3.	Takes responsive action when unprofessional conduct occurs.						
4.	Is competent and assures students are competent to perform assigned duties.						
5.	Adheres to school policies and procedures.						
	CLINICAL RESPONSIBILITIES						
1.	Prepares for the days clinical experience						
2.	Identifies objectives to be met prior to each day's clinical experience.						
3.	Has competence & knowledge of the clinical specialty.						
4.	Uses appropriate patient assessment in student assignments						
5.	Assists students in acquiring clinical skills pertinent to the Term.						
6.	Encourages participation in pre-post conferences.						
	LEADERSHIP RESPONSIBILITIES						
1.	Arrives to clinical on time.						
2.	Uses clinical time efficiently. Gives breaks, lunch and dismissal times according to policy.						
3.	Posts "Clinical Objectives" on Facility bulletin board.						
4.	Post student assignments						
5.	Monitors attendance/tardiness of students & reports to Theory Instructor mid-term and the final records.						
6.	Adheres to dress code & enforces student dress code.						
7.	Notifies DON/ADON of students progress, absences etc.						
8.	Follows Term calendar and syllabus outline						
9.	Attends Faculty meetings.						

Comments: _____

Instructor: _____ DON: _____

Date: _____

**COAST HEALTH CAREER COLLEGE
LVN PROGRAM
POLICY AND PROCEDURE**

Title: FACILITY EVALUATION, CLINICAL ROTATION

Page: 1 of 1

Approved by: _____

Effective: 3/09

POLICY:

Coastal Health Career College is dedicated to facilitate clinical experiences, teamwork and positive relationships with all members of the facility.

To accomplish this, each facility will be given an evaluation form to complete at the end of each Term.

STANDARD OF CARE/STANDARD OF PRACTICE

Professionalism and Ethics

PROCEDURE

1. Instructors are to hand out the evaluation forms to the facility members at the end of the rotation.
2. Collect the forms and return to the school so they may be reviewed by the Faculty.

POINTS OF EMPHASIS

- Faculty will respond to the facility if there are issues or concerns to be dealt with.
- See attached form.

Reference/Regulatory Requirements

Review Date:

Theory Performance Report

__ Monthly __ Quarterly

Student _____ Term: _____ Date _____

Instructor: _____

Subject: _____

Subject/ System	Quiz #	Test #	Grade
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11.			

Final Grade: _____

Tardiness _____

Absences _____

Recommendation: _____

Instructor: _____

Student: _____

VN Program Director: _____

**COAST HEALTH CAREER COLLEGE
LVN PROGRAM
POLICY AND PROCEDURE**

Title: STUDENT CLINICAL SITE EVALUATION

Page: 1 of 1

Approved by: K McEnty RN MA

Effective: 3/09

POLICY:

At the end of the rotation on a clinical site, the student will be requested to evaluate their experience.

The evaluations will be given to the students by their Instructor and returned to the Faculty for review.

The student will be informed of the overall summary done by the Faculty and if concerns were discussed and resolutions reached.

STANDARD OF CARE/STANDARD OF PRACTICE

Professionalism and Ethics
Communication

PROCEDURE

POINTS OF EMPHASIS

Reference/Regulatory Requirements

Review Date:

COAST HEALTH CAREER COLLEGE

Clinical Site Evaluation **(done by the student** after each clinical rotation).

Check the number that best described the facility in the following listing:
 Key: 5 = Excellent 4 = Good 3 = Average 2 = Poor 1 = Unacceptable

		5.	4.	3.	2.	1.
1.	Clinical objectives were able to be met					
2.	There was varied clinical experiences					
3.	There was access to the chart and supplies					
4.	The facility staff were accommodating					
5.	Other departments were available to use (GI, ER, OR)					
6.	Your overall facility experience					

Please indicate any comments for improvement at this facility.

Would you seek employment at this facility? _____ If not, why?

Student Name (optional) _____

Date: _____

**COAST HEALTH CAREER COLLEGE
LVN PROGRAM
POLICY AND PROCEDURE**

Title: EVALUATIONS, CLINICAL INSTRUCTOR AND SITE

Page: 1 of 2

Approved by: Kary M. Lutz RN MA

Effective: 3/09

POLICY:

The Program Director or Director of Nursing will evaluate the Clinical Instructor at the facility on a quarterly basis.

Each facility is reviewed to determine if the student's clinical objectives are being met and the clinical objectives which students are expected to master are posted on the patient care units.

A Clinical site evaluation will be conducted on a monthly basis to assure objectives are viewed and in place.

STANDARD OF CARE/STANDARD OF PRACTICE

All Apply

PROCEDURE

- The attached forms are used for these evaluations.

POINTS OF EMPHASIS

- Evaluations are maintained in a binder for review.

Reference/Regulatory Requirements

California Business and Professions Code, Division 2, 2534

Review Date:

**COAST HEALTH CAREER COLLEGE
LVN PROGRAM
POLICY AND PROCEDURE**

Title: INSTRUCTOR, THEORY PERFORMANCE REPORT

Page: 1 of 1

Approved by: _____

Effective: 3/09

I. POLICY:

Each theory Instructor will complete a performance report of the all students' progress on a monthly and quarterly basis.

II STANDARD OF CARE/STANDARD OF PRACTICE

All Apply

III PROCEDURE

1. Complete all areas of the attached form – one form per student.
2. Submit completed forms to the Program Director at the end of a month and at the end of a Term.
3. All recommendations will be discussed and the Faculty will be included in follow-up if necessary.

POINTS OF EMPHASIS

Reference/Regulatory Requirements

Review Date:

Coast Health Career Colleges

Vocational Nursing Program

Clinical site Evaluation (by VN Program Director) Monthly

Date: _____

Clinical Facility: _____

Term: _____

Instructor; _____ # of Students _____

Visited by : _____

Please check below the objectives met through this visit:

____ New Facility

____ Update contract information

____ Check assignments posting

____ Check objective posting

____ Orientation of new staff

____ Meet with Administration

____ Meet with education staff

____ Meet with clinical Instructor

Comments:

Plan:

Coast Health Educational Center – Vocational Nursing Program

CURRICULUM EVALUATION

I. Administration Evaluation of Curriculum

A. Theory /Clinical Instructors

1. The nursing administration will provide ongoing evaluation of the curriculum through quarterly faculty meetings.
2. Written and verbal evaluations will be conducted during the last quarter faculty meeting at the end of each semester . Discussions will consist of identification of objectives that may no longer meet the needs of the local community or changes that have occurred in Vocational Nursing Rules and Regulations. Current trends will be identified and the Director of Nursing will present any new material discussed at the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) meetings.

B. Clinical Sites

1. Nursing administration will make regular clinical visits and will solicit input from the Department of Nursing Education at the clinical facilities.

C. Students

1. Nursing Administration will review the comments made on the clinical , classroom and clinical site evaluation forms. These will be discussed with the staff at the appropriate faculty meetings.

D. Advisory Board

1. Biannually , at the advisory board meeting , curriculum will be discussed and suggestions for the changes will be solicited by nursing administration.

II. Implementation of Changes

- A. After all verbal and written evaluations are considered by administration , staff and the advisory committee , appropriate changes will be discussed with the assigned BVNPT consultant at which time , changes will be implemented accordingly.

Coast Health Career Colleges

Vocational Nursing Program
Quarterly

Clinical Instructor Evaluation (to be done by VN Program Director)

Clinical Site: _____

Date: _____

Instructor: _____

Term: _____

Tardiness/Absences/ Early Dismissal: _____ # occurrences _____

Clinical Objectives Posted: _____ Yes _____ NO

Assignment Posted : _____ Yes _____ NO

Phone List : _____ Calling Tree: _____

Review OF:

TERM Appropriate Goals _____

Evaluation reports mid term & Final _____

Skills appropriate for the Term: _____

Pre and Post conferences: _____

Comments: _____

Plan; _____

Instructor Performance: Excellent Good Average Fair Poor

Instructor's Signature _____

Date: _____

VN Program Director: _____

Date _____

Coast Health Educational Center -- Vocational Nursing Program

PROGRAM EVALUATION

I. Administration Evaluation of Instructor

A. Classroom Instructors

1. The Nursing Administration will provide ongoing evaluation of instructors through written evaluation and classroom visits.
2. Written evaluations will be conducted at the 30 day period , 90 day period , 180 day period and annually thereafter . Written evaluations will be consist of knowledge of the curriculum , presentation of materials , adherence of school policy , knowledge of current trends and include areas for the improvement and establishing goals . Classroom visits will be on a quarterly basis for evaluation of curriculum presentation and professional conduct.

B. Clinical Instructors

1. Nursing Administration will make clinical visits on a monthly and quarterly basis. Clinical evaluations will consist of adherence to Board of Nursing and Psychiatric Technicians (BVNPT) , hospital policy , knowledge of appropriate clinical objectives and professional conduct.

II. Student Evaluation of Instructor

A. Nursing Administration

1. Will review all student evaluations and make appropriate recommendations to the instructor.

B. Classroom Instructors

1. Nursing students will provide ongoing evaluation of instructors through a written evaluation at the close of each term.
2. Evaluation will include adherence to stated objectives , teaching methodologies , effectiveness of presentation and professional conduct.

Coast Health Educational Center – Vocational Nursing Program

C. Clinical Instructors

1. Nursing students will provide ongoing evaluation of instructors through a written evaluation at the close of each clinical rotation. Evaluation will include adherence to stated objectives , availability of instructor and professional conduct.

III. Administration Clinical Site Evaluation

A. Clinical Site

1. The Nursing Administration will provide continuing clinical site evaluation by visiting the hospital monthly and quarterly. At that time the administration will meet with appropriate hospital personnel to determine the effectiveness of the current clinical rotation , compliance with Board of Vocational Nursing and Psychiatric Technicians (BVNPT) regulations and ability to meet clinical objectives . A log will be kept of these visits to review overall evaluation , problem solving and establishment on mutual goals.

IV. Student Clinical Site Evaluation

A. Clinical Site

1. At the close of each rotation , the Nursing Student will provide continuing clinical site evaluation through a written report . Evaluation will include ability to meet clinical objectives , variety of clinical situations , and overall hospital experience.

Coast Health Educational Center – Vocational Nursing Program
Monthly Form

Clinical Site Evaluation (LOG)

(To be completed by Nursing Administration)

Date : _____ Time : _____

Clinical Facility : _____ Unit/s: _____

Term : _____ Instructor: _____

of Students _____ Visited BY : _____

Please check below the objectives met through this visit:

- | | |
|--|--|
| <input type="checkbox"/> New Facility visit | <input type="checkbox"/> Update contract information |
| <input type="checkbox"/> Check assignment posting | <input type="checkbox"/> Check objective posting |
| <input type="checkbox"/> Orientation of new staff | <input type="checkbox"/> Meet with Administration |
| <input type="checkbox"/> Meet with education staff | <input type="checkbox"/> Meet with clinical instructor |

Comments :

Plan :

Coast Health Educational Center – Vocational Nursing Program

INSTRUCTOR EVALUATION

Instructor: _____ Date : _____

The following is a list of items relative to the instructor's performance. Read each one carefully and circle the number that best describes the instructors performance.

RATINGS :

5 = Excellent 4 = Good 3 = Average 2 = Poor 1 = Unacceptable

- | | | | | | |
|---|---|---|---|---|---|
| 1. Arrives to class in timely manner | 5 | 4 | 3 | 2 | 1 |
| 2. Prepared for the day's lecture | 5 | 4 | 3 | 2 | 1 |
| 3. Exams are prepared and reviewed prior to exam date | 5 | 4 | 3 | 2 | 1 |
| 4. Identifies objectives to be met , prior to the beginning of each day's lecture | 5 | 4 | 3 | 2 | 1 |
| 5. Knowledge of subject matter. | 5 | 4 | 3 | 2 | 1 |
| 6. Utilizes appropriate dynamics. | 5 | 4 | 3 | 2 | 1 |
| 7. Presents lecture material in an organized manner. | 5 | 4 | 3 | 2 | 1 |
| 8. Utilizes visual aids accordingly. | 5 | 4 | 3 | 2 | 1 |
| 9. Encourages participation and discussion of subject matter by students. | 5 | 4 | 3 | 2 | 1 |
| 10. Exhibits leadership Adheres to school/program policies. | 5 | 4 | 3 | 2 | 1 |
| 11. Maintains professionalism in all subject presentations. | 5 | 4 | 3 | 2 | 1 |
| 12. Utilizes prepared notes as opposed to direct lecture from text. | 5 | 4 | 3 | 2 | 1 |
| 13. Utilizes current materials , books , articles and journals for lecture presentations | 5 | 4 | 3 | 2 | 1 |
| 14. Hours posted of availability for student counseling. | 5 | 4 | 3 | 2 | 1 |
| 15. Entry of computer grades , satisfactory progress reports and attendance kept up to date | 5 | 4 | 3 | 2 | 1 |
| 16. Utilizes class time efficiently , i.e... dismissals, breaks in accordance with instructional hours/plan | 5 | 4 | 3 | 2 | 1 |
| 17. Enforces student classroom dress code according to school policy | 5 | 4 | 3 | 2 | 1 |
| 18. Complies with Educational Assistance policy for students having difficulty in subject matter . | 5 | 4 | 3 | 2 | 1 |
| 19. Maintains weekly theory objectives. | 5 | 4 | 3 | 2 | 1 |

Comments:

Date

Program Director Signature

Instructor Signature

COAST HEALTH EDUCATIONAL CENTER

Vocational Nursing Program

CLASSROOM INSTRUCTOR EVALUATION

(To be completed by the student)

INSTRUCTOR _____ Clinical Site _____ Term _____

Following is a list of items relative to the instructors performance. Read each one carefully and circle the number that best describes your instructor's performance.

Ratings are :

- 5 = Excellent
- 4 = Good
- 3 = Average
- 2 = Poor
- 1 = Unacceptable

- | | | | | | |
|--|---|---|---|---|---|
| 1. Interest and enthusiasm in subject matter. | 5 | 4 | 3 | 2 | 1 |
| 2. Knowledge of the subject matter . | 5 | 4 | 3 | 2 | 1 |
| 3. Knowledge of the curriculum objectives . | 5 | 4 | 3 | 2 | 1 |
| 4. Professional behavior . | 5 | 4 | 3 | 2 | 1 |
| 5. Interest in students achievement . | 5 | 4 | 3 | 2 | 1 |
| 6. Ability to interest student in subject matter . | 5 | 4 | 3 | 2 | 1 |
| 7. Adheres to classroom scheduled times . | 5 | 4 | 3 | 2 | 1 |
| 8. Availability to meet with Lead Instructor . | 5 | 4 | 3 | 2 | 1 |
| 9. Examinations reflect curriculum objectives . | 5 | 4 | 3 | 2 | 1 |
| 10. Presentation of classroom lecture . | 5 | 4 | 3 | 2 | 1 |

11. What has your instructor done especially well this term ?

12. How can the learning experience be improved ?

13. Were the theory objectives appropriate for the term ?

Comments:

Student's Signature (Optional)

Date

Coast Health Educational Center – Vocational Nursing Program

THEORY PERFORMANCE REPORT

MONTHLY PROGRESS REPORT

Student : _____ Term : _____ Date: _____

Lead Instructor : _____

Subjects :	Quiz #	Test #	Grade
1. _____			
2. _____			
3. _____			
4. _____			
5. _____			
6. _____			
7. _____			
8. _____			
9. _____			
10. _____			
11. _____			
12. _____			

Final Grade :

Tardiness _____

Absences _____

Recommendation:

Lead Instructor Signature

Student Signature

COAST HEALTH EDUCATIONAL CENTER

Vocational Nursing Program

CLINICAL INSTRUCTOR EVALUATION

(To be completed by the student)

INSTRUCTOR _____ Clinical Site _____ Term _____

Following is a list of items relative to the instructors performance. Read each one carefully and circle the number that best describes your instructor's performance.

Ratings are :

- 5 = Excellent
- 4 = Good
- 3 = Average
- 2 = Poor
- 1 = Unacceptable

1. Interest and enthusiasm in clinical rotation .	5	4	3	2	1
2. Knowledge of the clinical experience .	5	4	3	2	1
3. Knowledge of the clinical objectives .	5	4	3	2	1
4. Professional behavior .	5	4	3	2	1
5. Interest in students achievements in clinical .	5	4	3	2	1
6. Ability to interest student in clinical experience .	5	4	3	2	1
7. Adheres to clinical scheduled times .	5	4	3	2	1
8. Availability to meet the Clinical Instructor .	5	4	3	2	1
9. Rotation reflects clinical objectives .	5	4	3	2	1
10. Pre – conference and Post conference related to the clinical rotation .	5	4	3	2	1

11. What has your instructor done especially well this rotation ?

12. How can the clinical experience be improved ?

13. Were the clinical objectives appropriate for the term ?

Comments :

Student's Signature

Date :

COAST HEALTH EDUCATIONAL CENTER

Vocational Nursing Program

CLINICAL SITE EVALUATION

(TO BE COMPLETED BY STUDENT)

CLINICAL SITE: _____

TERM: _____ DATE: _____

Following is a list of items relative to the clinical site. Read each one carefully and circle the number that best describes the facility.

Ratings are:

5 = Excellent
4 = Good
3 = Average
2 = Poor
1 = Unacceptable

1.	The ability to meet clinical objectives (AM's & PM's)	5	4	3	2	1
2.	Varied clinical experience	5	4	3	2	1
3.	Access to charts and materials	5	4	3	2	1
4.	Accommodating hospital staff.	5	4	3	2	1
5.	Ability to use other departments (i.e., GI Lab)	5	4	3	2	1
6.	Your overall hospital experience	5	4	3	2	1

Please include comments for improvement _____

Would you seek employment here? _____ If not, why? _____

STUDENT SIGNATURE (OPTIONAL)

DATE

Coast Health Educational Center – Vocational Nursing Program

STAFF EVALUATION FOR CLINICAL ROTATION

(To be completed by Clinical Site)

Clinical Site : _____ Unit : _____

1. Comments regarding students :

2. Comments regarding Instructors:

3. The rotation could be improved by :

4. Other Comments :

Nursing Education Department

Date :

COAST HEALTH EDUCATIONAL CENTER

Vocational Nursing Program

STUDENT PERFORMANCE EVALUATION

STUDENT NAME: _____

Following is a list of comments relative to the student's performance in the Nursing Program.

Ratings are :

- 5 = Excellent
- 4 = Good
- 3 = Average
- 2 = Poor
- 1 = Unacceptable

1. Relationship with peers, staff and others	5	4	3	2	1
2. Punctuality and attendance	5	4	3	2	1
3. Problem solving ability	5	4	3	2	1
4. Participation in coordinating patient care/procedures	5	4	3	2	1
5. Competence in patient education	5	4	3	2	1
6. Effectiveness as a team leader	5	4	3	2	1
7. Appearance and cleanliness	5	4	3	2	1
8. Alertness and cleanliness	5	4	3	2	1
9. Maturity of judgment	5	4	3	2	1
10. Reaction to criticism	5	4	3	2	1
11. Quality of work: accuracy, neatness, thoroughness in completion of assignments and duties in prescribed time	5	4	3	2	1
12. Behaviors indicating readiness and eagerness to learn and to apply the Nursing Process	5	4	3	2	1
13. Dependability: acceptance of responsibility and duties	5	4	3	2	1
14. Knowledge of subject matter: understands nursing concepts, nursing process and clients needs	5	4	3	2	1
15. Safety awareness: Adherence to institution's and patient safety standards	5	4	3	2	1

Comments: _____

Instructor Signature

Date

Coast Health Educational Center – Vocational Nursing Program

NCLEX REVIEW COURSE

(To be completed by the Graduate)

Instructor _____

Following is a list of items relative to the instructors performance. Read each one carefully and circle the number that best describes your instructor's performance.

RATINGS :

- 5 = Excellent
- 4 = Good
- 3 = Average
- 2 = Poor
- 1 = Unacceptable

- | | | | | | |
|--|---|---|---|---|---|
| 1. Interest and enthusiasm in subject matter . | 5 | 4 | 3 | 2 | 1 |
| 2. Knowledge of subject matter . | 5 | 4 | 3 | 2 | 1 |
| 3. Knowledge of NCLEX testing procedure. | 5 | 4 | 3 | 2 | 1 |
| 4. Professional behavior . | 5 | 4 | 3 | 2 | 1 |
| 5. Interest in student's achievement. | 5 | 4 | 3 | 2 | 1 |
| 6. Ability to interest students in subject matter. | 5 | 4 | 3 | 2 | 1 |
| 7. Adheres to scheduled times and dates . | 5 | 4 | 3 | 2 | 1 |
| 8. Presentation of review materials . | 5 | 4 | 3 | 2 | 1 |

9. How can the review program be improved ?

10. Did the review classes assist you in preparing for the NCLEX ? YES NO

11. Are the computerized practice NCLEX exams helpful ? YES NO

COMMENTS :

GRADUATE SIGNATURE (OPTIONAL)

DATE



Coast Health Career College



TERM I
VN-Program

1741 W. Katella Avenue Anaheim, CA. 92804
Tel: (714) 776-8405 / Fax: (714) 776-8605

Coast Health Career College

Vocational Nursing Program

Term I

Curriculum Objectives

- At the completion of Term I, the student is expected to perform basic client care within the context of the fundamentals of nursing.

- Upon completion of this term, the student is expected to successfully participate in a complete care on one (1) client on a daily basis, demonstrating skills in:
 - Bedside Nursing Care
 - Client Hygiene and Environment
 - Client Safety
 - Communication Process
 - Basic Client Assessment
 - Application of Basic Nursing Skills

TERM I

TERM TITLE: Introduction to Client Centered Care 1A & 1B

TERM DESCRIPTION:

This term is designed to provide the students with an orientation to the college and an introduction to the role of the student nurse in the Nursing Profession. Discussion of policies and procedures applicable to the program will be included. This term will introduce concepts that are basic to nursing and principles underlying to Orem's Self Care Model for Nursing as the major core of the entire curriculum, and its application in the nursing process.

The term will include the fundamental portion of Term 1 that introduces the student to nursing incorporating basic skills and concept in client care. It provides the framework for developing the initial skills required for all subsequent specialty areas of clinical nursing practice. Nursing skills are utilized that assist the patient in meeting health care needs throughout the health continuum.

The course provides the following:

Length of course = 13 weeks

Hours of Theory = 170 Hours

Hours of Clinical = 96 Hours

Hours of Skills Lab = 108 Hours

Location:

- Classroom
- Nursing Skills Lab
- Skilled Nursing Facility

Vocational Nursing Program

Course Objectives

Term I

Medical/Surgical Nursing

Hours

Theory:	170
Clinical	96
Lab	108
Total Hours:	374

Course Description:

Designed to provide the student with an introduction to medical-surgical nursing. Emphasis is on the more acutely ill patient with common nursing and therapeutic dietary needs. Additional emphasis is on the application of knowledge and nursing care concerned with the introduction to vocational nursing, development and socio-cultural nursing, communication/nursing client, nursing process, vital signs, physical assessment, documentation, basic nursing skills, patient teaching, surgical nursing, introduction to nutrition, introduction to pharmacology. Included with the related nursing action is the administration of medications. Methods of Problem solving based on the nursing process are utilized.

Course Objectives:

Upon completion of this course, the student will:

1. Discuss nursing care for patients of diverse cultural background with common health problems.
2. Discuss the Nurse's roles in promoting positive mental health in the medical-surgical patients.
3. Discuss the nurse's role in promoting adaptive behavior in the medical-surgical patients.
4. Demonstrate a variety of communication technique is interaction with others.
5. Develop a teaching plan to promote positive adaptive behavior.
6. Discuss the theory involved in the performance of more advanced nursing procedures
7. Discuss the rationale involved in the performance of more advanced nursing procedure.

8. Utilizing the nursing process with guidance, provide therapeutic nursing measures to the medical-surgical patient.
9. Utilizing the nursing process with guidance, provide rehabilitative nursing measures to the medical-surgical patient.

VN 100**Introduction to Client Centered Care 1 A**

The term is designed to provide the student with an orientation to the college and an introduction to the role of the student nurse in the Nursing Profession. Discussion of all policies and the procedures applicable to the program will be included. The term will introduce the fundamental portion of Term 1 and will help develop initial skills in basic care required for all subsequent specialty areas of clinical nursing. Foundation of nursing concepts and nursing skills are utilized that assist the client in meeting health care needs.

- Unit Titles: VN 100**
- A. Introduction to Nursing
 - B. Growth & Development
 - C. Socio-cultural Nursing
 - D. Communication Process
 - E. Nursing Process
 - F. Vital Signs
 - G. Physical Assessment
 - H. Documentation/Reporting
 - I. Basic Nursing Skills
 - J. Geriatrics
 - K. Client/Family Teaching

VN 101**Introduction to Client Centered Care 1 B**

The term is designed to provide the student with an introduction to the concepts of surgical nursing. An introduction to Anatomy and Physiology, Nutrition and Diet Therapy and Pharmacological consideration in nursing care. This term will provide the student the necessary foundation of knowledge that is needed for progression of simple to complex concepts and procedures in the program.

- Unit Titles : VN 101**
- A. Introduction to Anatomy & Physiology
 - Medical Terminologies.
 - B. Care for Surgical Patient
 - Comfort, Pain and Sleep
 - C. Introduction to Nutrition / Diet Therapy
 - D. Introduction to Pharmacology
 - Review of Math
 - Therapeutic Classification of Drugs

Method of Evaluation

A minimum overall average of 80% is required for each theory segment. The following represents the equivalencies of grade assignments.

A = 92 - 100 %

B = 86 - 91 %

C = 80 - 85 %

Below 80 % = F

Bibliography

- * Christensen & Kockrow, Foundation of Nursing, 7th Edition
- * Rosdahl - Kowalski, Basic Nursing, 8th Edition
- * Chabner, Davi-Ellen, The Language of Medicine, 7th Edition
- * Hill & Howlett, Success in Vocational Nursing, 7th Edition
- * Roth-Townsend, Nutrition & Diet Therapy, 8th Edition
- * Rice, Jane, Medication & Mathematics for Nurses, 9th Edition
- * Taber's Cyclopedic Medical Dictionary, 19th Edition
- * Deglin, J.H., Drug Guide for Nursing 9th Edition
- * Christensen & Kockrow, Skills Performance Checklists (Foundation of Nursing), 7th Edition

Subject>Title: Clinical Objective Term I

Fundamentals

In the Clinical Setting:

1. Arrive at clinical at prescribed time with appropriate hygiene and uniform.
2. Participate in pre and post conference each clinical day.
3. Prepare for clinical assignments and apply principles of baseline assessment.
4. Utilize standard precautions in all care.
5. Perform proper handwashing techniques.
6. Perform CPR and/or choking maneuvers when appropriate.
7. Explain facility fire and disaster protocol and respond as needed.
8. Admit, transfer, and discharge a client.
9. Don and remove sterile gloves.
10. Use appropriate isolation technique.
11. Apply and monitor all types of restraints for safety and circulation.
12. Use appropriate body mechanics in all client care.
13. Position the client according to his or her needs.
14. Perform range of motion.
15. State the benefits of a mechanical lift for moving clients.
16. Administer a complete bed bath, partial bed bath, and shower.
17. Administer oral hygiene.
18. Shave a client.
19. Administer a shampoo.
20. Administer foot and care.
21. Administer perineal care.
22. Administer care for a client with an indwelling catheter.
23. Administer a back rub.
24. Make an occupied bed.
25. Make an unoccupied bed.

54. Apply a wet to dry dressing.
55. Irrigate a wound.
56. Maintain and monitor hemovac.
57. Assist the client with therapeutic meal planning.
58. Maintain client (NPO) nothing by mouth status.
59. Identify client's mental status pre and post-op condition.
60. Develop a nursing care plan.
61. Identify the client's self-care goal utilizing the Nursing Process.
62. Document according to hospital policy all information pertinent to client care.

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to :</p> <p>4. List the three (3) terminal objectives for the Vocational Nursing Program</p> <p>5. List four (4) time management strategies.</p> <p>6. List five (5) strategies to increase success potential.</p> <p>7. Identify the evolution of health care from early civilization to the 20th century.</p> <p>8. Identify the role of the Licensed Vocational Nurse</p>	<p>IV. A. Program Terminal Objectives B. Terminal Objective vs Dally Objectives C. Licensure</p> <p>V. A. Goal Setting B. Goal Prioritization C. Calendar Usage D. Self-Monitoring</p> <p>VI. A. Course Outline B. Text Organization C. Study Skills D. Skills Lab E. Library Handout</p> <p>VII. A. Primitive Cultures B. Ancient Times C. Age of Industrialization D. Modern Times</p> <p>VIII. A. Care Provider B. Communicator C. Teacher D. Facilitator E. Client Advocate</p>	<p>Lecture/Discussion</p> <p>Student Handbook</p> <p><i>Chapt 1</i></p> <p>Hill, Success in Voc Nursing Chapter 4 pp 53 - 66</p> <p>Ch 5 pp 66 - 76 , Ch 6 pp 78-96 Ch 7 pp 97 - 113</p> <p>Christensen, Foundation Chapter 1 pp 1 - 8</p> <p>Chapter 1 pp 15 - 17</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the skills lab...</p>

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>13. Identify five (5) legal issues that affect client care.</p> <p>14. List six (6) common causes of nursing law suits.</p>	<p>XIII. A. Legal and Ethical Issues</p> <ol style="list-style-type: none"> 1. Assault and Battery 2. Informed Consent 3. Slander and Li bel 4. False Imprisonment 5. Invasion of Privacy/ Confidentially <p>XIV. A. Medication Error</p> <ol style="list-style-type: none"> 1. Professional Liability/Liability Insurance <p>C. Falls</p> <p>D. Inadequate Client Assessment</p> <p>E. Unperformed Care</p> <p>F. Errors in transfer</p> <p>G. Failure to communicate/Incident Reports</p> <p>H. Malpractice/Negligence</p> <ol style="list-style-type: none"> 1. Reporting Abuse 	<p>Lecture / Discussion</p> <p>Hill Ch 18 pp 295 -321</p> <p>Video</p> <p>Foundations Ch 2 pp 19 – 29</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the skills lab...</p>

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>6. Identify Maslow Hierarchy of Needs</p> <p>7. Identify the factors that effect various cultures</p> <p>8. Identify the cultural variables that effect health care</p> <p>9. Identify the religious beliefs that effect health care delivery.</p>	<p>VI. A. Physiological Needs B. Safe and Security C. Love and Belongingness D. Self-Esteem E. Self actualization</p> <p>VII. A. Characteristics of Culture B. Cultural Influences</p> <p>VIII. A. Ethnocentrism B. Family C. Values D. Racial Identity E. Healing Beliefs F. Religious Beliefs G. Nutritional Beliefs H. Lanuage/Communication</p> <p>A. Judaism B. Islam C. Protestants D. Roman Catholics E. Jehovahs Witnesses F. Christian Scientists G. Amish</p>	<p>Lecture/Discussion</p> <p>Foundations Ch 1 pp 10-11</p> <p>Foundations Ch 7 pp 107 – 108</p> <p>Ch 7 pp 109-121</p> <p>Group Report</p> <p>Ch 7 pp113-118</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the skills lab...</p>

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>Cont. 5. List the five (5) steps of the nursing process and related actions, identifying the self-care concept.</p> <p>6. Identify the LVN's role in the Nursing Process</p>	<p>C. Planning</p> <ol style="list-style-type: none"> 1. Set Priorities <ol style="list-style-type: none"> a. List all Self-Care Deficits b. Determine Order of importance 2. Form Realistic Goals 3. Establish Realistic Patient centered outcomes 4. Document the quantity and quality of patient's response <p>D. Implementation</p> <ol style="list-style-type: none"> 1. Delegate Care 2. Nursing Action <p>E. Evaluation</p> <ol style="list-style-type: none"> 1. Reassess Client for Continuous development of self-care 2. Identify Progress based on Health Goals 3. Modify Plan <p>VI. A. Limitations B. Collaboration with RN</p>	<p>Lecture/Discussion</p> <p>Hill Ch 12 pp 196-199</p> <p>Hill Ch 12 pp 199-201</p> <p>Hill Ch 12 pp 202 – 203</p> <p>Hill Ch 12 pp 193</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the skills lab...</p> <p>Develop Nursing Care Plan</p>

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>4. Identify the routes used to obtain a temperature.</p> <p>5. Identify alternative methods used to obtain body temperature</p> <p>6. Define body pulse.</p> <p>7. List the factors that influence body pulse.</p> <p>8. Identify the methods used to obtain a pulse.</p>	<p>IV. A. Oral B. Axillary C. Rectal D. Tympanic</p> <p>V. A. Electronic B. Chemical</p> <p>VI. A. Heart Rate B. Stroke Volume</p> <p>VII. A. Exercise B. Heart/Fever C. Pain/Anxiety D. Unrelieved Pain E. Drugs F. Hemorrhage G. Postural Changes</p> <p>VIII. A. Peripheral B. Apical</p>	<p>Lecture/Discussion</p> <p>Foundations Ch 11 pp 205-213 Video</p> <p>Demonstration of the procedure for obtaining :</p> <p>Oral temperature Axillary temperature Rectal temperature Tympanic temperature</p> <p>Skills Guidelines Video</p> <p>Demonstration of the procedure for obtaining :</p> <ul style="list-style-type: none"> . Radial pulse . Brachial pulse . Apical pulse . Popliteal pulse . Pedal pulse <p>Foundations Ch 11 pp 216 , 214</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the Skills Lab Perform the procedures for obtaining :</p> <p>Oral temperature Axillary temperature Rectal temperature Tympanic temperature</p> <p>Perform the procedure for obtaining:</p> <ul style="list-style-type: none"> . Radial pulse . Brachial pulse . Apical pulse . Popliteal pulse . Pedal pulse

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>14. Identify alternative methods used to obtain respiratory rates.</p> <p>15. Define blood pressure.</p> <p>16. List the factors that influence blood pressure,</p> <p>17. State procedures to obtain blood pressure</p>	<p>XIV. A. Apnea Monitor B. Invasive</p> <p>XV. A. Systolic B. Diastolic</p> <p>XVI. A. Age B. Anxiety C. Drugs D. Hormones E. Diurnal Variations</p> <p>XVII. A. Placement B. Stethoscope C. Korotkoff Sounds</p>	<p>Lecture / Discussion</p> <p>Demonstration of the procedure for obtaining :</p> <p>Blood Pressure</p> <p>Video</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the Skills lab</p> <p>Perform the procedure for obtaining</p> <p>Blood Pressure</p>

Coast Health Career College
Vocational Nursing Program

TERM I

Course Title : Introduction to Client Centered Care I – A
Unit Title : Physical Assessment

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>1. Identify the purposes of a physical assessment</p> <p>2. Identify disease origins.</p> <p>3. Identify the nursing interventions when performing a physical assessment.</p>	<p>I. A. Evaluates Health Care Problems B. Evaluates Changes in Status C. Identifies Care Needed</p> <p>II. A. Heredity B. Congenital C. Infectious D. Metabolic E. Deficiencies F. Neoplastic G. Traumatic H. Environmental</p> <p>III. A. Interview Client B. Review of Systems C. Determine Status of Each System D. Special Collections E. Identify Problem Areas</p>	<p style="text-align: center;">Lecture/Discussion</p> <p>Foundations Ch 4 pp 60 – 62</p> <p>Video</p> <p>Foundations Ch 4 pp 49 – 59</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the skills Lab Perform the procedure for obtaining :</p> <p>Health History of the client</p> <p>Demonstrate how to use:</p> <p>Communication process in interviewing the client</p>

Coast Health Career College

Vocational Nursing Program

TERM I

Course Title : Introduction to Client Centered Care I – A

Unit Title : Documentation/Reporting and Computers

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>1. List five (5) purposes for written client records.</p> <p>2. Identify abbreviations utilized in charting.</p> <p>3. State the four (4) accepted methods of charting utilized in the clinical facilities.</p>	<p>I. A. Written Communication B. Permanent Accountability C. Legal Record of Care D. Teaching E. Data Collection</p> <p>II. A. Individual Hospital Policy B. Traditional</p> <p>III. A. Narrative Notes (Traditional) B. Problem-Oriented Medical Recording (POMR) (SOAPIE) C. Focus (DAR E) and (PIE)</p>	<p style="text-align: center;">Lecture/Discussion</p> <p>Foundations Ch 6 pp 89 – 93</p> <p>Foundations Ch 6 pp 98, 100 Video Handout and Samples Demonstration of the procedure for</p> <p>* Narrative charting * Data Collection * Focus Charting * Flow Sheet * Abbreviation</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the Skills Lab Perform the following procedure :</p> <p>* Narrative charting * Data Collection * Focus Charting * Flow Sheet * Abbreviation</p>

Coast Health Career College
Vocational Nursing Program

TERM I

Course Title : Introduction to Client Centered Care I – A

Unit Title : Basic Skills/Cardiopulmonary Resuscitation (CPR)

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <ol style="list-style-type: none"> 1. List the reasons for CPR intervention. 2. Identify legal and ethical implications for CPR. 3. List the steps in performing One-Rescuer resuscitation on an adult. 4. List the steps in performing Two-Rescuer resuscitation on an adult. 	<ol style="list-style-type: none"> I. <ol style="list-style-type: none"> A. Victims of "Sudden Death" B. Cardiac Arrest II. <ol style="list-style-type: none"> A. Legal Implications <ol style="list-style-type: none"> 1. Good Samaritan Act 2. Certification in Basic Life Support (BLS) B. Ethical Implications <ol style="list-style-type: none"> 1. Motivation 2. Fear 3. Disease III. <ol style="list-style-type: none"> A. Airway B. Breathing C. Circulation 	<p style="text-align: center;">Lecture/Discussion</p> <p>American Heart Association Booklet – CPR</p> <p>Demonstration of the procedure for</p> <ul style="list-style-type: none"> * Adult CPR <ol style="list-style-type: none"> 1. witnessed victim 2. unwitnessed victim * Infant/Child * Response to choking victim <p>Foundations Ch 23 pp 614 - 616</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the Skills Lab Perform the following procedure :</p> <ul style="list-style-type: none"> * Adult CPR <ol style="list-style-type: none"> 1. witnessed victim 2. unwitnessed victim * Infant/Child * Response to choking victim

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TERM I

Course Title : Introduction to Client Centered Care I – A
Unit Title : Basic Skills/Body Mechanics

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>1. State the principles of body mechanics.</p>	<p>I A. Principles of Body Mechanics 1. Nursing Safety 2. Client Safety</p> <p>B. Body Mechanics Safety 1. Nurse a. Base of Support b. Alignment c. Stooping d. Midline 2. Client a. Comfort b. Movement</p> <p>C. Nursing Intervention a. Rationale b. Procedure</p>	<p style="text-align: center;">Lecture/Discussion</p> <p>Foundations Ch 13 pp 269-270</p> <p>Video</p> <p>Demonstration of proper use of Body Mechanics :</p> <ul style="list-style-type: none"> * Standing * Sitting * Stooping * Lifting Weight * Carrying weight * Pushing * Pulling <p>Foundations Ch 13 pp 282 – 283</p> <p>Note ; Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In Skills Lab</p> <p>Perform procedure on proper use of Body Mechanics :</p> <ul style="list-style-type: none"> * Standing * Sitting * Stooping * Lifting Weight * Carrying weight * Pushing * Pulling

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TERM I

Course Title : Introduction to Client Centered Care I – A
Unit Title : Basic Skills/Safety

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>1. Identify the risk factors associated with client safety.</p> <p>2. List Safety precautions to limit the potential for client accidents in the clinical facility.</p>	<p>I. A. Left Handed 1. Procedures 2. Room Environment B. Falls C. Age D. Hospital Environment 1. Lightning 2. Floors 3. Electrical Outlets. 4. Labeling 5. Call Lights 6. Bed Position / Side rails D. Medication</p> <p>II. A. Signaling for Assistance B. Identification of Client C. Safe use of Safety Reminder devices (SRD) D. Omnibus Budget Reconciliation Act 1987 E. Environmental</p>	<p style="text-align: center;">Lecture/Discussion</p> <p>Foundations Ch 13 pp 268-277 Video</p> <p style="text-align: center;">Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In skills Lab Demonstration of the Procedure on how to orient/set –up the client in the hospital environment :</p> <ul style="list-style-type: none"> * Left-handed Client * Falls * Client according to Age needs * Medication

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>Cont.</p> <p>3. Identify the causes of disease.</p> <p>4. Identify the human bodies normal defense mechanisms against infection.</p> <p>5. Identify Nosocomial Infection.</p>	<p>B. Fungi</p> <ol style="list-style-type: none"> 1. Coccidiomycosis 2. Histoplasmosis 3. Candida Albicans <p>C. Protozoa</p> <ol style="list-style-type: none"> 1. Pneumocystis Carinii 2. Malaria 3. Toxoplasmosis <p>IV. A. Skin B. Mouth C. Respiratory Tract D. Urinary Tract E. Gastrointestinal F. Vagina</p> <p>V. A. Exogeneous Infectious B. Endogeneous Infections</p>	<p>Lecture/Discussion</p> <p>Foundations Ch 12 pp 235 – 239</p> <p>Demonstration of procedure for :</p> <ul style="list-style-type: none"> * Handwashing * Gloving * Gowning * Masking * Double bagging * Isolation Technique * Disinfectant * Sterilization Techniques <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the Skills lab</p> <p>Perform the procedure for :</p> <ul style="list-style-type: none"> * Handwashing * Gloving * Gowning * Masking * Double bagging * Isolation Technique * Disinfectant * Sterilization Techniques <p>Demonstration of procedure for :</p> <ul style="list-style-type: none"> * 2 minute scrub * Handwashing

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>9: List eight (8) common practices of Medical Asepsis.</p> <p>10. State seven (7) principles of sterile technique</p> <p>11. State the definition of infection control as defined by regulatory agencies.</p>	<p>IX. A. Anti-Microbial Agents B. Hand Washing C. Uniforms D. Hair/Shoe Covers E. Gloves F. Mask G. Goggles H. Disposal of Sharps</p> <p>X. A. Sterile to sterile B. Placing on Sterile Field C. Field out of range of vision D. Exposure to Air E. Contact with wet surface F. Fluids flows-gravity G. Edges of sterile field</p> <p>X. A.Center for Disease Control B. OSHA Regulations C. Hospital Practice</p>	<p>Lecture/Discussion</p> <p>Video</p> <p>Foundations Ch 12 pp 240 – 241</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p>

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>Cont.</p> <p>2. Identify the procedure used to admit a client to an acute care hospital.</p> <p>3. Identify the nursing responsibilities when performing a client transfer</p> <p>4. Identify the nursing responsibilities when performing a client discharge.</p>	<p>C. Nursing Consideration:</p> <p>I. Legal Aspects</p> <p>a. Care of Valuables</p> <p>b. Nursing Care Plan within 24 Hours</p> <p>c. Advance Directives</p> <p>d. Patient Bill of Rights</p> <p>2. New Client Orientation</p> <p>3. Obtain History</p> <p>4. Initial Nursing Assessment</p> <p>III. A. Accommodate Specific Request</p> <p>B. Prioritize Clients's Care Needs</p> <p>C. Correct Service Transfer</p> <p>C. Isolation Needs</p> <p>IV. A. Client Teaching</p> <p>B. Against Medical Advice</p> <p>C. Completing Client's Chart</p> <p>D. Discharge Protocol</p>	<p>Lecture/Discussion</p> <p>Foundations Ch 10 pp 188 – 190</p> <p>Demonstration of Procedure for : (Lab Partner)</p> <p>* Gathering Information</p> <p>* Inventory Checklist</p> <p>* Obtain History</p> <p>Foundations Ch 10 pp 188 , 191- 201</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the Skills Lab Perform the Procedure for : (Lab Partner)</p> <p>* Gathering Information</p> <p>* Inventory Checklist</p> <p>* Obtain History</p>

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>Cont.</p> <p>3. State the intervention for hygiene and environment.</p> <p>4. List the steps for performing oral care on a client.</p>	<p>B. Procedures</p> <ol style="list-style-type: none"> 1. Complete Bed Bath 2. Partial Bed Bath 3. Towel 4. Tub and Shower 5. Sitz Bath 6. Temperature Reduction 7. Medicated <p>C. Nursing Interventions</p> <ol style="list-style-type: none"> 1. Rationale 2. Procedure <p>IV. A. Rationale</p> <ol style="list-style-type: none"> 1. Hygiene 2. Prevention of Disease <p>B. Types</p> <ol style="list-style-type: none"> 1. Oral 2. Dentures <p>B. Nursing Interventions</p> <ol style="list-style-type: none"> 1. Rationale 2. Procedure 	<p>Lecture/Discussion</p> <p>Foundations Ch 17 pp 345 – 350 Video</p> <p>Demonstration of the procedure for administering :</p> <ul style="list-style-type: none"> * complete bed bath * partial bath * sitz bath. * temperature reduction * sponge bath <p>Demonstration of the procedure for:</p> <ul style="list-style-type: none"> * oral care <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the skills lab Perform the procedure for:</p> <ul style="list-style-type: none"> * complete bed bath * partial bath * sitz bath * temperature reduction * sponge bath <p>Perform the procedure for:</p> <ul style="list-style-type: none"> * oral care

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>9. State the steps for perineal care on a client.</p> <p>10. State the steps utilized for administration of a back rub.</p> <p>11. State the steps for bed making.</p>	<p>IX. A. Purpose</p> <ol style="list-style-type: none"> 1. Hygiene 2. Disease Prevention 3. Odor Elimination <p>B. Procedure</p> <ol style="list-style-type: none"> 1. Male 2. Female <p>C. Nursing Interventions</p> <ol style="list-style-type: none"> 1. Rationale 2. Procedure <p>X. A. Rationale</p> <ol style="list-style-type: none"> 1. Relaxation 2. Circulation <p>B. Procedure</p> <ol style="list-style-type: none"> 1. Client Privacy 2. Amount of Pressure <p>C. Nursing Interventions</p> <ol style="list-style-type: none"> 1. Rationale 2. Procedure <p>XI. A. Purpose</p> <ol style="list-style-type: none"> 1. Comfort 2. Prevent Spread of Disease <p>B. Types</p> <ol style="list-style-type: none"> 1. Occupied 2. Unoccupied <p>C. Nursing Interventions</p> <ol style="list-style-type: none"> 1. Rationale 2. Procedure 	<p>Lecture/Discussion</p> <p>Foundation Ch 17 359 – 363 Video</p> <p>Demonstration of the procedure for:</p> <p>* peri-care</p> <p>* back rub * bed making</p> <ol style="list-style-type: none"> 1. occupied 2. unoccupied <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the Skills Lab Perform the procedure for:</p> <p>* peri-care</p> <p>* back rub * bed making</p> <ol style="list-style-type: none"> 1. occupied 2. unoccupied

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>3. State five (5) positions used for client comfort and proper body alignment.</p> <p>4. State the principles in transferring a client.</p> <p>5. List guidelines for the use of assistive devices in ambulation.</p> <p>6. State the importance of range of motion</p>	<p>III. A. Supine B. Lateral (Side-Lying) C. Prone D. Fowler's E. Sim's</p> <p>IV. A. To & From Stretcher B. Bed to Chair & Chair to Bed</p> <p>V. A. Canes B. Walkers C. Crutches D. Gait Belts</p> <p>VI. A. AROM B. PROM C. AAROM</p>	<p>Lecture/Discussion</p> <p>Demonstration on lab partner the procedure for :</p> <ul style="list-style-type: none"> * Supine * prone * Sim's * Lateral * Fowler's <p>Transfer:</p> <ul style="list-style-type: none"> * bed to wheelchair * wheelchair to bed * stretcher to bed * bed to stretcher <p>Demonstration of the procedure for:</p> <ul style="list-style-type: none"> * cane * crutches * walker * gait belt * joint – range –of–motion, <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the Skills Lab Perform on lab partner the procedure for :</p> <ul style="list-style-type: none"> * Supine * prone * Sim's * Lateral * Fowler's <p>Transfer:</p> <ul style="list-style-type: none"> * bed to wheelchair * wheelchair to bed * stretcher to bed * bed to stretcher <p>Demonstration of the procedure for:</p> <ul style="list-style-type: none"> * cane * crutches * walker * gait belt <p>* joint – range –of–motion</p>

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>3. Define incontinence</p> <p>4. List six (6) types of incontinence.</p> <p>5. List seven (7) factors that affect intestinal elimination.</p> <p>6. Identify characteristics of normal stool.</p>	<p>III. A. Etiology B. Management</p> <p>IV. A. Stress B. Urge C. Functional D. Reflex E. Total F. Overflow</p> <p>V. A. Amount of Food Consumed B. Type C. Fluid Intake D. Cycling E. Drugs F. Nervous Tension G. Exercise</p> <p>VI. A. Amount B. Color C. Odor D. Consistency E. Components</p>	<p>Lecture/Discussion</p> <p>Foundations Ch 17 pp 480</p> <p>Note: Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p>

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>11. State the steps utilized in the collection of urine.</p> <p>12. State the steps utilized for stool specimen collection.</p>	<p>XI. A Routine Urinalysis B. Urine Culture C. 24 hour Urine Collection D. Clean Catch/Midstream E. Sugar and Acetone Testing F. Obtaining Specimen from Catheter G. Standard Precautions</p> <p>XII. A. Purpose 1. Diagnosis 2. Treatment B. 1. Occult 2. Ova and Parasites C. Nursing Interventions 1. Rationale 2. Procedure</p>	<p>Lecture/Discussion</p> <p>Demonstration of the procedure for :</p> <ul style="list-style-type: none"> * obtaining urine for UA * 24 Hour urine collection * Collection of sputum specimen * Collection of stool for O & P * Stool for Occult Blood <p>Foundations 17 pp 375 – 392</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the Skills Lab Perform the procedure for :</p> <ul style="list-style-type: none"> * obtaining urine for UA * 24 Hour urine collection * Collection of sputum specimen * Collection of stool for O & P * Stool for Occult Blood

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>4. State the Classifications decubitus ulcers.</p> <p>5. State common treatments for decubitus ulcers.</p> <p>6. List the steps utilized in changing a clean dressing.</p>	<p>IV. A. Stage I B. Stage II C. Stage III D. Stage IV</p> <p>V. A. Cleaning Solution B. Dressing 1. Gauze 2. Transparent 3. Hydrocolloid</p> <p>VI. A. Removal of Dressing B. Measurement of Site C. Cleansing D. Redressing D. Disposal of contaminated waste</p>	<p>Lecture/Discussion</p> <p>Foundations pp 413 , 419 – 426 Video Handouts</p> <p>Demonstration of the procedure for</p> <p>* pressure care</p> <p>Demonstration of the procedure for</p> <p>* clean dressing change</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the Skills Lab Perform the procedure for</p> <p>* pressure care</p> <p>Perform the procedure for</p> <p>* clean dressing change</p>

Coast Health Career College
Vocational Nursing Program

TERM I

Course Title : Introduction to Client Centered Care I – A

Unit Title : Basic Skills/Insertion and Maintenance of Nasogastric Tubes

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>1. State rationale for insertion of Nasogastric tubes.</p> <p>2. List the types of Nasogastric tubes.</p> <p>3. List the nursing management principles involving a Nasogastric tube.</p>	<p>I. A. Gavage B. Lavage C. Diagnostic D. Decompression</p> <p>II. A. Size B. Purpose C. Flexibility</p> <p>III. A. Insertion B. Irrigation C. Suction D. Feeding E. Removal</p>	<p align="center">Lecture/Discussion</p> <p>Foundations Ch 19 pp 530 – 537 Video</p> <p>Demonstration of procedure for :</p> <ul style="list-style-type: none"> * Insertion of NG tube * Check for placement * Irrigation * Intermittent bolus feeding * Continuous feeding <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the Skills lab Perform the procedure for :</p> <ul style="list-style-type: none"> * Insertion of NG tube * Check for placement * Irrigation * Intermittent bolus feeding * Continuous feeding

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>4. State nursing responsibilities in a dying client and family</p> <p>5. Explain legal issues on Death and Dying.</p>	<p>IV. A. Physical B. Emotional C. Intellectual D. Social E. Spiritual</p> <p>V. 1. A. Euthanasia B. Do Not Resuscitate (DNR) C. Advanced Directives D. Organ donations E. Dying Persons Bill of Rights</p> <p>2. A. Autopsy B. Body Preparation C. Documentation D. Family</p>	<p>Lecture/Discussion</p> <p>Handout</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the Skills lab Demonstrate the procedure for :</p> <p>* post-mortem care</p>

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>2. List the factors that affect the surgical outcome.</p> <p>3. Identify the nursing interventions for the perioperative client</p>	<p>II. A. Age B. Physical Condition C. Nutrition D. Psychological E. Socio-Economic F. Cultural G. Education H. Experience</p> <p>III. A. Pre-op Teaching 1. Explanation of Procedure 2. Expected Outcome 3. Plan of Care B. Preparation 1. Lab and X-ray 2. Informed consent 3. Preparation a. G.I. b. Skin c. Respiratory d. Circulatory e. Vital Signs f. Genitourinary g. Wound h. Pain i. Tubes j. Anesthesia 4. Surgical Check List a. Valuables b. Prosthesis 5. Pre-op Medications</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 2 pp 23 – 39</p> <p>Handout (Basic Nursing –Rosdahl) Video</p> <p>Demonstration of the procedure for :</p> <ul style="list-style-type: none"> * Surgical Prep * Controlled Coughing * Post-op Breathing techniques * Leg exercises <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the Skills Lab Perform the procedure for :</p> <ul style="list-style-type: none"> * Surgical Prep * Controlled Coughing * Post-op Breathing techniques * Leg exercises

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>Cont. 5. State the Nursing Interventions in general post-op care.</p> <p>6. State the interventions for antiemboli stockings.</p>	<p>2. Complications</p> <ul style="list-style-type: none"> a. Evisceration b. Dehiscence <p>B. Respiratory</p> <ul style="list-style-type: none"> 1. TCB 2. Spirometry 3. Leg Exercises <p>C. Circulation</p> <ul style="list-style-type: none"> 1. CMS checks 2. Leg Exercises <p>D. Fluids</p> <ul style="list-style-type: none"> 1. Oral 2. Intravenous (IV) <p>E. Nutrition</p> <p>F. Documentation</p> <p>VI. A. Purpose</p> <ul style="list-style-type: none"> 1. Prevention of Emboli 2. Promotes circulation <p>B. Types</p> <ul style="list-style-type: none"> 1. TEDS 2. Mechanical <p>C. Nursing Interventions</p> <ul style="list-style-type: none"> 1. Rationale 2. Procedure 	<p>Lecture/Discussion</p> <p>Video</p> <p>Townsend Ch 22 pp 407 – 414</p> <p>Demonstration of the procedure for :</p> <ul style="list-style-type: none"> * Application of Anti-emboli stockings <p>Adult Health Ch 2 pp 32 – 33</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the Skills Lab Perform the procedure for :</p> <ul style="list-style-type: none"> * Application of Anti-emboli stockings

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>12. State the interventions for dressing.</p> <p>13. Identify the characteristics of wound drainage.</p> <p>14. State the nursing interventions in drainage systems.</p>	<p>C. Nursing Interventions</p> <ol style="list-style-type: none"> 1. Rationale 2. Procedure <p>XIII. A. Color B. Amount C. Consistency D. Odor</p> <p>XIV. A. Purpose</p> <ol style="list-style-type: none"> 1. Facilitate Removal of Drainage 2. Collection of Drainage <p>B. Types</p> <ol style="list-style-type: none"> 1. Open <ol style="list-style-type: none"> a. Penrose Drain b. Tubes 2. Closed <ol style="list-style-type: none"> a. Hemovac b. Jackson-Pratt c. Davol <p>C. Nursing Interventions</p> <ol style="list-style-type: none"> 1. Rational 2. Procedure 	<p style="text-align: center;">Lecture/Discussion</p> <p>Foundations Ch 19 pp 413 – 418</p> <p>Foundations Ch 19 pp 423 – 426</p> <p>Foundations Ch 19 pp 427 – 429 Video</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p>

**Coast Health Career College
Vocational Nursing Program**

TERM I

Course Title : Introduction to Client Centered Care I – B
Unit Title : Intro to Surgical Nursing/ Comfort , Pain and Sleep

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>1. State the concept of pain in nursing</p> <p>2. Discuss the physiological responses to pain.</p> <p>3. Differentiate types of Pain</p>	<p>I. A. Definition B. Classification of Pain 1. Acute 2. Chronic C. Characteristics of Pain D. Factors Influencing pain</p> <p>II. A. Activation B. Adaption</p> <p>III. A. Superficial B. Deep or Visceral C. Referred D. Intractable E. Psychogenic F. Phantom Limb pain</p>	<p align="center">Lecture/Discussion</p> <p>Handout (Basic Nursing - Rosdahl) – Ch 55 pp 733- 739</p> <p align="center">Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p>

Coast Health Career College
Vocational Nursing Program

TERM I

Course Title : Introduction to Client Centered Care I – B
Unit Title : Anatomy and Physiology

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>1. List anatomical terminology and positions.</p> <p>2. State the basic divisions of the human body.</p>	<p>I. A. Anterior B. Posterior C. Cranial D. Caudal E. Superior F. Inferior G. Medial H. Lateral I. Proximal J. Distal</p> <p>II. A. Body Planes 1. Sagittal 2. Coronal 3. Transverse B. Body Cavities 1. Axial 2. Appendicular</p>	<p style="text-align: center;">Lecture/Discussion</p> <p>Adult Health Ch 1 pp 1-2</p> <p>Chabner Ch 2 pp 50 –54</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p>

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>Cont. 3. List the six (6) classes of essential nutrients.</p> <p>4. State the functions of carbohydrates in nutrition.</p> <p>5. Identify the classifications of carbohydrates.</p> <p>6. Identify common food sources of carbohydrates.</p> <p>7. Identify the functions of proteins in nutrition.</p> <p>8. Identify common food sources of protein.</p>	<p>E. Minerals F. Water</p> <p>IV. A. Primary Function B. Secondary Functions</p> <p>V. A. Simple Carbohydrates B. Complex Carbohydrates</p> <p>VI. A. Grains B. Vegetables C. Fruits D. Sweets</p> <p>VII. A. Tissue Growth and Repair B. Wound Healing C. Digestion and Metabolism</p> <p>VIII. A. Animal sources B. Plant Sources</p>	<p>Lecture/Discussion</p> <p>Townsend Ch 4 pp 69 – 86</p> <p>Foundations Ch 20 pp 499 – 500</p> <p>Townsend Ch 6 pp 103 – 117 Foundations Ch 20 pp 502 – 503</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p>

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>16. Identify the abnormalities associated with vitamin deficiencies.</p> <p>17. Identify the classification of minerals.</p> <p>18. Identify the function of minerals in nutrition.</p> <p>19. Identify the functions of water in the body.</p> <p>20. Identify the factors that affect daily water requirements.</p>	<p>XVI. A. Scurvy B. Anemia C. Jaundice D. Hemorrhage E. Rickets (Children) F. Osteomalacia (Adults)</p> <p>XVII. A. Major Minerals B. Trace Minerals</p> <p>XVIII. A. Building Functions B. Regulating Functions</p> <p>XIX. A. Basic Nutrient for Life B. Principle Body constituent C. Electrolyte Balance</p> <p>XX. A. Life Cycle B. Activity C. Metabolic Changes D. Temperature E. Water Losses</p>	<p>Lecture/Discussion</p> <p>Townsend Ch 8 pp 144 – 168 Davis Appendix J pp 1151-1152 Handouts</p> <p>Townsend Ch 9 pp 169 – 178</p> <p>Foundations Ch 20 pp 510</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p>

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>27. Identify the nutritional value of fast foods.</p> <p>28. Identify food related illness.</p> <p>29. Identify the nutritional needs of the geriatric client.</p> <p>30. Identify meal service considerations for the client.</p>	<p>XXVII. A. Nutrients 1. CHO 2. CHON 3. Fats B. Calories</p> <p>XXVIII. A. Contaminated Foods B. Allergies</p> <p>XXIX. A. Food Habits B. Nutritional Requirements in Chronic Disease</p> <p>XXX. A. Food Temperature B. Food Size C. Utensils D. Dining with Others E. Diet during late Adulthood</p>	<p>Lecture/Discussion</p> <p>Townsend Ch 10 pp 183 – 201 Foundations Ch 2 pp 264 Ch 30 pp 847</p> <p>Rice Ch 18 pp 186 – 187</p> <p>Foundations Ch 20 pp 514-515 Ch 32 pp 908 Townsend Ch 15 pp 276 – 292</p>	<p>Upon completion of this term the student will be able to :</p>

Coast Health Career College
Vocational Nursing Program

TERM 1

Course Title : Introduction to Client Centered Care I – B
Unit Title : Introduction to Pharmacology

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>1. Identify system of measurement used to administer medication dosages.</p> <p>2. State the units of measure utilized in the apothecaries system.</p>	<p>I. A. Apothecary B. Metric C. Household</p> <p>II. A. Liquid Measurements 1. minim 2. fluid dram 3. fluid ounce 4. pint 5. quart 6. gallon B. Solid Measurements 1. grains 2. dram</p>	<p style="text-align: center;">Lecture/Discussion</p> <p>Rice Ch 6 & 7 pp 35 – 47 , inside cover & back of the book</p> <p>Foundations Ch 22 570 – 571</p> <p>Rice Ch 7 pp 42-47</p> <p>Handout</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p>

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>10. List the Federal Legislation that effects drugs.</p> <p>11. Identify the classification of drugs</p>	<p>X. A. Harrison Narcotic Act B. Federal Food, Drug & Cosmetic Act C. Durham-Humphrey Amendment D. Kefauver- Harris Amendment E. Controlled substance Act</p> <p>XI. A. Neurological and Neuro-muscular agent B. Antiinflammatory and Antiinfective C. Antineoplastic Agents D. Respiratory Agents E. Cardiovascular Agents F. Gastrointestinal Agents G. Ear, Eye and Skin Agents H. Endocrine Agents I. Reproductive and Gender Related Agents J. Emergency agents</p>	<p style="text-align: center;">Lecture/Discussion</p> <p>Foundatlons Ch 35 pp 960</p> <p>Foundatlons Ch 32 pp 919-920, Ch 22 pp 573 – 611</p> <p>Rice Ch 12 pp 79 – 87</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p>

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>16. List four ways to name drugs</p> <p>17. Identify the common responses to medications.</p> <p>18. List common drug interactions</p> <p>19. List the general routes of medication administration.</p>	<p>XVI. A. Generic B. Trade C. Chemical D. Official</p> <p>XVII. A. Desired Effects B. Side-Effects C. Adverse Effects D. Idiosyncratic Effects E. Allergic Response Anaphylactic Reactions</p> <p>XVIII. A. Additive B. Antagonistic effect C. Displacement D. Incompatibility E. Interference F. Synergistic</p> <p>XXII. A. Enteral B. Parenteral C. Percutaneuos</p>	<p>Lecture/Discussion</p> <p>Rice Ch 11 pp 69 – 78</p> <p>Handout (Basic Nursing –Rosdahl) Foundations Ch 22 pp 573 – 574 Rice Ch 12 pp 87 – 89</p> <p>Video</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p>

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>22. State the major interventions for administering percutaneous routes.</p>	<p>XXII. A. Rationale</p> <p> 1. Local Action</p> <p> 2. Systemic Effect</p> <p> B. Types</p> <p> 1. Topical</p> <p> a. Ointments</p> <p> b. Creams</p> <p> c. Lotions</p> <p> 2. Eyes</p> <p> a. Drops</p> <p> b. Ointments</p> <p> 3. Ears</p> <p> 4. Nose</p> <p> a. Sprays</p> <p> b. Inhalation</p> <p> c. sublingual</p> <p> d. buccal</p> <p> C. Nursing Interventions</p> <p> 1. Rationale</p> <p> 2. Procedure</p>	<p>Lecture/Discussion</p> <p>Demonstration of the procedure for:</p> <p>* Administration of transdermal</p> <p>Foundations Ch 22 pp 583 – 593</p> <p>Rice Ch 15 pp 129 - 140</p> <p>Video</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In the Skills Lab</p> <p>Perform the procedure for:</p> <p>* Administration of transdermal</p>

Theory Objective	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student should be able to:</p> <p>Cont. 23. State the major interventions in administering parenteral routes.</p>	<p>B. Procedure</p> <ol style="list-style-type: none"> 1. Intradermal <ol style="list-style-type: none"> a. syringe size b. needle size 2. Subcutaneous <ol style="list-style-type: none"> a. syringe size b. needle size c. site rotation 3. Intramuscular <ol style="list-style-type: none"> a. syringe size b. needle size c. site location d. pediatric site 4. Intravenous <ol style="list-style-type: none"> a. methods b. LVN Responsibilities <ol style="list-style-type: none"> 1. site 2. flow c. complications d. Standard Precautions 	<p>Lecture/Discussion</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p>



Coast Health Educational Center



TERM II VN-Program

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COAST HEALTH EDUCATIONAL CENTER

TERM II CLINICAL OBJECTIVES

Upon completion of this term the student will in the clinical setting be able to correctly...

1. Utilize universal precautions in all care.
2. Identify age related changes in each system
3. Assist the client in preserving their dignity
4. Create a nursing care plan.
5. Identify a self-care goal for a client.
6. Document according to hospital policy all pertinent data.
7. Prepare and assist a client receiving a therapeutic bath or soak.
8. Recognize common disorders of the skin.
9. Perform dressing changes according to established procedure.
10. Administer medication for disorders of the skin following the six (6) rights of medication administration.
11. Calculate the percent of a burn according to the Rule of Nines.
12. State the depth of a burn according to appearance.
13. Identify classification of a burn as major, moderate or minor.
14. Prepare a therapeutic meal plan specific for a client with a skin disorder.
15. Recognize client's reactions to a disorder of the skin according to their growth and development level.
16. Safely administer to a client:
 - Topical ointment
 - Eye drops
 - Ear drops
 - Nose drops
 - Nasogastric medication
 - Medication by mouth
 - Intradermal medication
 - Subcutaneous medication
 - Intramuscular medication
17. State the general nursing interventions for a client with a musculoskeletal deficit.
18. Perform a general assessment on your client using the five(5) P's
 - Pulselessness
 - Paresthesia (numbness or tingling sensation)
 - Pallor
 - Puffiness (edema)
 - Pain

19. Prepare and assist a client with a diagnostic procedure.
20. Provide proper care for the client in a cast or traction.
21. Assist a client with an ambulatory device (cane, crutches or wheelchair).
22. Recognize clients at risk for falls.
23. Perform CMS checks.
24. Provide appropriate nursing care for a client with a fractured hip.
25. Identify the level of motor and sensory loss on a client with a spinal injury.
26. Recognize the client's physiological response to change in body image.
27. Demonstrate procedure for use of spirometry.
28. Perform procedure for Suctioning:
 - Oropharyngeal
 - Nasopharyngeal
 - Endotracheal
 - Tracheostomy
29. Perform procedure for sputum specimen.
30. Perform Tracheostomy care.
31. Demonstrate types and use of oxygen administration.
 - Nasal Cannula
 - Nasal Catheter
 - Face Mask
32. Perform the use of tracheostomy collar and T-piece.
33. Auscultate breath sounds.
34. Identify abnormal breathing patterns.
35. Obtain a sputum specimen.
36. Prepare and assist a client undergoing a diagnostic exam.
37. Perform tracheostomy care and suctioning.
38. Perform oropharyngeal , nasopharyngeal and endotracheal suctioning.
39. Provide nursing care for a client with underwater seal drainage.
40. Assist the client with spirometry
41. Perform postural drainage
42. Monitor a client receiving oxygen.
43. Perform tracheostomy collar care.
44. Recognize cardinal signs and systems of respiratory disease.
45. Provide care for a client with chronic obstructive pulmonary disease (COPD).
46. Perform an overall pulse assessment on a client.
47. Identify the major clinical manifestations of cardiovascular disease.
48. Obtain an apical pulse
49. Evaluate a client for chest pain.
50. Identify a client at risk for cardiogenic shock.
51. Identify significant laboratory results.
52. Provide care for a post Myocardial Infarction (MI) client.
53. Perform an evaluation of a client at risk for heart disease.
54. Check a client for Homan's sign.
55. Observe client for signs and symptoms of bleeding disorders.

56. Measure extremities for presence of edema.
57. Administer medications for the cardiovascular system utilizing the six (6) rights of medication administration.
58. Develop a care plan for a client with a cardiovascular disease.
59. Auscultate bowel sounds on a client.
60. Assist and prepare a client for a diagnostic GI exam.
61. Obtain a stool specimen.
62. Administer an enema
63. Insert a nasogastric tube according to established procedure.
64. Perform appropriate nursing care for the client with a colostomy.
65. Insert a rectal tube according to established procedure.
66. Perform a digital examination on a client with a suspected fecal impaction.
67. Identify the major nursing goals for a client with a deficit of the gastrointestinal system.
68. Evaluate and measure abdominal girth.

Coast Health Educational Center
Vocational Nursing Program

TERM II

Term Title : Care of the Client with Self- Care Deficits II

TERM DESCRIPTION :

This course is designed to provide the student with theoretical knowledge and clinical experience in the field of medical-surgical nursing . The theoretical content is presented within the body system approach incorporating the nursing process and providing the student with essential information in Life Cycles of the Middle Adult and apply these concepts to client care.

Essential information in Anatomy & Physiology , Pathophysiology , Medical-Surgical management , including diagnostic tests , nutritional , pharmaceutical and psychosocial aspects of patient care is included.

The clinical experience will provide the student the opportunity to increase his/her awareness of the role of the vocational nurse in caring for client with self-care limitations or health needs within the system utilizing nursing process .

Unit Titles : VN 200 Care of the Client with Self-care Deficits II

- * 201 Life Cycles/Integumentary System
- * 202 Care of the Client with Musculoskeletal Deficits
- * 203 Care of the Client with Respiratory Deficits
- * 204 Care of the Client with Cardiovascular Deficits
- * 205 Care of the Clients with Gastrointestinal Deficits

Coast Health Educational Center - Vocational Nursing Program --Term II

VN 201 Life Cycles/Integumentary System

Life Cycles of the Middle Adult will introduce the student to the physical , social , and emotional developmental tasks associated with adult ages 35 - 65 .

The integumentary system will introduce the student to the anatomy and physiology , pathophysiology of common diseases and diagnostic procedures of the Integumentary System . Vocational nurse responsibilities in related pharmacological agents , assessment, treatment and diet therapy will be identified and included in the discussion . The unit emphasize the nursing intervention and the psychosocial aspects for the care of the client with a integumentary deficits . Selected clinical experiences will allow the student to practice appropriate nursing concepts and skills .

VN 202 Musculoskeletal System

The musculoskeletal system introduces the student to the anatomy and physiology , pathophysiology of common diseases/disorders and diagnostic procedures of the muscles , bones and related structures . Vocational nurse responsibilities in related pharmacological agents , assessment , treatment and diet therapy will be identified and included in the discussion. The unit emphasize the nursing intervention and the psychosocial aspects for the care of the client with a musculoskeletal deficits. Selected clinical experiences will allow the student to practice appropriate nursing concepts and skills .

VN 203 Respiratory System

The respiratory system introduces the student to the anatomy and physiology , pathophysiology of common diseases and diagnostic procedures of the lower and upper respiratory system . Vocational nurse responsibilities in related pharmacological agents , assessment , treatment and diet therapy will be identified and included in the discussion . The unit emphasize the nursing intervention and the psychosocial aspects for the care of the client with respiratory deficits. Selected clinical experiences will allow the student to practice appropriate nursing concepts and skills.

VN 204 Cardiovascular System

The cardiovascular system introduces the student to the anatomy and physiology , pathophysiology of common disease and diagnostic procedures of the cardiovascular system . Vocational nurse responsibilities in related pharmacological agents , assessment, emergency treatments , medical treatments and specific nutritional/ dietary needs will be identified and included in the discussion. The unit emphasize the nursing intervention and psychosocial aspects for the care of the client with respiratory deficits. Selected clinical experiences will allow the student to practice appropriate nursing concepts and skills.

VN 205 Gastrointestinal System

The gastrointestinal system will introduce the student to the anatomy and physiology , pathophysiology of common diseases/disorders and diagnostic procedures of the digestive system and its accessory organs . Vocational nurse responsibilities in related pharmacological agents , assessment , treatment and special nutritional/dietary needs will be identified and included in the discussion . The unit emphasize the nursing intervention and psychosocial aspects for the care of the client with gastrointestinal deficits . Selected clinical experiences will allow the student to practice appropriate nursing concepts and skills .

The course provides the following :

Length of course = 13 weeks
Hours of Theory = 172 Hours
Hours of Clinical = 192 Hours
Hours of Skills Lab = 8 Hours

Location :

- Classroom
- Nursing Skills Lab
- Acute/Sub-acute Care Facility

Method of Evaluation

A minimum overall average of 80% is required for each theory segment. The following represents the equivalencies of grade assignments.

A = 92 - 100 %

B = 86 - 91 %

C = 80 - 85 %

Below 80 % = F

Bibliography

- * Christensen & Kockrow, Foundation of Nursing, 7th Edition
- * Rosdahl - Kowalski, Basic Nursing, 8th Edition
- * Chabner, Davi-Ellen, The Language of Medicine, 7th Edition
- * Hill & Howlett, Success in Vocational Nursing, 7th Edition
- * Roth-Townsend, Nutrition & Diet Therapy, 8th Edition
- * Rice, Jane, Medication & Mathematics for Nurses, 9th Edition
- * Taber's Cyclopedic Medical Dictionary, 19th Edition
- * Deglin, J.H., Drug Guide for Nursing 9th Edition
- * Christensen & Kockrow, Skills Performance Checklists (Foundation of Nursing), 7th Edition

A Life Cycles/Integumentary System

Life Cycles of the Middle Adult will introduce the student to the developmental tasks associated with the adult ages 35-65. Physical, social, and emotional characteristics will be identified.

The integumentary system will introduce the student to the anatomy and physiology of the integumentary system, common diseases and diagnostic procedures. Related pharmacological agents and specific nutritional needs are discussed. Assessment, emergency treatment and the complications of major burns are identified. The unit emphasizes the nursing intervention and the psychosocial aspects for the care of the client with an integumentary disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

B Musculoskeletal System

The musculoskeletal system introduces the student to the anatomy and physiology of the muscles, bones and related structures. The common diseases involving the system, related diagnostic tests, pharmacological agents and nutrition are discussed. The nursing interventions and psychosocial aspects of the client with a musculoskeletal disorder are emphasized. Selected clinical experiences will allow the student to practice appropriate nursing skills.

C Respiratory System

The respiratory system introduces the anatomy and physiology of the upper and lower respiratory system. Common diseases and diagnostic procedures related to the respiratory system are discussed along with pharmacological agents and specific nutritional needs. The semester emphasizes the nursing interventions and psychosocial aspects for the care of the client with a respiratory disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

D Cardiovascular System

The circulatory system introduces the student to the anatomy and physiology of the heart and gives a detailed description of blood and how it circulates through the body. The differences between veins and arteries, blood and lymph, angina and MI are delineated. Common diseases, pharmacological agents, and specific nutritional needs are discussed. The unit will emphasize nursing interventions for the client with cardiovascular disorders regarding life-styles and exercise. Important psychosocial concerns are addressed. Selected clinical experiences will allow the student to practice appropriate nursing skills.

E Gastrointestinal System

The gastrointestinal system will introduce the student to the anatomy and physiology of the gastrointestinal system, accessory organs and a description of the process of digestion. Common diseases, diagnostic procedures, related pharmacological agents and specific nutritional needs are discussed. The unit will emphasize the nursing interventions and psychosocial aspects for the client of the client with a gastrointestinal disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

**Coast Health Educational Center
Vocational Nursing Program**

TERM II

Course Title : Care of the Client with Self-Care Deficits II
Unit Title : Life Cycle of Middle Adult /Integumentary System

Theory Hours : 26 Hours
Skills Lab/Clinical : 0/32 Hours

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>1. Identify the psychological aspects of care.</p> <p>2. Identify the developmental tasks associated with the middle adult client.</p> <p>3. Identify the characteristics associated with the tasks of middle age development.</p>	<p>I. Erikson's Freud's, Maslow's Theories of Development</p> <p>II. Development Stages (40-64) A. Generativity vs. Stagnation</p> <p>III. A. Self-Productivity B. Change in Family Unit C. Emotional</p>	<p>Lecture/Discussion</p> <p>Foundation Ch 8 pp 152 –154</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In clinical Setting ...</p> <p>1.Utilize standard precautions in all daily care.</p> <p>2. State general nursing interventions for a client with a skin disorder.</p> <p>3. Prepare and assist a client receiving a therapeutic bath or soak.</p> <p>4. Prepare and assist a client undergoing diagnostic procedure for disorders of the skin.</p> <p>5. Recognize common disorders of the skin.</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>8. Identify the major structures of the integumentary system.</p> <p>9. Identify common diagnostics procedures used in determining deficits of the integumentary system and it's nursing considerations.</p>	<p>VIII. Skin Layers</p> <ul style="list-style-type: none"> A. Epidermis B. Dermis C. Subcutaneous Appendages A. Hair B. Nails C. Glands <ul style="list-style-type: none"> 1. Sebaceous Glands 2. Sweat Glands <p>IX. 1. Diagnostic Tests</p> <ul style="list-style-type: none"> A. Accurate History B. Tissue Biopsy C. Cultures D. Intradermal Skin Tests E. Elimination of Environment Agents and Foods F. Blood Samples G. Woods Light <p>2. Nursing Considerations</p> <ul style="list-style-type: none"> A. Pre-procedure Prep B. Post-procedure Care 	<p>Lecture/Discussion</p> <p>Adult Health Ch 3 pp 55 – 56</p> <p>Chabner Ch 16 pp 650-651 Computer Lab</p> <p>Notè : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to : In clinical Setting...</p> <p>13. Identify a self-care goal for a client utilizing the Nursing Process.</p> <p>14. Document according to hospital policy all information pertinent to client care.</p> <p>15. Safely administer to a client: Safely administer to a client topical ointment eye drops ear drops nose drops nasogastric medication medication by mouth intradermal subcutaneous intramuscular med.</p> <p>16. Initiate rapport with the client using therapeutic communication .</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>Cont.</p> <p>9. Identify common diagnostics procedures used in determining deficits of the integumentary system and it's nursing considerations.</p> <p>10. Identify deficits of the Integumentary System.</p>	<p>3. Potential complications</p> <p>4. Cultural Considerations</p> <p style="padding-left: 20px;">a. Skin Care</p> <p style="padding-left: 20px;">b. Assessment</p> <p>5. Older Adult Considerations</p> <p style="padding-left: 20px;">a. Assessment</p> <p>X. 1. Viral</p> <p style="padding-left: 20px;">A. Herpes Simplex</p> <p style="padding-left: 20px;">B. Herpes Zoster</p> <p style="padding-left: 20px;">2. Bacterial</p> <p style="padding-left: 40px;">A. Impetigo contagiosa</p> <p style="padding-left: 40px;">B. Folliculitis, furuncles, carbuncles, and Felons</p> <p style="padding-left: 20px;">3. Fungal Infections</p> <p style="padding-left: 40px;">A. Dermatophytosis</p> <p style="padding-left: 20px;">4. Inflammatory</p> <p style="padding-left: 40px;">A. Contact Dermatitis</p> <p style="padding-left: 40px;">B. Dermatitis Venenata, Medicamentosa and Exfoliative Dermatitis</p> <p style="padding-left: 40px;">C. Psoriasis</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 3 pp 56 – 57</p> <p>Adult Health Ch 3 pp 64 – 69</p> <p>Adult Health Ch 3 pp 70 – 72</p> <p>Adult Health Ch 3 pp 72 – 73</p> <p>Adult Health Ch 3 pp 73 – 79</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to : In clinical Setting...</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>Cont. 10. Identify deficits of the Integumentary System.</p> <p>11. Identify the common deficits of the appendages of the integumentary system .</p> <p>12. Identify the classification of burns</p>	<p>D. Urticaria E. Eczema F. Acne Vulgaris</p> <p>5. Parastic A. Scabies</p> <p>6. Tumors A. Keloid B. Angiomas C. Verruca D. Nevi (Moles) E. Basal Cell Carcinoma F. Squamous Cell Carcinoma G. Malignant Melanoma</p> <p>XI. A. Alopecia B. Hypertrichosis C. Hypotrichosis D. Paronychia</p> <p>XII. A. Depth Estimation B. Percentage Estimation</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 3 pp 82 – 84</p> <p>Adult Health Ch 3 pp 84 – 86</p> <p>Adult Health Ch 3 pp 87</p> <p>Adult health Ch 3 pp 87</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to : In clinical Setting...</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>15. List the dietary considerations in the management of a client with a deficits of the integumentary system.</p> <p>16. Identify the psychosocial aspects of the client with a deficit of the integumentary system .</p> <p>17. List the components of the Nursing Process for the Nursing Management of a client with an Integumentary deficit .</p>	<p>XV. A. Foods That Cause Allergies /Reactions</p> <p>B. Nutritional Management of Burn Client</p> <ol style="list-style-type: none"> 1. Hypernatremia 2. Curling's Ulcer <p>XVI. A. Normal Growth and Development</p> <p>B. Psychological Aspects</p> <ol style="list-style-type: none"> 1. Body Image 2. Self-Esteem <p>XVII. Assessment Plan (RN)</p> <p>A. Collect Data</p> <ol style="list-style-type: none"> 1. Observe for Presence of Deficits 2. Interview Client 3. Identify Need for Changes in Care 4. Identify Self-Care Deficits <p>B. Validate Data</p>	<p>Lecture/Discussion</p> <p>Townsend Ch 22 pp 413</p> <p>Adult Health Ch 3 pp 63 – 64</p> <p>Adult Health Ch 3 pp 96 – 97 Group report</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In clinical Setting ...</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>Cont.</p> <p>17. List the components of the Nursing Process for the Nursing Management of a client with an Integumentary deficit .</p>	<ul style="list-style-type: none"> II. Nursing Diagnosis <ul style="list-style-type: none"> A. Interpret Data B. Form a Nursing Diagnosis Statement III. Planning <ul style="list-style-type: none"> A. Set Priorities <ul style="list-style-type: none"> 1. List all Self-Care Deficits 2. Determine Order of Importance B. Form of Realistic Goals <ul style="list-style-type: none"> 1. Acute phase 2. Rehabilitation C. Establish Realistic Patient Centered Outcomes D. Document the quantity of the Patient's Response IV. Implementation <ul style="list-style-type: none"> A. Delegate Care B. Nursing Action V. Evaluation <ul style="list-style-type: none"> A. Reassess Client for Continuous development of Self-Care Goals B. Identify Progress based on Health Goals C. Modify Plan 	<p>Lecture/Discussion</p> <p>Adult Health Ch 3 pp 96 – 97</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In clinical Setting ...</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>Cont.</p> <p>2. Identify the major structures and functions of the musculoskeletal system.</p>	<p>*The Skeleton</p> <p>A. Skull</p> <p>B. Vertebral Column</p> <p>C. Thorax</p> <p>D. Upper Extremities</p> <p>E. Lower Extremities</p> <p>*Muscular System</p> <p>A. Function</p> <p>B. Types</p> <p>C. Construction</p> <p>D. Movement</p> <p>E. Skeletal Muscle Groups</p> <p>1. Head and Face</p> <p>2. Trunk</p> <p>3. Upper Extremities</p> <p>4. Lower Extremities</p> <p>*Cultural Considerations</p> <p>A. Incident Rating</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 4 pp 103 – 107</p> <p>Chabner Ch 15 pp 561 – 573</p> <p>Computer Lab</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In clinical Setting ...</p> <p>1. Utilize standard precautions in all daily care</p> <p>2. State the general nursing interventions for a client with a musculoskeletal deficit.</p> <p>3. Perform a general assessment on your client using the five (5) P's</p> <p>1. Pulselessness</p> <p>2. Paresthesia (numbness or tingling sensation)</p> <p>3. Pallor</p> <p>4. Puffiness (edema)</p> <p>5. Pain</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>3. Identify the common diagnostic procedures in determining deficits of the musculoskeletal system.</p> <p>4. State the major intervention in external fixation devices.</p>	<p>I. Radiographic Studies</p> <p>A. Myelogram</p> <p>B. Nuclear Scanning</p> <p>C. MRI</p> <p>D. CT Scan</p> <p>E. Bone Scan</p> <p>II. Arthroscopy</p> <p>III. Arthrocentesis</p> <p>IV. EMG</p> <p>V. Lab Tests</p> <p>VI. Nursing Interventions</p> <p>A. Pre-Procedure Prep</p> <p>B. Post-Procedure Care</p> <p>VII. Potential Complications</p> <p>I Purpose</p> <p>A. mmobilization</p> <p>B. Stabilization</p> <p>II. Types</p> <p>A. Skeletal Pins</p> <p>B. Halo</p> <p>C. Casts</p> <p>D. Traction</p> <p>1. Skin</p> <p>2. Skeletal</p> <p>III. Nursing Interventions Fractures</p> <p>A. Rational</p> <p>B. Procedure</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 4 pp 107 – 113</p> <p>Adult Health Ch 4 pp 125 –136 , pp 147 - 155</p> <p>Adult Health Ch 4 pp 142 – 143</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In clinical Setting ...</p> <p>4. Prepare and assist a client with a diagnostic procedure.</p> <p>5. Provide proper care for the client in a cast or traction.</p> <p>6. Assist a client with an ambulatory device (cane, crutches or wheelchair).</p> <p>7. Recognize clients at risk for falls</p> <p>8. Perform CMS checks.</p> <p>9. Provide appropriate nursing care for a client with a fractured hip.</p> <p>10. Identify the level of motor and sensory loss on a client with a spinal injury.</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>5. State the major interventions for the use of orthopedic devices.</p> <p>6. State the common deficits involving the musculoskeletal system.</p>	<p>I. Purpose A. Assist Ambulation B. Facilitate Movement</p> <p>II. Types A. Orthopedic Beds B. Crutches C. Canes D. Walkers</p> <p>III. Nursing Interventions A. Rational B. Procedure</p> <p>I. Inflammatory Deficits A. Arthritis 1. Rheumatoid 2. Ankylosing Spondylitis 3. Osteoarthritis 4. Gout</p> <p>II. Osteoporosis III. Osteomyelitis IV. Herniated Disk V. Bone tumors</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 4 pp 154 – 155</p> <p>Adult Health Ch 4 pp 113 – 121</p> <p>Adult Health Ch 4 pp 121 – 123 Adult Health Ch 4 pp 123 – 124 pp 160 pp 162</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to : In clinical Setting ...</p> <p>11. Administer medications for a client with a musculoskeletal deficit according to the six (6) rights of medication administration.</p> <p>12. Assist the client in therapeutic diet planning according to their deficit.</p> <p>13. Recognize the clients physiological response to change in body image.</p> <p>14. Develop a care plan according to your clients needs.</p> <p>15. Identify a self-care goal for your client utilizing the Nursing Process.</p> <p>16. Document according to hospital policy all pertinent information for your client care needs.</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>Cont. 6. State the common deficits involving the musculoskeletal system.</p>	<p>VI. Traumatic Injuries</p> <p> A. Contusions</p> <p> B. Sprains</p> <p> A. Whiplash</p> <p> B. Strains</p> <p> C. Dislocations</p> <p>VII. Carpal Tunnel Syndrome</p> <p>VIII. Fractures of the Long Bone</p> <p> A. Classifications</p> <p> B. Types</p> <p> A. Displacement</p> <p> B. Bone Healing</p> <p>IX. Fracture of the Hip</p> <p> A. Classification</p> <p> B. Prosthetic Devices</p> <p> C. Geriatric Client</p> <p>X. Fracture of the Vertebrae</p> <p> A. Immobilization devices</p> <p> B. Paralysis</p> <p>XI. Fracture of the Pelvis</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 4 pp155 – 158</p> <p>Adult Health Ch 4 pp 158 pp 136 - 143</p> <p>Adult Health Ch 4 pp 125-136</p> <p>Adult Health Ch 4 pp 140</p> <p>Adult Health Ch 4 pp 142</p> <p>Note ; Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In clinical Setting ...</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>Cont. 6. State the common deficits involving the musculoskeletal system.</p> <p>7. Identify the drugs commonly used in the management of Musculoskeletal deficits.</p>	<p>XII. Major Complications of Fractures</p> <ul style="list-style-type: none"> A. Compartment Syndrome B. Shock C. Fat Embolism D. Gas Gangrene E. Thromboembolus F. Delayed Union <p>XIII. Surgical Interventions</p> <ul style="list-style-type: none"> A. Anthroplasty B. Amputaion <p>XIV. Rehabilitation</p> <ul style="list-style-type: none"> I. Classification A. Anti-inflammatory / Analgesic Agents <ul style="list-style-type: none"> 1. Salicylates 2. Non-Steroidal Anti - Inflammatory 3. Analgesic-Narcotic / Non - Narcotic 4. Corticosteroids 5. Skeletal Muscle Relaxants B. Penicillin C. Gold Compounds D. Methotrexate E. Antigout Agents 	<p>Lecture/Discussion</p> <p>Adult Health Ch 4 pp 143 – 146</p> <p>Adult Health Ch 4 pp 147 pp 162 - 164 pp 165</p> <p>Rice Ch 29 pp 374 - 386</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In clinical Setting ...</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>10. List the components of the Nursing Process used for the Nursing Process used for the Nursing Management of a client with a Musculoskeletal Deficit.</p>	<p>I. Assessment Plan (RN)</p> <p>A. Collect Data</p> <ol style="list-style-type: none"> 1. Observe for Presence of Deficits 2. Interview Client 3. Identify Need for Changes in Care 4. Identify Self-Care Deficits <p>B. Validate Data</p> <p>II. Nursing Diagnosis</p> <ol style="list-style-type: none"> 1. Interpret Data 2. Form a Nursing Diagnosis Statement <p>III. Planning</p> <p>A. Set Priorities</p> <ol style="list-style-type: none"> 1. List all Self-Care Deficits 2. Determine Order of Importance <p>B. Form Realistic Goals</p> <p>C. Establish Realistic Patient Centered Outcomes</p> <p>D. Document in the quantity and quality of the Patient's Response</p> <p>IV. Implementation</p> <ol style="list-style-type: none"> 1. Delegate Care 2. Nursing Action <p>V. Evaluation</p> <ol style="list-style-type: none"> 1. Reassess Client for continuous development of Self-Care Goals 2. Identify Progress based on Health Goals 3. Modify Plan 	<p>Lecture/Discussion</p> <p>Adult Health Ch 4 pp 165 – 167 Group Report</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to : In clinical Setting ...</p>

**Coast Health Educational Center
Vocational Nursing Program**

TERM II

Course Title : Care of the Client with Self-Care Deficits II
Unit Title : Care of a Client with a Respiratory Deficits

Theory Hours : 46 Hours
Skills Lab/Clinical : 8/48 Hours

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>1. State the function of the respiratory system.</p>	<p>I. Function A. O₂/CO₂ Exchange B. External vs. Internal Respiration</p> <p>II. Mechanics of Respiration A. Thoracic Cavity B. Pressure change C. Respiratory Movements</p> <p>III. Regulation of Respiration A. Nervous Control B. Chemical Control</p>	<p align="center">Lecture/Discussion</p> <p>Adult Health Ch 9 pp 354 – 355</p> <p align="center">Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to : In clinical Setting ...</p> <p>1.Utilize standard precautions in all client care.</p> <p>2.Auscultate breath sounds.</p> <p>3.Identify abnormal breathing patterns.</p> <p>4.Obtain a sputum specimen.</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>2. Identify the major structures of the respiratory system and their function.</p> <p>3. Identify the major interventions for spirometry.</p> <p>4. Identify the major interventions for postural drainage.</p>	<p>I. Nose II. Pharynx III. Larynx IV. Trachea V. Bronchi VI. Bronchiole VII. Alveoli VIII. Lungs</p> <p>I. Purpose A. Improve Gas Exchange B. Prevent Respiratory Complications</p> <p>II. Types A. Flow Oriented B. Volume Oriented</p> <p>III. Nursing Interventions A. Rationale B. Procedure</p> <p>I. Purpose A. Facilitate Drainage B. Improve Gas Exchange</p> <p>II. Types A. Sitting B. Lying</p> <p>III. Nursing interventions A. Rationale B. Procedures</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 9 pp 351 – 353</p> <p>Demonstration of procedure for postural drainage</p> <p>Video</p> <p>Demonstration of procedure for sputum collection</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to : In clinical Setting ...</p> <p>5. Prepare and assist a client undergoing a diagnostic exam.</p> <p>6. Perform tracheostomy care and suctioning.</p> <p>7. Perform oropharyngeal, nasopharyngeal and endotracheal Suctioning.</p> <p>8. Provide nursing care for a client with underwater seal drainage.</p> <p>9. Assist the client with spirometry.</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>5. Identify the major interventions for Suctioning.</p> <p>6. Identify the major interventions for tracheostomy care.</p>	<p>I. Purpose A. Purpose B. Obtaining Specimens</p> <p>II. Procedure A. Oropharyngeal B. Nasopharyngeal C. Endotracheal</p> <p>D. Tracheostomy</p> <p>III. Nursing intervention A. Rationale B. Procedure</p> <p>I. Purpose A. Establish Airway B. Treatments</p> <p>II. Purpose A. Cannula Cleaning B. Suctioning</p> <p>III. Nursing Intervention A. Procedure B. Rationale</p>	<p>Lecture/Discussion</p> <p>Foundation Ch 17 pp 365 –367</p> <p>Demonstration of procedure for Suctioning :</p> <p>* Orophayrngeal * Nasopharyngeal * Endotracheal * Tracheostomy</p> <p>Demonstration of tracheostomy care</p> <p>Video</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to : In clinical Setting ...</p> <p>10.Perform postural drainage.</p> <p>11.Monitor a client receiving oxygen.</p> <p>12.Perform tracheostomy collar care.</p> <p>13.Recognize cardinal signs and symptoms of respiratory disease.</p> <p>14.Provide care for a client with chronic obstructive pulmonary disease (COPD).</p> <p>15.Administer medications for a client with a respiratory disorder according to the six (6) rights of medication administration.</p> <p>16.Assist the client in therapeutic diet planning according to their disorder.</p> <p>17.Identify the clients psychological state.</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>7. Identify the major interventions for oxygen administration.</p> <p>8. Identify major interventions for tracheostomy collar use.</p>	<p>I. Purpose A. Improve ventilation B. Deliver O2</p> <p>II. Types A. Nasal Cannula B. Nasal Catheter C. Face Mask D. Oxygen Tent E. Venti Mask F. Endotracheal Intubation</p> <p>III. Nursing Interventions A. Rationale B. Procedure</p> <p>I. Purpose A. Oxygen Delivery B. Humidification</p> <p>II. Types A. Tracheostomy Collar B. T-Piece</p> <p>III. Nursing Interventions A. Rationale B. Procedure</p>	<p>Lecture/Discussion</p> <p>Foundation Ch 17 pp 360 – 364</p> <p>Demonstration of types and use of oxygen administration :</p> <p>* Nasal Cannula * Nasal Catheter * face mask</p> <p>Foundation Ch 17 pp 370</p> <p>Demonstration of use of tracheostomy collar and T-piece</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In clinical Setting ...</p> <p>18. Develop a nursing care plan.</p> <p>19. Identify a self-care goal utilizing the Nursing Process.</p> <p>20. Document according to hospital policy all information pertinent to client care.</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>9. Identify the major interventions in under water seal drainage.</p> <p>10. Identify the common deficits involving the respiratory system.</p>	<p>I. Purpose A. Facilitate Drainage B. Re-Expansion of Lung</p> <p>II. Types A. Three (3) Bottle B. Pleur-Evac</p> <p>III. Nursing Interventions A. Rationale B. Interventions</p> <p>I. Epistaxis II. Nasal Obstruction A. Nasal Polyps B. Deviated Septum III. Upper Airway Obstruction IV. Respiratory Infections A. Rhinitis Coryza B. Tonsillitis C. Laryngitis D. Pharyngitis E. Sinusitis V. Acute Bronchitis VI. Legionnaires Disease VII. Tuberculosis</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 9 pp 384 – 385</p> <p>Adult Health Ch 9 pp385</p> <p>Adult Health Ch 9 pp 362 –375</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to : In clinical Setting</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>Cont. 10. Identify the common deficits involving the respiratory system.</p>	<p>VIII. A. Causative Agents B. Location</p> <p>IX. Pleurisy</p> <p>X. Pleural Effusion/Empyema</p> <p>XI. Atelectasis</p> <p>XII. Pneumothorax</p> <p>XIII. Cancer of the Lung A. Etiological Factors B. Leading Cancer Death C. Treatment 1. Surgical 2. Radiation 3. Chemoteraphy</p> <p>XIV. Pulmonary Edema</p> <p>XV. Pulmonary Embolus</p> <p>XVI. Adult Respiratory distress Syndrome (ARDS)</p> <p>XVII. Chronic Obstructive Pulmonary Disease (COPD) A. Emphysema B. Chronic Bronchitis C. Asthma D. Bronchiectasis E. Cystic Fibrosis</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 9 pp379 – 383</p> <p>Case Presentation</p> <p>Adult Health Ch 9 pp393 – 404</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In clinical Setting</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>11. Identify the drugs commonly used in the respiratory system and their major characteristics.</p> <p>12. List the dietary considerations in the management of a client with a respiratory deficits.</p>	<p>I. Classifications</p> <p>A. Antihistamines</p> <p>B. Anti-tussive</p> <p>C. Asthma Prophylaxis</p> <p>D. Bronchodilator</p> <p> 1. Sympathomimetic</p> <p> 2. Xanthine Derivatives</p> <p> 3. Decongestants</p> <p> 4. Expectorants</p> <p> 5. Antitubercular</p> <p>II. Drug Characteristics</p> <p>A. Action</p> <p>B. Uses</p> <p>C. Adverse Reactions</p> <p>D. Drug Interactions</p> <p>E. Medication Calculations</p> <p>I. Fluid Regulation</p> <p>A. Hydration</p> <p>B. Electolyte Replacement</p> <p>II. Infection</p> <p>A. Increased Metabolism</p> <p>B. Increased K Needs</p> <p>C. Increased Vitamin C Needs</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 9 pp 376 – 378</p> <p>Rice Ch 25 pp 313 – 325</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In clinical Setting</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>13. Identify the psychosocial aspects of respiratory deficits on the client.</p> <p>14. List the components of the Nursing Process used for the Nursing Management of a client with a respiratory deficits.</p>	<p>I. Physiological Aspects</p> <ul style="list-style-type: none"> A. Air Hunger B. Fear of Suffocation C. Anxiety D. Loss of Voice E. Body Image Changes F. Fear of Isolation <p>II. Sociological</p> <ul style="list-style-type: none"> A. Family Roles B. Public Health <p>I. Assessment Plan (RN)</p> <ul style="list-style-type: none"> A. Collect Data <ul style="list-style-type: none"> 1. Preserve for Presence of Deficits 2. Interview Client 3. Identify Need for Changes in Care 4. Identify Self-Care Deficits B. Validate Data <p>II. Nursing Diagnosis</p> <ul style="list-style-type: none"> A. Interpret Data B. Form a Nursing Diagnosis Statement 	<p>Lecture/Discussion</p> <p>Adult Health Ch 9 pp 404</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to : In clinical Setting</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>Cont.</p> <p>14. List the components of the Nursing Process used for the Nursing Management of a client with a respiratory deficits.</p>	<p>III. Planning</p> <p>A. Set Priorities</p> <p>1. List all Self-Care Deficits</p> <p>2. Determine Order of Importance</p> <p>B. Form realistic Goals</p> <p>C. Establish Realistic Patient Centered Outcomes</p> <p>D. Document the quantity of the Patient's Response</p> <p>IV. Implementation</p> <p>A. Delegate Care</p> <p>B. Nursing Action</p> <p>V. Evaluation</p> <p>A. Reassess Client for Continuous Development for Self-Care Goals</p> <p>B. Identify Progress based on Health goals</p> <p>C. Modify Plan</p>	<p>Lecture/Discussion</p> <p>Journal/Clippings</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to : In clinical Setting</p>

**Coast Health Educational Center
Vocational Nursing Program**

TERM II

Course Title : Care of the Client with Self-Care Deficits II
Unit Title : Care of a Client with a Cardiovascular Deficits

Theory Hours : 46 Hours
Skills Lab/Clinical : 0/48 Hours

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>1. State the function of the cardiovascular system.</p> <p>2. Identify the major structures and components of the cardiovascular system.</p>	<p>I. O₂/Co₂ Exchange II. Nutrients Transport III. Waste Products Removal</p> <p>I. Heart A. Chambers B. Tissue layers C. Blood flow D. Cardiac Cycle E. Electrical Conduction F. Cardiac Output G. Valves</p> <p>II. Hematopoietic System A. Bone Marrow B. Erythrocyte C. Leukocytes D. Platelets E. Plasma F. Blood typing and Cross-Matching</p>	<p style="text-align: center;">Lecture/Discussion</p> <p>Adult Health Ch 8 pp 287 – 292</p> <p>Adult Health Ch 7 pp 251 – 257</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In clinical Setting...</p> <p>1. Utilize standard precautions in all daily care.</p> <p>2. Perform an overall pulse assessment on a client.</p> <p>3. Identify the major clinical manifestations of cardiovascular disease.</p> <p>4. Obtain an apical pulse.</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>Cont.</p> <p>2. Identify the major structures and components of the cardiovascular system.</p> <p>3. Identify the common diagnostic procedures used in determining deficits of the cardiovascular system.</p>	<p>III. Lymphatic System A. Lymphatic Vessels B. Lymph C. Lymph Tissue</p> <p>IV. Physical A. Vital Signs B. Cardiac Rhythm C. Heart Sounds D. Peripheral Pulses</p> <p>I. Laboratory Test A. Blood Chemistry B. Serum Enzymes and Isoenzymes C. Blood cultures D. Complete Blood Count (CBC) E. Prothrombin time (PT)/partial Thromboplastin time (PTT) F. Erythrocyte sedimentation rate (ESR) G. Cardiac enzymes</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 7 pp 251 – 257</p> <p>Adult Health Ch 8 pp 290 – 293</p> <p>Adult Health Ch 8 pp 292 – 296</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to : In clinical Setting...</p> <p>5. Evaluate a client for chest pain.</p> <p>6. Identify a client at risk for cardiogenic shock.</p> <p>7. Identify significant laboratory results.</p> <p>8. Assist and prepare a client undergoing a diagnostic procedure.</p> <p>9. Provide care for a post Myocardial Infarction (MI) client.</p> <p>10. Perform an evaluation of a client at risk for heart disease.</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>Cont.</p> <p>3. Identify the common diagnostic procedures used in determining deficits of the cardiovascular system.</p> <p>4. Identify the effects of aging on the Cardiovascular system.</p>	<p>II. Radiographic Studies</p> <ul style="list-style-type: none"> A. Chest x-ray (CXR) B. Fluoroscopy C. Electrocardiography D. Echocardiography E. Cardiac Catheterization F. Angiogram G. Arteriogram H. Aortogram <p>III. Lymphangiography</p> <p>IV. Bone Marrow Aspiration</p> <p>V. Nursing Implications</p> <ul style="list-style-type: none"> A. Pre-procedure prep C. Post-procedure care <p>VI. Potential Complications</p> <p>I. Physiological Changes</p> <p>II. Pharmacological Changes</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 8 pp 258</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In clinical Setting...</p> <ul style="list-style-type: none"> 11. Check a client for Homan's sign. 12. Observe client for signs and symptoms of bleeding disorders. 13. Measure extremities for presence of edema. 14. Administer medications for the cardiovascular system utilizing the six (6) rights of medication administration. 15. Assist the client in therapeutic diet planning according to their disorder. 16. Assess the clients potential for cardiac rehabilitation.

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>5. List the cardinal signs and symptoms of cardiovascular deficits.</p> <p>6. Identify the risk factors associated with cardiovascular deficits.</p> <p>7. State the common deficits involving the cardiovascular system.</p>	<p>I. Chest Pain II. Palpitations III. Cyanosis IV. Dyspnea V. Orthopnea VI. Cough VII. Fatigue VIII. Syncope IX. Diaphoresis X. Edema</p> <p>I. Non-Modifiable II. Modifiable</p> <p>I. Dysrhythmia II. Cardiac Arrest III. Coronary Artery Deficits IV. Angina Pectoris V. Myocardial Infarction VI. Congestive Heart Failure VII. Pulmonary Edema VIII. Valvular Deficits IX. Inflammatory Deficits A. Rheumatic Heart Deficits B. Pericarditis C. Endocarditis D. Myocarditis</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 8 pp 309 – 335</p> <p>Adult Health Ch 8 pp 254 – 293</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to : In clinical Setting...</p> <p>17. Recognize a clients psychological response to alteration in life style.</p> <p>18. Develop a care plan for a client with a cardiovascular disease.</p> <p>19. Identify a client self-care goal utilizing the Nursing Process.</p> <p>20. Document according to hospital protocol all information pertinent to client care.</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>8. Identify the drugs commonly used in the cardiovascular system and their major characteristics.</p>	<ul style="list-style-type: none"> I. Classifications <ul style="list-style-type: none"> A. Anti-anginal/Peripheral Vasodilator <ul style="list-style-type: none"> 1. Nitrates 2. Calcium channel blockers 3. Peripheral Vasodilator B. Anti-dysthythmic C. Anticoagulants D. Anti-hyperlipidemic E. Antihypertensives/duretics <ul style="list-style-type: none"> 1. Diiuretics 2. Adrenergic Inhibitors 3. Angiotensin-convertos 4. Vasodilator 5. Slow channel-ca entry blocking agents F. Cardiotonic II. Drug Characteristics <ul style="list-style-type: none"> A. Action B. Uses C. Adverse reactions D. Drug interactions E. Nursing Process F. Client and family teaching G. Medication Calculations 	<p>Lecture/Discussion</p> <p>Rice Ch 24 pp458 –495 Adult Health Ch 8 pp 301</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to : In clinical Setting</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>9. List the dietary considerations in the management of a client with a deficit of a cardiovascular disease.</p> <p>10. Identify the psychosocial aspects of cardiovascular disease on the client.</p>	<p>I. Diets</p> <p>A. Na Restricted</p> <p>B. Fat Restricted</p> <p>II. Risk Factors</p> <p>A. Blood Cholesterol</p> <p>B. Lipoprotein</p> <p>C. Fat</p> <p>1. Saturated</p> <p>2. Polyunsaturated</p> <p>3. Monosaturated</p> <p>I. Psychological</p> <p>A. Fear and Anxiety</p> <p>B. Pain</p> <p>C. Type A personality</p> <p>D. Activity tolerance</p> <p>E. Life style changes</p> <p>II. Sociological</p> <p>A. Family roles</p> <p>B. Community Health</p>	<p>Lecture/Discussion</p> <p>Townsend Ch 18 pp 312 – 328</p> <p>Group Work</p> <p>Adult Health Ch 7 & 8 (Integrated) pp 346-347 pp281 –283</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In clinical Setting</p>

**Coast Health Educational Center
Vocational Nursing Program**

TERM II

Course Title : Care of the Client with Self-Care Deficits II
Unit Title : Care of a Client with a Gastrointestinal Deficits

Theory Hours : 28 Hours
Skills Lab/Clinical : 0/32 Hours

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>1. State the function of the gastrointestinal system.</p> <p>2. Identify the major structures of the gastrointestinal system and their functions.</p>	<p>I. Transportation of Food II. Digestion III. Absorption</p> <p>I. Mouth A. Salivary Enzymes B. Teeth II. Esophagus III. Stomach A. Digestive Enzymes B. Chyme IV. Small Intestine A. Digestive Enzymes</p>	<p align="center">Lecture/Discussion</p> <p>Adult Health Ch 5 pp 170</p> <p>Adult Health Ch 5 pp 171 – 175</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to : In clinical Setting...</p> <p>Perform abdominal girth measurement procedure</p> <p>Perform enema administration</p> <p>Perform Colostomy/Ileostomy care</p> <p>1. Utilize standard precautions in all daily care.</p> <p>2. Auscultate bowel sounds on a client.</p> <p>3. Assist and prepare a client for a diagnostic exam.</p> <p>4. Obtain a stool specimen.</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>Cont.</p> <p>2. Identify the major structures of the gastrointestinal system and their functions.</p> <p>3. Identify the common procedures used in determining the deficits of the gastrointestinal system.</p>	<p>V. Large Intestine A. Absorption B. Formation of Feces</p> <p>VI. Peritoneum</p> <p>VII. Liver A. Digestive Function B. Other Functions</p> <p>VIII. Gall Bladder</p> <p>IX. Pancreas A. Endocrine Function B. Exocrine function</p> <p>I. Cultural Considerations</p> <p>II. Procedures A. Upper GI B. Small Bowel Series C. Barium Enema D. Gall Bladder Series E. Cholangiography F. CT Scan G. Ultrasound</p> <p>H. Radionuclide Imaging I. Biopsy J. Endoscopy K. Laboratory Studies L. Stool Examination M. Gastric Analysis</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 5 pp 171 – 175</p> <p>Adult Health Ch 5 pp 175</p> <p>Adult Health Ch 5 pp 175 – 177</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to : In clinical Setting...</p> <p>5. Administer an enema.</p> <p>6. Insert a nasogastric tube according to established procedure.</p> <p>7. Perform appropriate nursing care for the client with nasogastric tube.</p> <p>8. Provide care for a client with a colostomy.</p> <p>9. Insert a rectal tube according to established procedure.</p> <p>10. Perform a digital examination on a client with a suspected fecal impaction.</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>8. State the interventions for administering an enema.</p> <p>9. State the common deficits involving the Gastrointestinal system.</p>	<p>I. Purpose</p> <p>A. Diagnostic Procedures</p> <p>B. Surgical Prep</p> <p>A. Medications Instillation</p> <p>B. Bowel Hygiene</p> <p>II. Types</p> <p>A. Cleansing</p> <p>B. Hypertonic</p> <p>C. Harris Flush</p> <p>D. Fleets</p> <p>C. Oil Retention</p> <p>III. Nursing Interventions</p> <p>A. Rationale</p> <p>B. Procedure</p> <p>I. Deficits of the Mouth</p> <p>A. Dental Caries</p> <p>B. Candidiasis</p> <p>C. Carcinoma</p> <p>1. Location</p> <p>2. Risk Factors</p> <p>3. Leukoplakia</p> <p>II. Deficits of the Esophagus</p> <p>A. Carcinoma</p> <p>B. Achalasia</p> <p>C. Dysphasia</p>	<p>Lecture/Discussion</p> <p>Demonstration of enema administration</p> <p>Foundation Ch 18 383 –384</p> <p>Adult Health Ch 5 pp 178 – 182</p> <p>Adult health Ch 5 pp 182</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In clinical Setting...</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>Cont. 9. State the common deficits involving the Gastrointestinal system.</p>	<p>III. Deficits of the Stomach A. Gastritis B. Ulcers C. Carcinoma</p> <p>IV. Intestinal Deficits A. Infections B. Chronic Inflammatory Bowel Disease C. Acute Inflammations 1. Appendicitis 2. Diverticulitis 3. Peritonitis D. Hernia 1. Abdominal 2. Hiatal E. Intestinal Obstruction 1. Paralytic Ileus 2. Adhesions 3. Volvulus 4. Intussusception F. Cancer of the Colon G. Hemorrhoids H. Anal Fissure/Fistula</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 5 pp 183 – 199</p> <p>Adult Health Ch 5 pp 201 – 205</p> <p>Adult Health Ch 5 pp 208 – 209</p> <p>Adult Health Ch 5 pp 215 – 218</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to : In clinical Setting...</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>Cont. 9. State the common deficits involving the Gastrointestinal system.</p> <p>10. State the major interventions for colostomy, ileostomy care, and their irrigations.</p>	<p>V. Disorders of the Liver</p> <ol style="list-style-type: none"> A. Cirrhosis B. Hepatitis <ol style="list-style-type: none"> 1. Types 2. Standard Precautions 3. Hepatitis Vaccine 4. Liver Abscess <p>VI. Deficits of the Gallbladder</p> <ol style="list-style-type: none"> A. Cholelithiasis B. Cholecystitis <p>VII. Deficits of the Pancreas</p> <ol style="list-style-type: none"> A. Pancreatitis, Acute B. Pancreatitis, Chronic C. Cancer of the Pancreas <p>I. Types</p> <ol style="list-style-type: none"> A. Conventional Ileostomy B. Continent Ileostomy C. Ileonal Reservoir D. Single-Barrel Colostomy E. Double-Barrel Colostomy F. Loop Colostomy <p>II. Nursing Interventions</p> <ol style="list-style-type: none"> A. Rationale B. Procedures 	<p>Lecture/Discussion</p> <p>Adult Health Ch 6 pp 221 – 231</p> <p>Adult Health Ch 6 pp 235 – 237</p> <p>Adult Health Ch 6 pp 242 – 247</p> <p>Adult Health Ch 5 pp 200 Video</p> <p>Demonstration of Colostomy/Ileostomy Care</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to : In clinical Setting...</p>

Theory Objectives	Content	Assignments/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>14. List the components of the Nursing Process used for the Nursing Management of a client with a gastrointestinal deficits.</p>	<ul style="list-style-type: none"> I. Assessment Plan (RN) <ul style="list-style-type: none"> A. Collect Data <ul style="list-style-type: none"> 1. Observe for Presence of Deficits 2. Interview Client 3. Identify Need for Changes in Care 4. Identify Self-Care Deficits <ul style="list-style-type: none"> B. Validate Data II. Nursing Diagnosis <ul style="list-style-type: none"> A. Interpret Data B. Form a Nursing Diagnosis Statement III. Planning <ul style="list-style-type: none"> A. Set Priorities <ul style="list-style-type: none"> 1. List all Self-Care Deficits 2. Determine Order Of Importance <ul style="list-style-type: none"> B. Form Realistic Goals C. Establish Realistic patient Centered Outcomes D. Document the Quantity and of the Patient's Response IV. Implementation <ul style="list-style-type: none"> A. Delegate Care B. Nursing Action V. Evaluation <ul style="list-style-type: none"> A. Reassess Client for Continuous development of Self-Care Goals B. Identify Progress based on Health Goals C. Modify Plan 	<p style="text-align: center;">Lecture/Discussion</p> <p>Adult Health Ch 5 & 6 Integrated</p> <p>Pp 217 and pp 247</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to :</p> <p>In clinical Setting</p>





Coast Health Educational Center



TERM III VN-Program

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**Coast Health Educational Center
Vocational Nursing Program**

**TERM III
Curriculum Objectives**

- At the completion of Term III , the student is expected to successfully complete care on three (3) clients daily , applying the intermediate skills in medical-surgical nursing , leadership and supervision skills ,which include but are not limited to :
 - client assessment
 - medication administration (including insulin)
 - treatment administration
 - client / family teaching
 - emergency / first aid skills
 - therapeutic communication
 - utilization of the nursing process as applied to the following system :
 - * Endocrine (with an emphasis on the care of the Diabetic client)
 - * Renal/Urinary
 - * Immunology
 - * Oncology/Hospice
 - * Rehabilitation/Mental Health

**Coast Health Educational Center
Vocational Nursing Program**

TERM III

Term Title : Care of the Client with Self-Care Deficits III

TERM DESCRIPTION :

This course is designed to provide the student with theoretical knowledge and clinical experience in the field of medical – surgical nursing and maternal & child nursing. The theoretical content is presented within the body system approach incorporating the nursing process and providing the student with essential information in Pediatrics and Obstetrics.

Essential information in Anatomy & Physiology , Pathophysiology , Medical- Surgical management , including diagnostic tests , nutritional , pharmaceutical and psychosocial aspects of patient care is included.

The clinical experience will provide the student the opportunity to team lead and to increase his/her awareness of the role of the vocational nurse in caring for client with self-care limitations or health needs within the system utilizing nursing process.

Unit Titles : VN 300 Care of the Client with Self-Care Deficits III

- * 301 Care of the Client with Endocrine Deficits
- * 302 Care of the Client with Renal/Urinary Deficits
- * 303 Care of the Client with Immune Deficits
- * 304 Care of the Client with Oncology Deficits/ Hospice
- * 305/306 Rehabilitation Nursing/Mental Health/ Emergency Nursing
- * 307 Leadership and Supervision

Coast Health Educational Center – Vocational Nursing Program - Term III

VN 301 Endocrine System

The endocrine system introduces the student to the anatomy and physiology, pathophysiology of common diseases and disorders and diagnostic procedures of the endocrine system including hormones work on a negative feedback system. Vocational nurse responsibilities in related pharmacological agents, assessment, treatment and diet therapy will be identified and included in the discussion. The unit emphasizes the nursing intervention and the psychosocial aspects for the care of the client with an endocrine deficit. Additional emphasis is placed on care of the diabetic client, administration of insulin and signs of diabetic complications. Selected clinical experiences allow the student to practice appropriate nursing concepts and skills.

VN 302 Renal/Urinary System

The urinary system introduces the student to the anatomy and physiology, pathophysiology of common diseases and disorders and diagnostic procedures of the urinary system. Vocational nurse responsibilities in related pharmacological agents, assessment, treatment and diet therapy will be identified and included in the discussion. The unit emphasizes the nursing intervention and the psychosocial aspects for the care of the client with an endocrine deficit. Selected clinical experiences allow the student to practice appropriate nursing concepts and skills.

VN 303 Immunology

The immunology introduces the student to the essential details of the body's ability to distinguish the self from the non-self. Discussion will include the function of the immune system, homeostasis, immune – incompetence and the different types of immunities. Vocational nurse responsibilities in related pharmacological agents, assessment, treatment and diet therapy will be identified and included in the discussion. The unit emphasizes the nursing intervention and the psychosocial aspects for the care of the client with immunology deficits. Selected clinical experiences allow the student to practice appropriate nursing concepts and skills.

VN 304 Oncology/Hospice

The oncology/hospice introduces the student to the care of people with cancer and terminally ill clients. Discussions include prevention, diagnosis and pathophysiology of cancer. It also includes the role of nurses in hospice nursing, that will explain evolution of hospice, programs, characteristics and management in oncology and hospice nursing. Selected clinical experiences allow the student to practice appropriate nursing concepts and skills.

VN 305 Rehabilitation Nursing/Mental Health

Mental Health concepts define the characteristics of mentally healthy clients . the unit will describe factors that influence an individual's response to change and stress . The effective use of defense mechanisms is identified . The student is expected to utilized effective therapeutic communication skills and assists the client throughout rehabilitation process .

VN 306 Emergency Nursing

This unit explain the importance of assessing safety of an emergency scene , immediate action/first aid and stabilization of emergency situation . It also includes precautions on hazardous materials . Selected clinical experiences allow the student to practice appropriate nursing concepts and skills .

VN 307 Leadership and Supervision

The leadership unit will introduce the student to styles of leadership , supervision and the team concept in health care . Time management is also included in this unit.

The course provides the following :

Length of course = 13 weeks
Hours of Theory = 122 Hours
Hours of Clinical = 280 Hours
Hours of Skills Lab = 8 Hours

Location :

- Classroom
- Nursing Skills Lab
- Acute/Sub-acute Care Facility

Method of Evaluation

A minimum overall average of 80% is required for each theory segment. The following represents the equivalencies of grade assignments.

A = 92 - 100 %

B = 86 - 91 %

C = 80 - 85 %

Below 80 % = F

Bibliography

- * Christensen & Kockrow, Foundation of Nursing, 7th Edition
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- * Hill & Howlett, Success in Vocational Nursing, 7th Edition
- * Roth-Townsend, Nutrition & Diet Therapy, 8th Edition
- * Rice, Jane, Medication & Mathematics for Nurses, 9th Edition
- * Taber's Cyclopedic Medical Dictionary, 19th Edition
- * Deglin, J.H., Drug Guide for Nursing 9th Edition
- * Christensen & Kockrow, Skills Performance Checklists (Foundation of Nursing), 7th Edition

Coast Health Educational Center
Vocational Nursing Program

TERM III

Course Title : Care of the Client with Self –Care Deficit III
Unit Title : Care of the Client with an Endocrine Deficits

Theory Hours : 44 Hours
Skills Lab/Clinical : 8/104 Hours

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>✓ 1. State the function of the endocrine system.</p> <p>✓ 2. Identify the major structures of the endocrine system.</p>	<p>I. Function</p> <p style="padding-left: 20px;">A. Metabolic Function</p> <p style="padding-left: 20px;">B. Correlation of body Activities</p> <p style="padding-left: 20px;">C. Reproduction</p> <p>II. Regulation</p> <p style="padding-left: 20px;">A. Glands</p> <p style="padding-left: 20px;">B. Hormones</p> <p>I. Pituitary Glands</p> <p style="padding-left: 20px;">A. Anterior</p> <p style="padding-left: 40px;">1. Somatotropin</p> <p style="padding-left: 40px;">2. Prolactin</p> <p style="padding-left: 60px;">a. Adrenocorticotrophic Hormone (ACTH)</p> <p style="padding-left: 60px;">b. Thyroid-stimulating Hormone (TSH)</p> <p style="padding-left: 60px;">c. Follicle-stimulating Hormone (FSH)</p> <p style="padding-left: 60px;">d. Luteinizing Hormone (LH)</p>	<p style="text-align: center;">Lecture/Discussion</p> <p>Adult Health Ch 11 pp 451 – 452 Figure 11 – 2 pp 452</p> <p>Adult Health Ch 11 pp 452 – 453 Chabner Ch 18 pp 720 – 733</p> <p>Table 18-2 pp 733</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly : In clinical setting ...</p> <p>1. Utilize standard precautions in all care.</p> <p>2. Prepare and assist the client undergoing a diagnostic procedure.</p> <p>3. Recognize significant lab results.</p> <p>4. Perform a glucoscan exam.</p> <p>5. Identify different types of Insulin and the action of each.</p> <p>6. Recognize signs and symptoms of insulin reaction.</p> <p>7. Identify clients at risk for diabetic ketoacidosis (DKA).</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>Cont. 2. Identify the major structures of the endocrine system.</p>	<p>B. Posterior</p> <ol style="list-style-type: none"> 1. Oxytocin 2. Antidiuretic Hormone (ADH) <p>II. Thyroid Gland</p> <ol style="list-style-type: none"> A. Thyroxine (T4) B. Triiodothyronine (T3) <p>III. Parathyroid</p> <ol style="list-style-type: none"> A. Thymus Gland <p>IV. Thymus Gland</p> <ol style="list-style-type: none"> A. Thymosin <p>V. Adrenal Glands</p> <ol style="list-style-type: none"> A. Cortex <ol style="list-style-type: none"> 1. Mineralcorticoids 2. Glucocorticoids B. Medulla <ol style="list-style-type: none"> 1. Epinephrine 2. Norepinephrine <p>VI. Pancreas</p> <p>VII. Ovaries</p> <ol style="list-style-type: none"> A. Estrogen B. Progesterone <p>VIII. Testicles</p> <ol style="list-style-type: none"> A. Testosterone <p>IX. Pineal gland</p> <ol style="list-style-type: none"> A. Melatonin 	<p>Lecture/Discussion</p> <p>Adult Health Ch 11 pp 453</p> <p>Adult Health Ch 11 pp 454</p> <p>pp 454</p> <p>pp 454</p> <p>Adult Health Ch 11 pp 454</p> <p>pp 455</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly. In clinical Setting...</p> <ol style="list-style-type: none"> 8. Prepare a client teaching plan for Insulin administration. 9. Administer medications for a client with an endocrine deficit according to the six (6) rights of medication administration. 10. Assist the client in therapeutic meal planning for diabetes. 11. Identify a client's physiological status in alterations of dietary habits. 12. Utilize appropriate/professional communication skills. 13. Develop a nursing care plan. 14. Identify a self-care goal utilizing the Nursing Process. 15. Document according to hospital protocol all pertinent information for client care.

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>3. Identify the common diagnostic procedure used in determining deficits of the endocrine system.</p> <p>4. State the common deficits of the endocrine system.</p>	<p>I. Procedures</p> <ul style="list-style-type: none"> A. Hormone Level B. Radiography C. Radionuclide Studies D. Nuclear Scans E. Radio Immunoassay <p>II. Nursing Considerations</p> <ul style="list-style-type: none"> A. Pre-Procedure Prep B. Post-Procedure Care <p>I. Disorders of the Pituitary</p> <ul style="list-style-type: none"> A. Acromegaly B. Simmond's Disease C. Diabetes Insipidus D. Syndrome of Inappropriate Anti-diuretic Hormone <p>II. Disorders of the Thyroid and Parathyroid</p> <ul style="list-style-type: none"> A. Hyperthyroidism B. Thyrotoxic Crisis C. Hypothyroidism D. Thyroid Tumors E. Thyroiditis F. Hyperparathyroidism G. Hypoparathyroidism 	<p>Lecture/Discussion</p> <p>Definition of Terms – Chabner Ch 18 pp 734 – 736</p> <p>Chabner Ch 18 pp 749 – 751</p> <p>Handout (Rosdahl –Basic Nursing)</p> <p>Adult Health Ch 11 pp 456</p> <p>pp 461</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly.</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>Cont.</p> <p>4. State the common deficits of the endocrine system.</p> <p>5. Identify the clinical manifestation of a client with a deficit of the pancreas.</p> <p>6. Identify the drugs commonly used in the endocrine system and their major characteristics.</p>	<p>III. Disorders of the Adrenal Glands</p> <ul style="list-style-type: none"> A. Adrenal Insufficiency B. Acute Adrenal Crisis C. Pheochromocytoma D. Adrenal Hyperfunction E. Hyperaldosteronism F. Adrenalectomy <p>I. Diabetes Mellitus</p> <ul style="list-style-type: none"> A. Type I B. Type II C. Signs and Symptoms <ul style="list-style-type: none"> 1. Polyuria 2. Polydipsia 3. Polyphagia D. Treatment <ul style="list-style-type: none"> 1. Diet 2. Insulin 3. Oral Hypoglycemia E. Complications <ul style="list-style-type: none"> 1. Ketoacidosis 2. Hyperosmolar, Hyperglycemic, and Non-Ketotic Syndrome 3. Hypoglycemic 4. Neutropathies 	<p>Lecture/Discussion</p> <p>Adult Health Ch 11 pp 471</p> <p>Adult Health Ch 11 pp 474 – 489 Chabner Ch 18 pp 745 Table 18-3</p> <p>Demonstration of the technique for administering Insulin</p> <p>Demonstrate procedure for using a glucoscan</p> <p>Demonstrate teaching strategies for a diabetic client</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>6. Identify the drugs commonly used in the endocrine system and their major characteristics.</p>	<p>I. Classifications</p> <p>A. Antidiabetic</p> <p>1. Insulin</p> <p>2. Oral Hypoglycemics</p> <p>B. Uterine Drugs</p> <p>C. Pituitary and Adrenal-Cortical Hormones</p> <p>1. Anterior Pituitary</p> <p>2. Posterior Pituitary</p> <p>3. Adrenal Cortical</p> <p>D. Sex Hormones</p> <p>1. Androgens</p> <p>2. Estrogens</p> <p>3. Progesterones</p> <p>4. Oral Contraceptives</p> <p>E. Thyroid Preparations</p> <p>1. Supplements/Replacements</p> <p>2. Antithyroid Products</p> <p>II. Drug Characteristics</p> <p>A. Uses</p> <p>B. Adverse Reactions</p> <p>C. Drug Interactions</p> <p>D. Nursing Process</p> <p>E. Client and Family Teaching</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 11 Table 11-4 pp 479</p> <p>Table 11-5 pp 483</p> <p>Rice Ch 28 pp 360 - 364</p> <p>Note: Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly</p> <p>In the skills lab...</p> <ul style="list-style-type: none"> . Demonstrate administration of Insulin. . Demonstrate procedures using a glucoscan. <p>In the clinical setting...</p> <ul style="list-style-type: none"> . Perform administration of Insulin. . Perform procedures using a glucoscan.

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>7. List the dietary considerations in the management of a client with a deficit of the endocrine system.</p> <p>8. Identify the psychosocial aspects of endocrine deficits on the client.</p>	<p>I. Diabetes Mellitus</p> <p>A. Nutritional Management</p> <ol style="list-style-type: none"> 1. Caloric Needs 2. Protein 3. Carbohydrates 4. Fat <p>B. Diabetic Exchange List</p> <p>C. Diet Adjustments</p> <ol style="list-style-type: none"> 1. Exercise 2. Illness <p>II. Diet and Weight Control</p> <p>A. Obesity</p> <p>B. Under Weight</p> <p>I. Psychological</p> <p>A. Body Image</p> <p>B. Self-Esteem</p> <p>C. Non-Compliance with Management</p> <p>II. Sociological</p> <p>A. Role of Food</p> <p>B. Family Meal Patterns</p>	<p>Lecture/Discussion</p> <p>Townsend Ch 17 pp 318 – 338</p> <p>Townsend Ch 16 pp 298 – 309</p> <p>Adult Health Ch 11 (Integrated to Nursing Process)</p> <p>Note: Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>9. List the components of the Nursing Process for the Nursing Management of the client with an endocrine deficit.</p>	<p>I. Assessment Plan (RN)</p> <p>A. Collect Data</p> <p>1. Observe for Presence of Deficits 2. Interview Client 3. Identify Need for Changes in Care 4. Identify Self-Care Deficits</p> <p>B. Validate Data</p> <p>II. Nursing Diagnosis</p> <p>A. Interpret Data B. Form a Nursing Diagnosis Statement</p> <p>III. Planning</p> <p>A. Set Priorities</p> <p>1. List all Self-Care Deficits 2. Determine Order of Importance</p> <p>B. Form Realistic Goals C. Establish Realistic Goals Centered Outcomes D. Document the quantity and of the Patient's Response</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 11 pp 490</p> <p>Group Presentation</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>Cont. 9. List the components of the Nursing Process for the Nursing Management of the client with an endocrine deficit.</p>	<p>IV. Implementation</p> <p>A. Delegate Care</p> <p>B. Nursing Action</p> <p>V. Evaluation</p> <p>A. Reassess Client for Continuous development Of self-Care Goals</p> <p>B. Identify Progress Based on Health Goals</p> <p>C. Modify Plan</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 11 pp 490</p> <p>Note : Quizzes & Tests</p> <p><i>unit Test</i></p>	<p>Upon completion of this term the student will be able to correctly</p>

Coast Health Educational Center
Vocational Nursing Program

TERM III

Course Title : Care of the Client with Self-Care Deficit III
Unit Title : Care of the Client with a Urinary Deficits

Theory Hours : 28 Hours
Skills Lab/Clinical : 0/72 Hours

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>1. State the function of the urinary system.</p> <p>2. Identify the major structures of the urinary system and it's function.</p> <p>3. Identify the common diagnostic procedures used in determining deficits of the urinary system.</p>	<p>I. Filtration II. Selective reabsorption III. Formation of urine</p> <p>I. Kidneys A. Gross Structure B. Nephron C. Composition of Urine II. Ureters III. Urinary Bladder IV. Urethra</p> <p>I. Diagnostic Procedures A. Intravenous Pyelogram B. Cystoscopy C. Retrograde Pyelogram D. Biopsy E. Needle Biopsy</p>	<p style="text-align: center;">Lecture/Discussion</p> <p>Adult Health Ch 10 pp 408 – 411 Chabner Ch 7 pp 214 – 219</p> <p>Definition of Terms Chabner Ch 7 pp 220 – 221</p> <p>Adult Health Ch 10 pp 413 – 416 Chabner Ch 7 pp 230 – 234</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly.</p> <p>In clinical setting...</p> <p>1. Utilize standard precautions in all daily care. 2. Perform a urine Clinitest Check. 3. Obtain urine specific gravity. 4. Accurately record 1 and 0. 5. Prepare and assist a client undergoing a diagnostic procedure. 6. Recognize significant laboratory results.</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>Cont. 3. Identify the common diagnostic procedures used in determining deficits of the urinary system.</p> <p>4. State the interventions for catheter care.</p>	<p>F. Cystourethrogram G. Arteriograms H. Ultrasonography I. Urinalysis J. Blood Chemistries K. Urine Concentration Test L. Urine Protein M. Creatinine Clearance Test</p> <p>I. Nursing considerations A. Pre-procedures B. Post-procedures C. Ureteral Catheters D. Urethral Catheters</p> <p>III. Purpose A. Hygiene B. Prevention of infection C. Client comfort</p> <p>IV. Procedure A. Indwelling Catheter B. Condom</p> <p>V. Nursing Interventions A. Rationale B. Procedure</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 10 pp 413 – 416 Chabner Ch 7 pp 230 – 234</p> <p>Adult Health Ch 10 pp 419 – 420</p> <p>Foundation Ch 17 pp 464 - 468</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly.</p> <p>In clinical setting...</p> <p>7. Provide care for a client with a urinary drainage system. 8. Obtain a urine specimen. 9. Discontinuing a Foley catheter. 10. Perform a bladder instillation. 11. Provide nursing care for a client with a shunt. 12. Assist RN with peritoneal dialysis. 13. Identify clients at risk for renal failure.</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>5. State the interventions for urinary drainage bag usage.</p> <p>6. State the interventions for discontinuing catheter.</p> <p>7. State the common deficits involving the Urinary system.</p>	<p>I. Purpose A. Urine Collection B. Volume Measurement</p> <p>II. Types A. Urometers B. Foley C. Urine Bag</p> <p>III. Nursing Interventions A. Rationale B. Procedure</p> <p>I. Purpose A. Discontinue Therapy</p> <p>II. Types A. Indwelling</p> <p>III. Nursing Interventions A. Rationale B. Procedure</p> <p>I. Bladder Dysfunction A. Urinary Retention B. Urinary Incontinence C. Neurogenic Bladder</p>	<p>Lecture/Discussion</p> <p>Foundation Ch 17 pp 391</p> <p>Foundation Ch 17 pp 461 , 465 , 468</p> <p>Adult Health Ch 10 pp 421 – 423</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly.</p> <p>In clinical setting...</p> <p>14. Administer medications for clients with a urinary system deficit according to the six (6) rights of medication administration.</p> <p>15. Assist the client in the therapeutic diet planning for a urinary deficit.</p> <p>16. Recognize the clients psychological status for change in body image.</p> <p>17. Develop a nursing care plan.</p> <p>18. Identify a self-care goal.</p> <p>19. Document according to hospital policy all information pertinent to client care.</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>Cont. 7. State the common deficits involving the Urinary system.</p>	<p>II. Urinary Tract Infections (UTI)</p> <p>A. Cystitis B. Prostatitis C. Pyelonephritis</p> <p>III. Obstructive Disorders</p> <p>A. Obstruction B. Hydronephrosis C. Urolithiasis D. Tumors</p> <p> 1. Renal 2. Bladder</p> <p>IV. Prostate Gland</p> <p>A. Benign Prostatic Hypertrophy</p> <p> 1. Surgical Techniques 2. CBI</p> <p>B. Cancer of Prostate</p> <p>V. Urethral Structures</p> <p>VI. Trauma</p> <p>VII. Noninfectious Deficits</p> <p>A. Nephrotic syndrome B. Nephritis C. Urinary Diversion</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 10 pp 423 – 426</p> <p>Adult Health Ch 10 pp 427 – 431</p> <p>Adult Health Ch 10 pp 431-435</p> <p>Adult Health Ch 10 pp 435</p> <p>Adult Health Ch 10 pp436 - 441</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>8. Identify the drugs commonly used in the management of Urinary deficits.</p> <p>9. List the dietary considerations for the management of a client with a deficit of the Urinary system.</p> <p>10. Identify the psychosocial aspects of urinary disease on the client.</p>	<p>I. Classifications</p> <p>A. Diuretics</p> <p>B. Antispasmodics</p> <p>C. Anti-Infectives</p> <p>II. Drug Characteristics</p> <p>A. Action</p> <p>B. Uses</p> <p>C. Adverse reactions</p> <p>D. Drug interactions</p> <p>E. Nursing process</p> <p>F. Client and family teaching</p> <p>I. Calories</p> <p>II. Protein</p> <p>III. Electrolytes</p> <p>IV. Fluids</p> <p>I. Psychological</p> <p>A. Sexual dysfunction</p> <p>B. Body Image</p> <p>C. Powerlessness</p> <p>II. Sociological</p> <p>A. Family Roles</p> <p>B. High cost of Hemodialysis</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 10 pp 417</p> <p>Rice Ch 27 pp 346 – 354</p> <p>Townsend Ch 19 pp 356 –371</p> <p>Integrated to Nursing Process pp 421 - 449</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>✓ 11. List the components of the Nursing Process used for the Nursing Management of a client with an Urinary Deficit.</p>	<p>I. Assessment Plan (RN)</p> <p>A. Collect Data</p> <ol style="list-style-type: none"> 1. Observe for Presence of Deficits 2. Interview Client 3. Identify Need for Changes in Care 4. Identify Self-Care Deficits <p>B. Validate Data</p> <p>I. Nursing Diagnosis</p> <p>A. Interpret Data</p> <p>B. Form a Nursing Diagnosis Statement</p> <p>II. Planning</p> <p>A. Set Priorities</p> <ol style="list-style-type: none"> 1. List all Self-Care Deficits 2. Determine Order of Importance <p>B. Form Realistic Goals</p> <p>C. Establish Realistic Patient Centered Outcomes</p> <p>D. Document the quantity and of the Patients's Response</p> <p>III. Implementation</p> <p>A. Delegate Care</p> <p>B. Nursing Action</p> <p>IV. Evaluation</p> <p>A. Reassess Client for Continuous development of Self-Care Goals</p> <p>B. Identify Progress based on Health Goals</p> <p>C. Modify Plan</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 10 pp 448 – 449</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly.</p> <p>In clinical setting...</p> <ol style="list-style-type: none"> 1. Utilize standard precautions in all daily care. 2. Perform a urine Clinitest Check. 3. Obtain urine specific gravity. 4. Accurately record 1 and 0. 5. Prepare and assist a client undergoing a diagnostic procedure. 6. Recognize significant laboratory results. 7. Provide care for a client with a urinary drainage system. 8. Obtain a urine specimen. 9. Discontinuing a Foley catheter.

Coast Health Educational Center
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TERM III

Course Title : Care of the Client with Self –Care Deficit III
Unit Title : Care of the Client with an Immune Deficit

Theory Hours : 8 Hours
Skills Lab/Clinical : 0/16 Hours

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>1. State the function of the Immune system.</p> <p>2. Identify the structures of the Immune system.</p> <p>3. Identify the types of immunity.</p>	<p>I. Protection II. Immune response</p> <p>I. Lymphoid-Tissues A. Thymus Glands B. Tonsils and Adenoids C. Spleen D. Lymph Nodes</p> <p>I. Natural II. Artificially Acquired III. Passive IV. Lymphocytes V. Neutrophils VI. Monocytes</p>	<p align="center">Lecture/Discussion</p> <p>Adult Health Ch 15 pp 657 – 658</p> <p>Chabner Ch 14 pp 532 – 534</p> <p>Adult Health Ch 15 pp 658 – 660</p> <p>Chabner Ch 14 pp 534 – 536 Computer lab</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly. In clinical setting...</p> <p>1. Utilize standard precautions in all care.</p> <p>2. Recognize significant lab results.</p> <p>3. Prepare and assist a client undergoing a diagnostic procedure.</p> <p>4. Recognize the legal issues in AIDS confidentiality.</p> <p>5. Provide clients with immunological precautions</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>4. State the components of the Immune response.</p> <p>5. Identify the common diagnostic procedures used in determining deficits of the Immune system.</p> <p>6. Identify the common deficits of the Immune system.</p>	<p>I. Cellular Response II. B-Lymphocyte Activity III. T-Lymphocyte Activity</p> <p>I. Procedure A. History B. Physical Exam C. Complete Blood Count (CBC) D. Aids exam 1. Enzyme-linked immunosorbent assay (ELISA) 2. Western blot</p> <p>II. Nursing considerations A. Pre-procedure pre. B. Post-procedure care</p> <p>I. Hypersensitivity Deficits A. Urticaria B. Angioedema C. Allergic Rhinitis D. Conjunctivitis E. Atopic Dermatitis F. Anaphylaxis G. Transfusion Reaction</p>	<p>Lecture/Discussion</p> <p>Chabner Ch 14 pp 534 – 536</p> <p>Definition of terms Chabner Ch 14 Pp 537 – 539</p> <p>Adult Health Ch 15 pp 662 – 663</p> <p>Chabner Ch 14 pp 545</p> <p>Adult Health Ch 15 pp 662 – 665</p> <p>Chabner Ch 14 pp 540 – 541</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly.</p> <p>In clinical setting...</p> <p>6. Provide care for a client with AIDS</p> <p>7. Recognize common complications of AIDS.</p> <p>8. Administer medications for a client with an immunological deficit according to the six (6) rights of medical administration.</p> <p>9. Assist a client in therapeutic meal planning.</p> <p>10. Identify the physiological aspects of a client AIDS.</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>Cont. 6. Identify the common deficits of the Immune system.</p> <p>7. Identify the clinical picture of a client with AIDS.</p> <p>8. Identify the drugs commonly used in the management of Immune deficits.</p>	<p>II. Delayed Hypersensitivity Deficits A. Transplant Reactions</p> <p>III. Immunodeficiency Deficits A. Agammaglobulinemia B. Multiple Myeloma</p> <p>IV. Autoimmune Deficits A. Myasthenia Gravis B. Systemic Lupus Eerythematosis</p> <p>I. Pathophysiology II. Aids Related Complex III. Opportunistic Infections IV. Transmission V. Prevention VI. Ethical Issues</p> <p>I. Classification A. Anti-Inflammatory Agents</p> <p>II. Drug Characteristics A. Action B. Uses C. Adverse reactions D. Drug Interactions E. Nursing Process F. Client and family teaching</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 15 pp 666 pp 666</p> <p>pp 667</p> <p>Chabner Ch 14 pp 541 Table 14 -1</p> <p>Adult Health Ch 15 pp 663 (Report on Anti-Inflammatory Agents to R/O Immune D/O)</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly.</p> <p>In clinical setting...</p> <p>11. Utilize therapeutic communication with the dying client.</p> <p>12. Develop a nursing care plan.</p> <p>13. Identify a client's self-goal utilizing the Nursing Process.</p> <p>14. Document according to hospital policy all information pertinent to client care.</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>9. List the dietary considerations in the management of a client with a deficit of the Immune system.</p> <p>10. Identify the psychosocial aspects of an Immune deficit on the client.</p> <p>11. List the components of the Nursing Process in the Nursing Management of a client with an Immune Deficit.</p>	<p>I. High Calorie II. High Protein</p> <p>I. Psychological A. Fear of dying B. Loss of self-esteem C. Altered life-style D. Altered body image E. Dependency II. Sociological A. Loss of employment B. Partners at risk C. Social stigma D. Funding aspects</p> <p>I. Assessment Plan (RN) A. Collect Data 1. Observe for Presence of Deficits 2. Interview Client 3. Identify Need of Changes in Care 4. Identify Self-Care Deficits B. Validate Data</p>	<p>Lecture/Discussion</p> <p>Townsend Ch 22 pp 414</p> <p>Integrated to Chapter 15 & 16 pp 664 - 709</p> <p>Adult Health Ch 15 & 16 (Integrated)</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly.</p> <p>In clinical setting...</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>Cont. 11. List the components of the Nursing Process in the Nursing Management of a client with an Immune Deficit.</p>	<ul style="list-style-type: none"> II. Nursing Diagnosis <ul style="list-style-type: none"> A. Interpret Data Form a Nursing Diagnosis Statement III. Planning <ul style="list-style-type: none"> A. Set Priorities <ul style="list-style-type: none"> 1. List all Self-Care Deficits 2. Determine Order of Importance B. Form Realistic Goals C. Establish Realistic Patient Centered Outcomes D. Document the quantity of the Patient's Response IV. Implementation <ul style="list-style-type: none"> A. Delegate Care B. Nursing Action V. Evaluation <ul style="list-style-type: none"> A. Reassess Client for Continuous development of Self-Care Goals B. Identify Progress based on Health Goals C. Modify Plan 	<p>Lecture/Discussion</p> <p>Integrated Ch 15 & 16 --Adult Health</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly.</p> <p>In clinical setting...</p>

Coast Health Educational Center
Vocational Nursing Program

TERM III

Course Title : Care of the Client with Self –Care Deficit III
Unit Title : Care of the Client with a Deficit of Oncology/ Hospice

Theory Hours : 16 Hours
Skills Lab/Clinical : 0/16 Hours

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>1. Define Oncology.</p> <p>2. State the risk factors associated with cancer.</p> <p>3. Identify the pathophysiology of cancer.</p> <p>4. Identify the common diagnostic procedures used in determining cancers.</p>	<p>I. Types of Tumors</p> <p>I. Life-style II. Diet III. Environment IV. Heredity</p> <p>I. Characteristics of Neoplasms A. Benign B. Malignant</p> <p>II. Classifications A. Origin B. Malignant C. Benign</p> <p>I. Procedures A. Laboratory Test B. Radiographs C. CT Scan</p>	<p style="text-align: center;">Lecture/Discussion</p> <p>Adult Health Ch 17 pp 712 – 714</p> <p>Adult Health Ch 17 pp 716 – 720</p> <p>Adult Health Ch 17 pp 720 – 725</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly.</p> <p>In clinical setting...</p> <p>1. Utilize standard precautions in all care.</p> <p>2. Recognize the clinical manifestations of benign and malignant tumors.</p> <p>3. Recognize significant lab results.</p> <p>4. Assist and prepare a client undergoing diagnostic tests.</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>Cont.</p> <p>4. Identify the common diagnostic procedures used in determining cancers.</p> <p>5. State the common treatment modalities used in the management of cancer.</p>	<p>D. Magnetic Reasonance Imaging (MRI)</p> <p>E. Radioisotopes</p> <p>F. Emission Computer Technology</p> <p>G. Cytology</p> <p>H. Biopsy</p> <p>I. Endoscopic Examinations</p> <p>J. Ultrasound</p> <p>II. Nursing Management</p> <p>A. Pre-Procedure Prep</p> <p>B. Post-Procedure Care</p> <p>I. Surgery</p> <p>A. Removal of tumor</p> <p>B. Removal of lymph glands</p> <p>II. Radiation</p> <p>A. External radiation</p> <p>B. Internal radiation</p> <p>III. Chemoteraphy</p> <p>A. Toxic agents</p> <p>B. Side Effects</p> <p>IV. Immunotherapy</p> <p>V. Supportive Therapies</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 17 pp 720- 725</p> <p>Adult Health Ch 17 pp 726</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly.</p> <p>In clinical setting...</p> <p>5. Assint with preventative nursing actions before and palliative actions post chemotherapy on a client.</p> <p>6. Demonstrate proper precautions when caring for a client with an internal radiation implant.</p> <p>7. Maintain immune suppressed precautions.</p> <p>8. Administer drugs for the Oncology client according to the Six (6) rights of medication Administration .</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>6. Identify the drugs commonly used in the management of oncological deficits.</p> <p>7. List the dietary consideration in the management of a client with an oncological deficit.</p>	<p>I. Antineoplastic Agents</p> <ul style="list-style-type: none"> A. Alkylating agents B. Antibiotic C. Antimetabolites D. Hormones E. Miotic inhibitors <p>II. Drug characteristics</p> <ul style="list-style-type: none"> A. Action B. Uses C. Adverse Reactions D. Drug interactions E. Nursing Process F. Client and family teaching <p>I. Diet goals</p> <ul style="list-style-type: none"> A. Prevent weight loss B. Replace nutritional losses C. Provide well balanced meals <p>II. Dietary Problems</p> <ul style="list-style-type: none"> A. Anorexia B. Nausea/Vomiting C. Diarrhea D. Stomatitis 	<p>Lecture/Discussion</p> <p>Adult Health Ch 17 pp 727 – 731</p> <p>Rice Ch 20 pp 235 – 243</p> <p>Journals/Clippings/Homework</p> <p>Townsend Ch 21 pp 397 – 402</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly.</p> <p>In clinical setting...</p> <p>9. Assist the client with therapeutic meal planning to prevent complications of cancer.</p> <p>10. Identify the physiological status of the Oncology client.</p> <p>11. Utilize therapeutic communication techniques to determine clients mental health status.</p> <p>12. Identify the hospitals support services provided for the Oncology client and family.</p> <p>13. Develop a nursing care plan.</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>✓ 8. Identify the psychosocial aspects of the client with cancer.</p> <p>✓ 9. List the components of the Nursing Process used for the Nursing Management of a client with cancer.</p>	<p>I. Psychological</p> <p>A. Pain</p> <p>B. Body Image</p> <p>C. Anxiety</p> <p>D. Grieving</p> <p>II. Sociological</p> <p>A. Family Processes</p> <p>B. Social Interaction</p> <p>C. Financial Concerns</p> <p>I. Assessment Plan (RN)</p> <p>A. Collect Data</p> <p>1. Observe for Presence of Deficits</p> <p>2. Interview Client</p> <p>3. Identify Need for Changes in Care</p> <p>1. Identity Self-Care Deficits</p> <p>B. Validate Data</p> <p>II. Nursing Diagnosis</p> <p>A. Interpret Data</p> <p>B. Form a Nursing Diagnosis Statement</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 17 (Integrated)</p> <p>Adult Health Ch 17 (Integrated)</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly.</p> <p>In clinical setting...</p> <p>14. Identify a clients self-care goal utilizing the Nursing Process.</p> <p>15. Document according to hospital policy all information pertinent to client care.</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>Cont. 9. List the components of the Nursing Process used for the Nursing Management of a client with cancer.</p> <p>10. Define Hospice and the five (5) types of Hospice available.</p>	<p>III. Planning</p> <p>A. Set Priorities</p> <p>1. List all Self-Care Deficits</p> <p>2. Determine Order of Importance</p> <p>B. Form Realistic Goals</p> <p>C. Establish Realistic Patient Centered Outcomes</p> <p>D. Document the quantity and quality of the Patient's Response</p> <p>IV. Implementation</p> <p>A. Delegate Care</p> <p>B. Nursing Action</p> <p>V. Evaluation</p> <p>A. Reassess Client for Continuous development of Self-Care Goals</p> <p>B. Identify Progress based on Health Goals</p> <p>C. Modify Plan</p> <p>I. Evolution of Hospice</p> <p>A. Goals of Hospice</p> <p>B. Philosophy</p> <p>C. Types</p> <p>1. Free standing</p> <p>2. In-Client</p> <p>3. Home-Health</p> <p>4. Roving-Hospice</p> <p>5. Hospital Based</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 17 (Integrated)</p> <p>Handout (Rosdahl -Basic Nursing)</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly.</p> <p>In clinical setting...</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>11. Define Hospice Approach.</p> <p>✓ 12. State the ethical issues associated with Hospice.</p> <p>13. Identify medications and other measures used for pain management in Hospice.</p>	<p>I. Criteria for Hospice Admission</p> <ul style="list-style-type: none"> A. National Standard B. Hospice Team C. Nursing Consideration D. Role of the Hospice Nurse <ul style="list-style-type: none"> 1. Symptom control 2. Children in Hospice Program <p>I. Advanced Directives</p> <ul style="list-style-type: none"> A. Do Not Resuscitate B. Euthanasia <p>I. Pain Management</p>	<p>Lecture/Discussion</p> <p>Handout (Rosdahl-Basic Nursing)</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly.</p> <p>In clinical setting...</p> <ol style="list-style-type: none"> 1. Utilize precautions in daily care. 2. Check the client's chart to identify Durable Power of Attorney. 3. Assess hospital support services provided for dying client and family. 4. Develop a nursing care plan utilizing the Nursing Process and identify a self-care goal. 5. Participate in developing a nursing care plan for a client needing hospice services.

Coast Health Educational Center
Vocational Nursing Program

TERM III

Course Title : Care of the Client with Self –Care Deficit III
Unit Title : Rehabilitation – Care of the Client with Mental Health Deficits

Theory Hours : 16 Hours
Skills Lab/Clinical : 0/24 Hours

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>1. Identify the basic factors affecting mental health.</p> <p>2. Identify and discuss the major mental deficits.</p>	<p>I. Personality II. Stress III. Anxiety IV. Motivation V. Frustration VI. Conflict VII. Adaptations VIII. Defense Mechanisms</p> <p>I. Organic Mental Deficits A. Dementia B. Delirium C. AIDS-Related Dementia II. Thought Process Deficits A. Schizophrenia III. Affective Deficits A. Bipolar Affective B. Major Depression</p>	<p style="text-align: center;">Lecture/Discussion</p> <p>Foundation Ch 33 pp 925 – 931 Table 33 – 1 pp 931</p> <p style="text-align: center;">Group Activity</p> <p>Foundation Ch 34 pp 938</p> <p>Foundation Ch 34 pp 938 Table 34 – 1 pp 939</p> <p>Table 34 – 1 pp 940</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly.</p> <p>In clinical setting...</p> <p>1. Apply mental health principles to the client in an acute care or skilled nursing facility.</p> <p>2. Utilize effective therapeutic communication skills.</p> <p>3. Develop a nursing care plan utilizing the Nursing Care Process and identify a self-care goal.</p> <p>4. Recognize defense mechanisms utilized by a client.</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>Cont.</p> <p>2. Identify and discuss the major mental deficits.</p> <p>3. Define the key components of an addictive personality.</p> <p>4. Identify the major aspects of alcoholism.</p>	<p>IV. Anxiety Deficits A. Phobias B. Panic</p> <p>V. Personality Deficits A. Abrasive B. Paranoid C. Borderline D. Antisocial</p> <p>VI. Psychophysiological</p> <p>VII. Addictive Personality A. Alcoholism B. Drugs</p> <p>IX. Eating disorders</p> <p>I. Addiction II. Chemical Dependence III. Physical Dependence IV. Tolerance</p> <p>I. Etiology II. Theories of Causes III. Physical Dependence IV. Tolerance V. Lack of Adequate Nutrition</p>	<p>Lecture/Discussion</p> <p>Foundation Ch 34 Table 34-1 pp 941</p> <p>pp 942</p> <p>Foundation Ch 34 pp 943</p> <p>Foundation Ch 35 pp 959</p> <p>Foundation Ch 34 pp 949 – 950</p> <p>Foundation Ch 35 pp 961</p> <p>Foundation Ch 35 pp 961 –966</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly.</p> <p>In clinical setting...</p> <p>5. Recognize the signs of client drug abuse.</p> <p>6. Exhibit professional behavior at all times.</p> <p>7. Demonstrate pt. Advocacy at all times.</p> <p>8. Socialization with the client using the principles of mental health nursing and therapeutic rapport.</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>5. List complications associated with alcoholism.</p> <p>6. State the basic components of treatment for alcoholism and mental disorder.</p> <p>7. List the type of drugs common in chemical abuse.</p>	<p>I. Fetal Alcohol Syndrome II. Alcohol withdraw III. Deliriums Tremors IV. Physical Changes V. Mental Changes</p> <p>I. Detoxification II. Medications III. Therapeutic communication IV. Nutritional Theraphy V. Client Education VI. Rehabilitation VII. Support Groups A. Alcoholics Anonymous B. ALANON VIII. Crisis Intervention</p> <p>I. Stimulants II. Sedatives III. Depressants IV. Hallucinogens V. Naarcotics VI. Cannabis VII. Deliriant</p>	<p>Lecture/Discussion</p> <p>Foundation Ch 35 pp962</p> <p>Foundation Ch 35 pp 964 – 966</p> <p>Foundation Ch 35 pp 966 - 971</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly.</p> <p>In clinical setting...</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>Cont. 11. Discuss the Nursing Management of a Client with a mental disorder according to the Nursing Process.</p>	<p>III. Planning</p> <p>A. Set Priorities</p> <p>1. List all Self-Care Deficits</p> <p>2. Determine Order of Importance</p> <p>B. Form Realistic Goals</p> <p>C. Establish Realistic Patient Centered Outcomes</p> <p>IV. Implementation</p> <p>A. Delegate Care</p> <p>B. Nursing Action</p> <p>C. Documentation</p> <p>V. Evaluation</p> <p>A. Reassess Client for continuous development of Self-Care Goals</p> <p>B. Identify Progress based on Health goals</p> <p>C. Modify Plan</p>	<p>Lecture/Discussion</p> <p>Foundation Ch 33, 34 & 35 (Integrated)</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly.</p> <p>In clinical setting...</p>

Coast Health Educational Center
Vocational Nursing Program

TERM III

Course Title : Care of the Client with Self –Care Deficit III
Unit Title : Emergency Nursing

Theory Hours : 5 Hours
Skills Lab/Clinical : 0/ 24 Hours

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>1. Define trauma.</p> <p>2. Identify principles of emergency care.</p> <p>3. Describe how to assess the person in emergency room.</p>	<p>I. Trauma A. MVA – Motor Vehicle Accident B. CPR 1. Good Samaritan Law 2. Basic Life Support</p> <p>II. A. Safety B. Identification of Problem C. Triage D. Shock 1. Early signs of shock. 2. Common signs of shock. 3. Progressive signs of shock.</p> <p>III. A. Primary B. Secondary 1. ABC's in emergency C. Patient Data D. Sudden Death E. ACLS</p>	<p style="text-align: center;">Lecture/Discussion</p> <p>Handout (Rosdahl –Basic Nursing – Ch 43 pp 502 – 511)</p> <p>Case Presentation</p> <p style="text-align: center;">Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly.</p> <p>In clinical setting...</p> <p>1. Perform one (1) CPR rescuer and two (2) rescuer in emergency setting</p> <p>2. Understand and perform ABC's in Emergency setting.</p> <p>3. Perform triage in Emergency.</p> <p>4. Apply principles of safety and legal issues during emergency situation.</p> <p>5. Assist team members with client care, procedures and medication as needed.</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>4. Describe emergency action on different emergency situation.</p>	<p>IV. A. Chest, back, neck and head injuries.</p> <p>B. Cold related injuries</p> <ol style="list-style-type: none"> 1. Frostbite 2. Hypothermia 3. Near Drowning <p>C. Heat Related Injuries</p> <ol style="list-style-type: none"> 1. Heat Cramps 2. Heat Exhaustion 3. Heat Stroke 4. Burns <p>D. Musculoskeletal Injuries</p> <ol style="list-style-type: none"> 1. Fractures, sprains, dislocating <ol style="list-style-type: none"> a. Splint b. Sterile dressing c. Damages d. Cravat <p>bandages and slings</p> <p>A. Dental Injuries</p> <p>B. Foreign objectives</p> <ol style="list-style-type: none"> A. Airway Obstructions <ol style="list-style-type: none"> 1. Heimlick Maneuver <p>C. Cardiovascular</p>	<p>Lecture/Discussion</p> <p>Handout (Rosdahl ~Basic Nursing – Ch 43 pp 502 – 511)</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly.</p> <p>In clinical setting...</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>5. Describe the emergency care for different types of hemorrhage.</p> <p>6. Describe causes, symptoms and treatment of anaphylaxis.</p> <p>7. Identify precautions to take with hazardous materials.</p>	<p>V. Bleeding</p> <p>A. Nose Bleed</p> <p>B. Minor Wounds</p> <p>C. Hemorrhage</p> <p>1. Direct Pressure</p> <p>2. Indirect Pressure</p> <p>3. Tourniquet</p> <p>D. Mast Trousers</p> <p>E. Internal Bleeding</p> <p>VI. A. Anaphylaxis</p> <p>B. Animal Bites</p> <p>VII. A. Hazardous Materials</p> <p>B. Poisoning</p> <p>1. Medications</p> <p>2. Food Poisoning</p>	<p>Lecture/Discussion</p> <p>Handout (Rosdahl –Basic Nursing – Ch 43 pp 502 – 511)</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly.</p> <p>In clinical setting...</p>

Coast Health Educational Center
Vocational Nursing Program

TERM III

Course Title : Care of the Client with Self-Care Deficit III
Unit Title : Leadership and Supervision

Theory Hours : 5 Hours
Skills Lab/Clinical : 0/24 Hours

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>1. State the roles of the members of the health care team.</p> <p>2. Identify the functions of the Nursing Team.</p> <p>3. Identify the differences between the RN and LVN's professional role.</p>	<p>I. Physician II. Nurses III. EMT/Paramedic IV. Ward Clerk V. Medical Technologies VI. Pharmacist VII. Respiratory Therapist VIII. Dietician IX. Medical Social Worker</p> <p>I. RN II. LVN/LPN III. CNA IV. Student</p> <p>I. Professional II. Provider of Care III. Manager of Care IV. Teacher</p>	<p align="center">Lecture/Discussion</p> <p>Hill Ch 2 pp 23 – 39</p> <p>Hill Ch 12 pp 189 – 205</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly.</p> <p>In clinical setting...</p> <p>1. Receive team assignment and report from primary nurse and instructor, using Kardex as a guide.</p> <p>2. Identify method of leadership utilized in current facility.</p> <p>3. Apply principles of medication administration to a team of clients (routine and PRN).</p> <p>4. Assist in planning individual student assignments for client care.</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>4. Identify four (4) approaches to Nursing Care.</p> <p>5. Identify three types of leadership styles.</p> <p>6. Discuss characteristics of effective leadership.</p> <p>6. Discuss characteristics of effective leadership.</p> <p>7. Identify the role of the LVN as Team Leader.</p>	<p>I. Case Method II. Functional Nursing III. Team Nursing</p> <p>IV. Primary Nursing</p> <p>I. Autocratic II. Laissez-faire III. Democratic</p> <p>I. Responsibility II. Knowledge base III. Motivation IV. Communication V. Creativity VI. Time-management</p> <p>I. Shift reports II. Transcribing orders III. Facilitating communication IV. Team Conference V. Care Planning</p> <p>I. Assessment Process II. Planning Process III. Implementation Process IV. Evaluation Process</p>	<p>Lecture/Discussion</p> <p>Hill Ch 2 34 – 36</p> <p>Hill Ch 13 pp 206 – 235</p> <p>Hill Ch 12 pp 189 – 205</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly.</p> <p>In clinical setting...</p> <p>5. Accomplish nursing rounds on all clients assigned to a team at beginning of shift.</p> <p>6. Accomplish nursing rounds on all clients assigned to team at end of shift.</p> <p>7. Assist team members with client care, procedures, and medications as needed.</p> <p>8. Receive report from student team members at end of shift.</p> <p>9. Relay client reports clearly to staff primary nurse, team leader, or instructor.</p> <p>10. Count narcotics with another student at beginning and end of each shift when assigned to team medication administration.</p> <p>11. Schedule and lead student team conference at clinical post-conference.</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able to :</p> <p>9. Identify the difference between assertive, aggressive and passive behavior.</p> <p>10. Identify four (4) mental mechanisms that interfere with goal achievement.</p> <p>11. State the five (5) guidelines for assertiveness development.</p>	<p>I. Assertive II. Aggressive III. Passive</p> <p>I. Projection II. Rationalization III. Denial IV. Compensation</p> <p>I. Define the problem II. Decide on a goal III. Choose alternatives IV. Evaluate effectiveness V. Respect</p>	<p>Lecture/Discussion</p> <p>Hill Ch 1 168 – 188</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to correctly.</p> <p>In clinical setting...</p> <p>12. Participate in patient teaching</p>



Coast Health Career College



TERM IV VN-Program

1741 W. Katella Avenue Anaheim, CA. 92804
Tel: (714) 776-8405 / Fax: (714) 776-8605

Coast Health Educational Center

Vocational Nursing Program

TERM IV Curriculum Objectives

- At the completion of Term IV , the student is expected to successfully complete care on four (4) clients daily utilizing comprehensive medical surgical skill, which include but are not limited to :
 - Client Assessment
 - Medication Administration
 - Treatment Administration
 - Client/Family Teaching
 - Leadership and Supervision Skills
 - Utilization of the Nursing Process as applied to the following systems :
 - * Reproductive
 - * Obstetrics
 - * Pediatrics
 - * Neuro/Sensory
 - * Rehabilitation Nursing/HomeHealth

- Upon completion , Term IV student will have successfully completed Nursing Specialties , with an emphasis on scope of practice and role transition from student to professional.

Coast Health Educational Center Vocational Nursing Program - Term IV

VN 401 Reproductive System

The reproductive system introduces the student to the anatomy and physiology , pathophysiology of common diseases , disorders , hormonal changes and diagnostic procedures of the male and female reproductive system . Vocational nurse responsibilities in related pharmacological agents , assessment , treatment and diet therapy will be identified and included in the discussion . The unit emphasize the nursing intervention , birth control methods and the psychosocial aspects for the care of the client with a reproductive disorder/deficits . Selected clinical experiences allow the student to practice appropriate nursing concepts and skills .

VN 402 Obstetrics

The obstetrics unit explains a brief history of obstetrical practice , basic understanding of pelvic structure , physiological changes occurring during pregnancy , the mechanism of labor and delivery and post-partum care of the mother and infant. Common complications of pregnancy , fetal development and disorders of the newborn are also discussed. Nutrition and pharmacology are integrated into the unit. Selected clinical experiences allow the student to practice appropriate nursing concepts and skills to insure optimum patient care.

VN 403 Life Cycles/Pediatrics

The pediatric unit approaches the care of the client based on the growth and development theory . Unit content will include the stages of growth and development , battered child syndrome , common childhood diseases , common pediatric procedures , related pharmacology (including immunizations) , nutritional needs , accident preventions and nursing interventions. Selected clinical experiences allow the student to practice appropriate nursing concepts and skills to insure optimum patient care.

VN 404 Neurosensory System

The neurosensory system introduces the student to the anatomy and physiology , pathophysiology of common diseases , disorders , and diagnostic procedures of neuron , brain , cranial nerves , the eye and the ear . Vocational nurse responsibilities in related pharmacological agents , assessment , treatment and diet therapy will be identified and included in the discussion . The unit emphasize the nursing intervention , including importance of neurological assessment and measurements that are recommended in preventing complications. Psychosocial aspects for the care of the client with a neurosensory disorder are discussed .Selected clinical experiences allow the student to practice appropriate nursing concepts and skills .

Method of Evaluation

A minimum overall average of 80% is required for each theory segment. The following represents the equivalencies of grade assignments.

A = 92 - 100 %

B = 86 - 91 %

C = 80 - 85 %

Below 80 % = F

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- * Deglin, J.H., Drug Guide for Nursing 9th Edition
- * Christensen & Kockrow, Skills Performance Checklists (Foundation of Nursing), 7th Edition

**Coast Health Educational Center
Vocational Nursing Center**

TERM IV

**Course Title : Care of the Client with Self-Care Deficit IV
Unit Title : Care of the Client with a Reproductive Deficits**

**Theory Hours : 20 Hours
Skills Lab/Clinical : 0/48 Hours**

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>1. State the function of the male reproduction system.</p> <p>2. Identify the major structures of the male reproduction system.</p> <p>3. Identify the accessory gland of the male reproductive system</p>	<p>I. Store Sperm II. Secondary Sex Characteristics</p> <p>I. Testes II. Epididymis III. Ductus Deferens IV. Ejaculatory Duct and Urethra V. Penis VI. Sperm</p> <p>I. Seminal Vesicles II. Prostate Gland III. Cowper's Glands</p>	<p style="text-align: center;">Lecture/Discussion</p> <p>Adult Health Ch 12 pp 495 – 502 Chabner Ch 8 pp 254 - 258</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform :</p> <p>In clinical setting ...</p> <p>1.Utilize standard precautions in all care</p> <p>2. Interview client, utilizing therapeutic communication skills, which allow the client to verbalize his/her fears of changes in sexuality.</p> <p>3. Prepare and assist a client undergoing a diagnostic procedure.</p> <p>4. Recognize significant laboratory results.</p> <p>5. Assist with pelvic examination.</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>4. Identify the common diagnostic procedures used in determining deficits of the male reproductive system.</p> <p>5. Identify inflammatory conditions of the male reproductive system.</p> <p>6. Identify common deficits of male reproductive system.</p> <p>7. Identify the steps utilized for testicular self-examination.</p>	<p>I. Seminal Vesicles II. Prostate Gland III. Cowper's Glands</p> <p>I. Cystoscopy II. Radiographic Examinations III. Ultrasound IV. Biopsy V. Laboratory Tests VI. Infertility Tests</p> <p>I. Prostatitis II. Epididymitis</p> <p>I. Phimosis II. Varicocele III. Cancer of the Testes IV. Cancer of the Penis V. Impotence VI. Infertility</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 12 pp 503 – 506</p> <p>Adult Health CH 12 pp 507 – 515</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform :</p> <p>In clinical setting ...</p> <p>6. Instruct a client in the performance of self breast examination.</p> <p>7. Apply warm or cold packs to scrotum.</p> <p>8. Apply scrotal support.</p> <p>9. Apply T-binder</p> <p>10. Assist with sitz bath.</p> <p>11. Provide perineal care, utilizing universal precautions.</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>11. Identify the major structures of the female reproductive system.</p> <p>12. Identify the accessory glands to the female reproductive system.</p> <p>13. Identify the three phases of the menstrual cycle.</p> <p>14. Identify disturbances of menstruation.</p> <p>15. State the effects of normal aging pattern on the female reproductive system.</p>	<p>I. Produce Ovum II. House Fertilized Egg III. Maintain Embryo</p> <p>I. Ovaries II. Fallopian Tubes III. Uterus IV. Vagina V. External Genitalia</p> <p>I. Bartholin Glands II. Perineum III. Mammary</p> <p>I. Menstrual Cycle II. Pre-Ovulatory III. Post-Ovulatory</p> <p>I. Menstrual Disturbances A. Amenorrhea B. Dysmenorrhea C. Abnormal Bleeding D. Premenstrual Syndrome E. Climacteric F. Infertility</p> <p>II. Etiology III. Nursing Interventions</p>	<p>Lecture/Discussion</p> <p>Adult Health Integrated un pg 496 – 500</p> <p>Handout</p> <p>Chabner Ch 8 258 – 259</p> <p>Adult Health Ch 12 pp 507 – 512</p> <p>Chabner Ch 8 pp 258 – 259</p> <p>Definition of Terms – Chabner Ch 8</p> <p>Adult Health Ch 12 pp 507 – 512</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform.</p> <p>In clinical setting ...</p> <p>17. Contribute to nursing care plan, utilize the nursing process, of a client with reproduction disorder.</p> <p>18. Insert vaginal creams/suppositories appropriately.</p> <p>19. Recognize the need for diet change in the client with deficits of the reproductive system.</p> <p>20. Document according to hospital policy all information for client care.</p> <p>21. Utilize professional communication skills.</p> <p>22. Develop a Nursing Care Plan.</p> <p>23. Utilize the Nursing Process.</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>19. Identify deficit of the female breast.</p> <p>20. Identify two methods of breast self-exam.</p> <p>21. Identify the nursing interventions for the client after a mastectomy.</p>	<p>I. Endometriosis II. Vaginal fistulas III. Relaxed Pelvic Muscles IV. Cystocele/Rectocele V. Benign tumors VI. Hysterectomy VII. Cancer of the Cervix VIII. Cancer of the Endometrium IX. Cancer of the Ovary</p> <p>I. Fibrocystic Disease II. Acute Mastitis III. Chronic Mastitis IV. Breast Cancer V. Malignant Tumors VI. Silicone Breast Implants</p> <p>I. Concentric Circle II. Back and Forth</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 12 pp 519 – 526</p> <p>Adult Health Ch 12 pp 528 – 529</p> <p>Adult Health Ch 12 pp 530</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>25. Identify methods of contraception.</p> <p>26. List the common diagnostic procedure used to identify sexually transmitted diseases (STD).</p> <p>27. Identify common sexually transmitted diseases.</p> <p>28. Identify the risk factors that contribute to the spread of sexually transmitted diseases.</p>	<p>I. Self-Esteem II. Body Image III. Client Teaching IV. Sexuality V. Coping VI. Fears</p> <p>I. Surgical II. Hormonal III. Barrier IV. Behavioral</p> <p>I. Microscopic Examination II. VDRL Slide III. Examination IV. Fluorescein Treponema Antibody</p> <p>I. Herpes Genitalis II. Syphilis III. Gonorrhea IV. Trichomoniasis V. Candidiasis VI. Chlamydia VII. Acquired Immunodeficiency Syndrome (AIDS)</p>	<p>Lecture/Discussion</p> <p>Integrated Repro Ch 12 pp 529 – 538</p> <p>Integrated Ch 12 pp 529 – 538</p> <p>Adult Health Ch 12 pp 542 – 547</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>30. List the components of the Nursing Process for the Nursing Management of the client with a deficit of the Reproductive System.</p>	<p>Deficits</p> <p>2. Determine Order of Importance</p> <p>B. Form Realistic Goals</p> <p>C. Establish Realistic Patient Centered Outcomes</p> <p>D. Document the quantity and of the Patient's Response</p> <p>IV. Implementation</p> <p>A. Delegate Care</p> <p>B. Nursing Action</p> <p>V. Evaluation</p> <p>A. Reassess Client for Continuous development of Self-Care Goals</p> <p>B. Identify Progress based on Health Goals</p> <p>C. Modify Plan</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 12 pp 547</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>3. State the stages of fetal development.</p> <p>4. Compare signs of pregnancy.</p> <p>5. Discuss the physiological changes that occur during pregnancy.</p>	<p>I. Presumptive II. Probable III. Positive</p> <p>I. Hormonal II. Uterine</p> <p>I. Obstetrical history II. Family history III. Life-style pattern IV. Physical Exam V. Blood an Urine tests VI. Gynecological exam VII. Pelvic type VIII. Cultural Influences IX. Estimated Date of Confinement</p>	<p>Lecture/Discussion</p> <p>Foundation Ch 24 pp 652 – 660</p> <p>Foundation Ch 24 pp 654 – 655</p> <p>Foundation Ch 24 pp 653 – 654</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform.</p> <p>In the clinical setting:</p> <p>6. Listen to fetal heart tones.</p> <p>7. Observe a vaginal delivery and a Ceasarean section.</p> <p>8. Develop a nursing care plan utilizing the Nursing Process to identify a self-care goal.</p> <p>9. Observe one newborn admission and assessment</p> <p>10. Prepare and assist a client undergoing a diagnostic exam.</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>8. Discuss the complications of pregnancy.</p>	<ul style="list-style-type: none"> I. Diagnostic Tests <ul style="list-style-type: none"> A. Complete Blood Count B. Prothrombin time (PT) C. Blood Typing D. Ultrasound E. Hormone Studies F. Vaginal and rectala exams G. Alpha-feto protein Testing H. Chorionic Villous Sampling I. Amniocentesis J. Non-stress Testing (NOT) K. Percutaaneous Umbilical Blood Sampling II. Nursing Interventions <ul style="list-style-type: none"> A. Pre-procedure preparation B. Post-procedure care III. Medical Interventions IV. Potential Complications 	<p>Lecture/Discussion</p> <p>Foundation Ch 23 & 26 (Integrated)</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform.</p> <p>In the clinical setting:</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>14. Identify drugs commonly used in the management of the pregnant client.</p>	<ul style="list-style-type: none"> I. Assessment Plan <ul style="list-style-type: none"> A. Collect Data <ul style="list-style-type: none"> 1. Observe for Presence of Deficits 2. Interview client 3. Identify Need for Changes in Care 4. Identify Self-Care Deficits B. Validate Data II. Nursing Diagnosis <ul style="list-style-type: none"> A. Interpret Data B. Form a Nursing Diagnosis (in Collaboration with RN) III. Planning <ul style="list-style-type: none"> A. Set Priorities <ul style="list-style-type: none"> 1. List all Self-Care Deficits 2. Determine Order of Importance B. Form Realistic Goals C. Establish Realistic Patient Centered Outcomes IV. Implementation <ul style="list-style-type: none"> A. Delegate Care B. Nursing Action C. Documentation 	<p>Lecture/Discussion</p> <p>Adult Health Ch 24 pp 663</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>19. Identify the medical interventions utilized during complications of labor and delivery.</p>	<ul style="list-style-type: none"> I. Assessment Plan <ul style="list-style-type: none"> A. Collect Data <ul style="list-style-type: none"> 1. Observe for Presence of Deficits 2. Interview Client 3. Identify Need for Changes in Care 4. Identify Self-Care Deficits B. Validate Data II. Nursing Diagnosis <ul style="list-style-type: none"> A. Interpret Data B. Form a Nursing Diagnosis (in collaboration With RN) III. Planning <ul style="list-style-type: none"> A. Set Priorities <ul style="list-style-type: none"> 1. List all Self-Care Deficits 2. Determine Order of Importance B. Form Realistic Goals C. Establish Realistic Patient Centered Outcomes IV. Implementation <ul style="list-style-type: none"> A. Delegate Care B. Nursing Action C. Documentation 	<p>Lecture/Discussion</p> <p>Integrated Ch 25 & 26</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>22. Identify the drugs commonly used in the management of the post-partum client.</p>	<ul style="list-style-type: none"> I. Induction II. Forceps III. Cesarean Section I. Assessment Plan <ul style="list-style-type: none"> B. Collect Data <ul style="list-style-type: none"> 1. Observe for Presence of Deficits 2. Interview Client 3. Identify Need for Changes in Care 4. Identify Self-Care Deficits B. Validate Data II. Nursing Diagnosis <ul style="list-style-type: none"> C. Interpret Data D. Form a Nursing Diagnosis (in collaboration With RN) III. Planning <ul style="list-style-type: none"> D. Set Priorities <ul style="list-style-type: none"> 1. List all Self-Care Deficits 2. Determine Order of Importance E. Form Realistic Goals F. Establish Realistic Patient Centered Outcomes 	<p>Lecture/Discussion</p> <p>Foundation - Integrated Ch 24 & 25</p> <p>Foundation Ch 26 pp 705- 707</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>24. Identify the five (5) components of initial neonatal assessment.</p> <p>25. Identify eight (8) components of the neonatal assessment.</p>	<p>I. Classifications F. Analgesics G. Narcotics H. Salicylate I. Anti-inflammatory Agents J. Prostaglandin</p> <p>II. Drug Characteristics D. Uses E. Adverse Reactions F. Drug Interactions</p> <p>III. Nursing Process IV. Client and Family Teaching</p> <p>I. Vital Signs Assignments II. Nutritional Needs III. Elimination Monitoring IV. Episiotomy Care A. Sitz Bath V. Activity Monitoring VI. Rest and Sleep Needs VII. Fundus Location VIII. Lochia Amount IX. Condition of Breasts X. Post-Partum Stress Reduction</p>	<p>Lecture/Discussion</p> <p>Foundation Ch 26 pp 712 – 713</p> <p>Foundation Ch 26 pp 712</p> <p>Foundation Ch 26 pp 704 – 716</p> <p>Table 26 – 3 pp 706</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>Cont. 27. Identify the Management of the newborn according to the Nursing Process.</p>	<ul style="list-style-type: none"> B. Validate Data II. Nursing Diagnosis <ul style="list-style-type: none"> A. Interpret Data B. Form a Nursing Diagnosis (in Collaboration with RN) III. Planning <ul style="list-style-type: none"> A. Set Priorities <ul style="list-style-type: none"> 1. List all Self-Care Deficits 2. Determine Order of Importance B. Form Realistic Goals C. Establish Realistic Outcomes IV. Implementation <ul style="list-style-type: none"> A. Delegate Care B. Nursing Action C. Documentation V. Evaluation <ul style="list-style-type: none"> A. Reassess Client for continuous development of goals B. Identify Progress based on Health Goals C. Modify Plan 	<p style="text-align: center;">Lecture/Discussion</p> <p>Foundation Ch 26 pp 724 – 735</p> <p>Note : Quizzes & Tests</p>	

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>3. Discuss the physical development of the toddler.</p> <p>4. Identify the physical development of the pre-schoolers'.</p> <p>5. Identify the components of physical development of the school-age child.</p> <p>6. Identify the physical development of the adolescent.</p> <p>7. Identify events that has a significant impact on health care of children in the United States</p>	<p>I. Physical Growth II. Motor Development III. Language Development</p> <p>I. Physical Growth II. Motor Development III. Language Development</p> <p>I. Physical Growth II. Motor Development III. Language IV. Social</p> <p>I. Physical Growth II. Motor Development III. Language IV. Social</p> <p>I. Physical Growth II. Motor Development III. Language IV. Social</p>	<p>Lecture/Discussion</p> <p>Foundation Ch 8 pp 133 – 144</p> <p>Foundation Ch 8 pp 145 – 151</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform.</p> <p>In the clinical setting...</p> <p>4. Provide age appropriate toys to a client.</p> <p>5. Evaluate the growth and development level of assigned client.</p> <p>6. Observe an assigned pediatric client for normal growth and development.</p> <p>7. Encourage family centered care, involving bathing, feeding and play</p> <p>8. Calculate pediatric medication dosages.</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>Cont. 10. Discuss common pediatric procedures.</p> <p>11. Identify communicable disease deficits in the pediatric client.</p>	<ul style="list-style-type: none"> I. Bathing II. Feeding <ul style="list-style-type: none"> A. Formula/Breast B. Solids C. Special feeding methods <ul style="list-style-type: none"> 1. Gavage 2. Gastrostomy III. Restraints <ul style="list-style-type: none"> A. Elbow B. Mummy C. Clove-Hitch D. Jacket IV. Urine Collection V. Venipuncture VI. Lumbar Puncture VII. Oxygen Therapy VIII. Suctioning IX. Intake and Output X. Weight XI. Medication Administration <ul style="list-style-type: none"> I. Communicable <ul style="list-style-type: none"> A. Chickenpox B. German Measles C. Regular Measles D. Mumps E. Whooping cough F. AIDS II. Immunizations III. Isolation IV. Nursing Interventions 	<p>Lecture/Discussion</p> <p>Foundation Ch 29 pp 787 – 813</p> <p>Foundation Ch 30 pp 874 – 881</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>14. Identify deficits of the neurologic function in the pediatric client .</p> <p>15 . Identify disorders of cognitive function in the child</p> <p>16. Identify common pediatric deficits of the gastrointestinal system.</p>	<p>I. Deficits A. Meningitis B. Encephalitis C. Cerebral Palsy D. Seizures E. Spina Bifida F. Brain Tumors G. Narcotic Abstinence Syndrome</p> <p>II. Nursing Interventions</p> <p>I. Deficits A. Cognitive Impairment B. Downs Syndrome C. Lead Poisoning</p> <p>II. Nursing Interventions</p> <p>I. Deficits A. Cleft Lip/Palate B. Dehydration C. Diarrhea D. Constipation E. Pyloric Stenosis F. Intussusception</p> <p>II. Nursing Interventions</p>	<p>Lecture/Discussion</p> <p>Foundation Ch 30 pp 866 – 874</p> <p>Foundation Ch 31 pp 844 – 854</p> <p>Foundation Ch 30 pp 844 – 854</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>19. Identify pediatric deficits of the Genitourinary system.</p> <p>20. Identify a pediatric endocrine deficit.</p> <p>21. Discuss the signs and symptoms of child abuse.</p>	<p>I. Deficits</p> <ul style="list-style-type: none"> A. Urinary Tract Infection (UTI) B. Nephrotic Syndrome C. Acute Glomerulonephritis D. Wilm's Tumor E. Hypospadias F. Epispadias G. Phimosis H. Hydrocele I. Cryptorchidism J. Hernia L. Enuresis <p>I. Insulin-dependent Diabetes Mellitus</p> <ul style="list-style-type: none"> A. Cause B. Signs and symptoms C. Ketoacidosis <p>II. Nursing Interventions</p> <ul style="list-style-type: none"> A. Recognition B. Protection C. Reporting 	<p>Lecture/Discussion</p> <p>Foundation Ch 30 pp 835 – 844</p> <p>Foundation Ch 30 pp 858 – 860</p> <p>Foundation Ch 31 pp 892 – 900</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able : (con't)</p> <p>22. Identify the Nursing Management of a client with a pediatric deficit according to the Nursing Process.</p>	<p>A. Reassess Client for continuous Development of Self-Care Goals</p> <p>B. Identify Progress based on Health goals</p> <p>C. Modify Plan</p>	<p>Lecture/Discussion</p> <p>Foundation Ch 30 & 31 (Integrated)</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>3. Identify the common diagnostic procedures used in determining deficits of the neurological system.</p>	<p>I. Procedures</p> <p>A. Cranial Nerves</p> <p>B. Motor Function</p> <p>C. Level of Consciousness</p> <p>D. Glasgow Coma Scale</p> <p>E. Sensory Perception Status</p> <p>II. Diagnostic Tests</p> <p>A. Blood</p> <p>B. Urine</p> <p>C. Lumbar Puncture</p> <p>D. Computerized Tomography</p> <p>E. Electroencephalogram (EEG)</p> <p>F. Brain Scan</p> <p>G. Electromyography</p> <p>H. Echoencephalography</p> <p>I. Angiogram</p> <p>III. Nursing Interventions</p> <p>A. Pre-Procedure Prep</p> <p>B. Post-Procedure Care</p> <p>IV. Potential complications</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 15 pp 590 – 593</p> <p>Chabner Ch 10 pp 360 – 362</p> <p>Adult Health Ch 14 pp 612 – 656</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform.</p> <p>In clinical setting ...</p> <p>5. Recognize significant lab results.</p> <p>6. Prepare and assist the client undergoing a diagnostic procedure.</p> <p>7. Assess signs and symptoms of increased intracranial pressure.</p> <p>8. Provide seizure precautions.</p> <p>9. Monitor motor and sensory function of a Cerebrovascular Accident client.</p> <p>10. Identify safety precautions for a client with a deficit of the neurological system.</p> <p>11. Administer medications for a client with a deficit of the neurological system according to the six (6) Rights of Medication administration.</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>5. Identify the drugs commonly used in the management of Neurological Deficits.</p> <p>6. Discuss the dietary considerations in the management of the client with a deficit of the neurological system.</p>	<p>I. Classification</p> <p>A. Narcotics</p> <p>B. Non-narcotic Analgesics</p> <p>C. Anticonvulsant</p> <p>D. Antiemetic/Antivertigo</p> <p>E. Antiparkinson's</p> <p>F. Psychotherapeutic</p> <p>G. Sedative-Hypnotic</p> <p>II. Drug characteristics</p> <p>A. Action</p> <p>B. Uses</p> <p>C. Adverse reactions</p> <p>D. Drug interactions</p> <p>III. Nursing Process</p> <p>IV. Client and family teaching</p> <p>I. Client and family teaching</p> <p>A. Fluid Regulation</p> <p>B. Increase Calories</p> <p>C. Increase Fiber</p> <p>II. Physical Consideration</p> <p>A. Dysphagia</p> <p>B. Client Positioning</p> <p>C. Assistive Devices</p>	<p>Lecture/Discussion</p> <p>Rice Ch 30 pp 390 – 396</p> <p>Integrated in Ch 14 Foundation</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able : (con't.)</p> <p>8. Discuss the Nursing Management of a client with a Neurological Deficit according to the Nursing Process.</p> <p>9. State the function of the Sensory System.</p>	<p>B. Form Realistic Goal C. Establish Realistic Patient Centered Outcomes</p> <p>IV. Implementation A. Delegate Care B. Nursing Action C. Documentation</p> <p>V. Evaluation A. Reassess Client for Continuous development Of Self-Care Goals B. Identify Progress based on Health goal C. Modify Plan</p> <p>I. Receptors II. Sense Organs</p>	<p>Lecture/Discussion</p> <p>Adult Health Ch 14 pp 652 – 653</p> <p>Adult Health Ch 13 pp 555 – 557</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>12. Identify and discuss the common deficits of the Sensory System.</p>	<ul style="list-style-type: none"> I. Blindness II. Refractory Deficits <ul style="list-style-type: none"> A. Strabismus B. Myopia C. Hyperopia III. Inflammatory Deficits <ul style="list-style-type: none"> A. Blepharitis B. Conjunctivitis C. Keratitis IV. Non-Infectious Deficits <ul style="list-style-type: none"> A. Lacrimal B. Lid C. Lens (Cataracts) V. Retinal Deficits <ul style="list-style-type: none"> A. Diebetic Retinopathy B. Muscular Degeneration C. Retinal Detachment VI. Glaucoma VII. Trauma <ul style="list-style-type: none"> A. Enucleation B. Keratoplasty C. Phtocoagulation D. Virectomy IX. Inflammatory Deficits <ul style="list-style-type: none"> A. External Otitis B. Otitis Media C. Labyrinthitis D. Obstruction 	<p style="text-align: center;">Lecture/Discussion</p> <p>Adult Health Ch 14 pp 569 - 600</p> <p style="text-align: center;">Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>14. Discuss the psychosocial aspects of Sensory deficit of the client.</p> <p>15. Identify the Nursing Management of a client with a Sensory Deficit according to the Nursing Process.</p>	<p>I. Psychological A. Altered Body Image B. Powerlessness C. Impaired Communication D. Denial E. Anxiety F. Knowledge Deficit</p> <p>II. Sociological A. Family Roles B. Social Isolation</p> <p>I. Assessment Plan A. Collect Data 1. Observe for Presence of Deficits 2. Interview Client 3. Identify Need for Changes in Care B. Validate Data</p> <p>II. Nursing Diagnosis A. Interpret Data B. Form a Nursing Diagnosis (in collaboration with RN)</p> <p>III. Planning A. Set Priorities 1. List all Self-Care Deficits 2. Determine Order of Importance B. Form Realistic Goals</p>	<p>Lecture/Discussion</p> <p>Integrated Ch 14 Adult Health</p> <p>Integrated Ch 14 Adult Health</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform</p>

**Coast Health Educational Center
Vocational Nursing Center**

TERM IV

**Course Title : Care of the Client with Self-Care Deficit IV
Unit Title : Rehabilitation Nursing**

**Theory Hours : 10 Hours
Skills Lab/Clinical : 0/24 Hours**

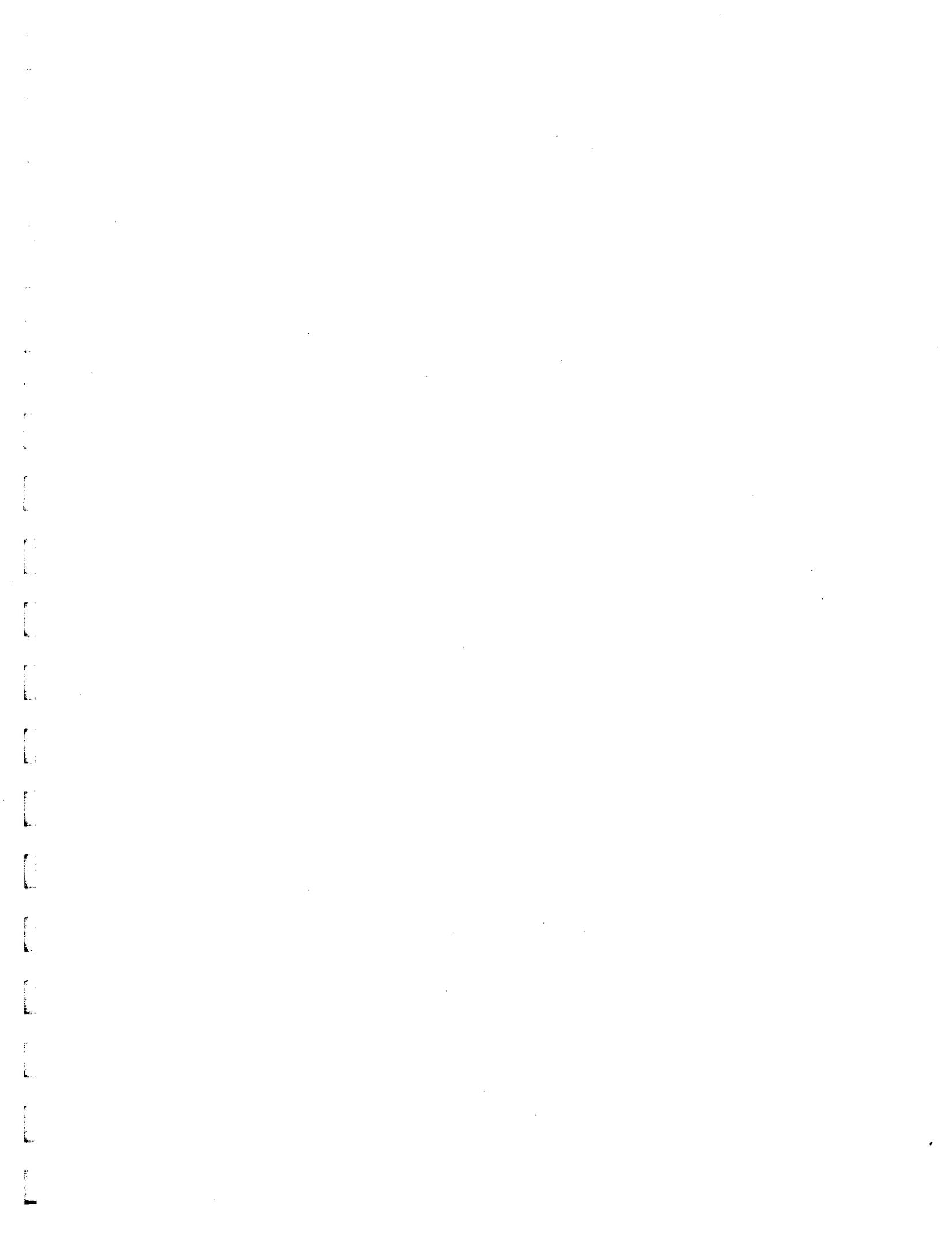
Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>1. Explain rehabilitation.</p> <p>2. List 4 areas for nursing consideration when giving nursing care to patient in rehabilitation.</p>	<p>I. Rehabilitation Care</p> <p style="margin-left: 20px;">A. Terminology</p> <p style="margin-left: 20px;">B. The Client as a Person</p> <p style="margin-left: 20px;">C. The Rehabilitation Team</p> <p style="margin-left: 20px;">D. Community Resources</p> <p style="margin-left: 20px;">E. Nursing Considerations</p> <p>I. Activities of Daily Living (ADLs)</p> <p style="margin-left: 40px;">a. Basic functional ADLs</p> <p style="margin-left: 40px;">b. Instrumental ADLs</p> <p>II. Diversion</p> <p style="margin-left: 40px;">a. Recreational Activities</p> <p>III. The Paralyzed Person</p> <p style="margin-left: 40px;">a. Skin Care</p> <p style="margin-left: 40px;">b. Range of Motion</p> <p style="margin-left: 40px;">c. Mobility</p> <p style="margin-left: 40px;">d. Braces and Splints</p>	<p style="text-align: center;">Lecture/Discussion</p> <p>Handout (Rosdahl – Basic Nursing)</p> <p style="text-align: center;">Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform</p> <p>In clinical setting ...</p> <p>1. Participate in planning the day to day activities of the client in rehab.</p> <p>2. Participate in client assessment and referral to client with rehab potential.</p> <p>3. Discuss plan of care to the team.</p>

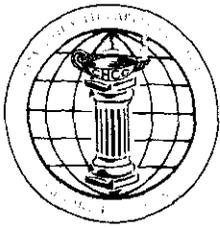
Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able : (con't.)</p> <p>5. Explain home nursing and state at least 2 reasons for home care.</p>	<p>I. Home Nursing A. Description B. Reasons for Home Care C. Types of Agencies and Services D. Home Nursing Care</p>	<p>Lecture/Discussion</p> <p>Handout (Rosdahl – Basic Nursing)</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able : (con't.)</p> <p>3. List the major goals of skilled nursing facilities.</p> <p>4. Identify the role of the Licensed Vocational Nurse in home health.</p> <p>5. List services home health provides.</p> <p>6. Identify the process for entering home health service.</p>	<p>IV. Promotion</p> <p>I. Assisting Registered Nurse II. Basic nursing skills III. Client Centered Care</p> <p>I. Physical Therapy II. Occupational therapy III. Speech therapy IV. Homemaker V. Hospice</p> <p>I. Admission A. Registered Nurse evaluation B. Assessment of Needs II. Care Plan A. Physician B. Nursing care plan III. Visits A. Hours B. Weeks IV. Documentation A. Nursing process recording</p>	<p>Lecture/Discussion</p> <p>Foundation Ch 36 pp 981 -- 989</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform.</p> <p>In clinical setting ...</p> <p>3. Evaluate client's safety.</p> <p>4. Participate in discharge planning .</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>3. Define the Board of Vocational Nurse and Psychiatric Technician Examiners and it's scope of regulation.</p> <p>4. List the agencies that deliver Health Care Service.</p> <p>5. List the Licensed Vocational Nurse's responsibilities for the NCLEX-PN.</p>	<p>I. Vocational Nursing Practice Act II. Rules and Regulations III. Intravenous Certification IV. Continuing Education Units V. Interim Permit I. Local II. State III. Federal IV. International I. Dates and locations II. Format A. Nursing Process B. Client health needs C. Computer Aided Testing III. Preparation A. Review Classes B. Review Books</p>	<p>Lecture/Discussion</p> <p>Handout Hill Ch 20 pp 331 – 360 Ch 19 pp 276 – 290 Foundation Ch 40 pp 1026 – 1049 Hill Ch 19 pp 322 – 339 Ch 21 pp 317 – 329 Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform</p>

Theory Objectives	Content	Lecture/Method	Skills Lab/ Clinical Objectives
<p>Upon completion of this unit the student will be able :</p> <p>9. List the Two (2) types of legal action.</p> <p>10. Identify the legal aspects and conditions of negligence.</p> <p>11. Define Torts and how they affect the Licensed Vocational Nurse.</p> <p>12. Identify reportable incidents and the Licensed Vocational Nurse's responsibility in each.</p>	<p>I. Civil II. Criminal</p> <p>I. Elements A. Duty B. Breach of Duty C. Proximate Cause D. Damages II. Good Samaritan Act III. Malpractice Insurance</p> <p>I. Assault and Battery II. False Imprisonment III. Defamation IV. Legal Consequence</p> <p>I. Child Abuse II. Elder Abuse III. Dependent Abuse IV. Chemical Abuse V. Malpractice</p>	<p>Lecture/Discussion</p> <p>Hill Ch 18 pp 295 – 321</p> <p>Note : Quizzes & Tests</p>	<p>Upon completion of this term the student will be able to perform</p>





Agenda Item #14.A.3. Attachment J

COAST HEALTH CAREER COLLEGE

2012 JAN 31 AM 9:32

January 16, 2012
Cheryl C. Anderson, M.S., R.N.
Supervising Nursing Consultant
Board of Vocational Nursing
And Psychiatric Technicians
2435 Capitol Oaks Drive, Suite 205
Sacramento, CA. 95833-2945

edie
BVNPT Received
on 2.1.12 with KR

Dear Ms. Anderson,

Thank you for giving me another opportunity to submit my report; Re: effectiveness of any corrective actions taken to improved the program's average annual passing rate on the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN).

Unfortunately the school was not able to start a VN class last year due to ailing family members two of my siblings and a parent that just passed away before Christmas.

The plan that I submitted before in order to maintain at least the minimum pass rate on the licensure examination was to subscribe to the Educational Resource Inc. (ERI) program. These programs enhance the students' knowledge and assist them in the application of concept within the content of the VN-Curriculum. The students from Term I to Term IV are required to attend Educational Resource Inc. (ERI) sessions (computer sessions) every after each unit to validate their knowledge that they may have obtained from the actual classroom lectures and through clinical experience.

During our monthly faculty meeting on the topic of program evaluation, it was a unanimous decision that we have to revise our Student handbook to include the requirements of taking the Comprehensive Achievement Profiles (PN CAPs), LPN Assessment Test, Clinical & Theory Practice Test and in Term IV mandatory to take PN-CAT.

The Comprehensive Achievement Profiles are tailored to fit into the corresponding lectures per term. The unit Lectures proceed the unit Test on the Term Level.

We discussed during the latest faculty meeting that in addition to the ERI sessions the faculty including the VN Program Director will offer extra hour's supplemental NCLEX preparation sessions.

Correctional Plan:

The students are reviewed by their theory Instructor at the end of each Term and more comprehensive review at the end of Term IV. During Clinical rotation the Instructor conducts post-conferences to determine if the students are able to apply theoretical concepts into practice. For students that "need improvements" the clinical instructor make arrangements for the student to attend skills lab and review of the concepts are reemphasize.

Educational Resources, Inc. (ERI)

ERI is a computer assisted program that will assist the individual students to acquire computer testing skills.

The ERI sessions will augment the acquired psychomotor skills of the VN student from the classroom and the clinical settings experiences. The test sessions will assist the students in developing critical thinking and will enable them to be comfortable in taking the NCLEX examination.

Policy:**1. Scheduling**

- A. Student will take responsibility in scheduling herself/himself.
- B. Student will sign an agreement to take full responsibility in acquiring computer skills through practice.
- C. Student is aware that the time spent taking the ERI test sessions is not hours included in the VN course.
- D. A calendar is provided for the student to sign in their Test sessions.

2. Sessions monitored

- A. The results of the test sessions are monitored for compliance, results are utilized for ranking status.
- B. Silence should strictly be observed.
- C. Telephone/ Cell phones should not be used in the testing room.

1. Admission Criteria

Vocational Nursing Requirements

Admission Policy: 1.0

- Must be at least 17 years of age.
- Proof of completion of Nursing Assistant Training Program.
- Fill out an application for admission.
- Letter of application to the School Director and essay regarding Nursing as a Profession
- Must pass interview with the admission committee.
- Pass drug screening.
- Pass Criminal Background Check.
- Negative PPD Test or Chest X-ray report.
- complete physical examination report.

All prospective students for the Vocational Nursing Program are required to submit a copy of their High School Transcript, Certificate of High School Equivalency, or GED. Also, one of the criteria for admission is the CHCC-VN Nurse Entrance Exam – Test of Essential Academic Skills (TEAS) which measures Reading and English & Language Usage. Cut scores accepted for Reading and English & Language Usage is 47.6% and 40.0% respectively. By submitting their HS Transcript or GED and by passing the VN Nurse Entrance Exam, the student will become eligible for admission to the VN Program.

Upon completion and presentation of the above requirements the prospective VN student will be notified in writing of his/her acceptance to the program. A mandatory orientation and information session is scheduled by the school. The students career path, required attitudes, skills, and abilities for success in the program and their chosen career. Also, additional workshops on academic survival, basic math and basic computer learning are also given before the start of the program.

In the event that there are more students than the allowed space, the priority of admission will be based on the ranking of the students in the Test of Essential Academic Skills (TEAS) results. The first 35 students with the highest TEAS scores will be accepted to the program. The remaining applicants will be placed on waiting list.

2. Admission Selection

Screening and Selection Criteria 2.0

The application and enrollment procedure begins with the completion of a general questionnaire and initial interview with a college admission representative. A discussion regarding background, aptitude, career goals, motivation and placement potential will be conducted as well as a guided school tour.

Prior to enrollment an applicant has the opportunity to ask questions and view the classrooms and lab. Applicants are required to pass a general aptitude exam. Successful candidates will then have an interview with the Program Director to discuss the nursing program and student expectation/s.

After compiling entrance scores, pre-vocational assessment, and Program Director recommendations, students will be notified of start date.

All accepted applicants must attend a scheduled Orientation prior to entry.

3. Terminal Objectives.

The objective of the Vocational Nursing Program is to train students to acquire satisfactory skills as a Vocational Nurse and prepare the student for Vocational Nurse State Licensure Examination. Upon successful completion of 1560 hours of required training, the graduate receives a diploma, is qualified to assume an entry-level position as a Certified Nurse Assistant and is eligible to take the Vocational Nurse State Licensure Examination. Upon passing the licensure exam, the graduate can enter employment as a Licensed Vocational Nurse (LVN) in a medical office clinic, HMO, acute care hospital, long-term care facility or other health care setting.

The training program is divided into four terms approximately 13 weeks in length. Each Term is comprised of prescribed subjects or studies that build upon each other. Students begin their training in Term One and progress sequentially through each Term until all courses and Terms have been successfully completed.

4. Curriculum Objectives:

Upon completion of this VN-program, the student will be able to:

1. Understand and utilize the components of the nursing process.
2. Demonstrate knowledge/ competence and safety in the performance of nursing skills.
3. Initiate and maintain effective communication with patients, visitors, and members of the health care team.
4. Describe the anatomical structure and physiological functions of the body.
5. Discuss the normal growth and development in terms of physical, psychosocial development, and needs of the neonate, child adolescent, adult and elderly patients.
6. Recognize the manifestations of disease, the importance of education and nutrition.
7. Prepare a plan of care which includes the basic physical, emotional, spiritual, socioeconomic and psychological factors involved in the nursing care of the patient and his/her family.
8. Demonstrate the safe administration of medications.
9. Be familiar and utilize community resources available to the patient and his/her family.
10. Recognize and utilize opportunities to teach health and wellness within the scope of practice.

TERM I

CURRICULUM OBJECTIVES

- The student is expected to successfully perform basic patient care within the context of the fundamentals of nursing by the end of Term I.
- The student is expected to successfully participate in the complete care of one (1) patient during their clinical shift demonstrating skills in:
 - Bedside Nursing Care
 - Comfort, Hygiene and Clean Environment
 - Patient Safety
 - Effective Communication
 - Basic Patient Assessment
 - Application of Basic Nursing Skills

TERM DESCRIPTION

- The student will be given orientation to the college and introduction to the role of the student nurse in the Nursing Profession. Policies and Procedures of the college will be discussed as they apply to the program. This Term will introduce concepts that are basic to nursing and the underlying principles of the models of Nursing, especially Orem's Self Care Model.
- A framework for developing the initial skills required for all subsequent specialty areas of clinical nursing practice will be discussed. Nursing skills used will aid the student in meeting the health care needs of the patient throughout the health care continuum.

Length of Course=13wks Theory Hours=170 Clinical Hours=96 Lab Hours=108

INTRODUCTION TO PATIENT CENTERED CARE

TERM I (1ST 6 wks.)

CHAPTER TOPICS COVERED;

Introduction to Vocation Nursing	Communication/Nurse Patient
Vital Signs/Skills	Body Mechanics/Patient Mobility
Physical Assessment	Nursing Process/Clinical Thinking
Documentation	Hygiene & Care of Patients Environment
Skills Lab	Cultural/Ethnic Differences
Loss, Grief, Death & Dying	Specimen Collection
Admission, Transfer/Discharge	Infection Control/Surgical Asepsis
Skills Lab (Gowning/Gloving)	Skills Lab (Isolation Techniques)
Surgical Wound Care	Safety
Pain Management/Comfort/Rest	Catheters/NGT Insertion/GT feedings
Staple Removal/Dressing changes Therapy	Complementary & Alternative
Home Health Nursing	Long Term Care
Selected Nursing Skills	Health Promotion/Care of the Older Adult
Fluid & Electrolytes/Acid Base Balance	

TERM I (2ND 6 WEEKS)

The last six (6) weeks of Term I is spent in a more in-depth discussion and review of all of the above chapters to prepare the student for Term II.

(See Textbook "Foundations of Nursing, Christensen/Kockrow, Fifth Edition).

TERM II

CURRICULUM OBJECTIVES:

- The student is expected to have a theoretical knowledge and clinical experience in the field of medical-surgical nursing.
- The student is expected to have a basic knowledge of Anatomy, Physiology and Pathophysiology of body systems by the end of Term II.
- The student will demonstrate skills in:
 - Life Cycles/Integumentary System
 - Musculoskeletal System
 - Respiratory System
 - Cardiovascular System
 - Gastrointestinal System

TERM DESCRIPTION:

- The student will be given essential information in “Life Cycles of the Middle Aged Adult” and learn how to apply these concepts to patient care.
- The student will be given the opportunity in the clinical arena to care for two-three patients with self-care limitations or health care needs within a system that will require utilizing the nursing process.

Length of Course=13 wks Theory Hours=172 Clinical Hours=192 Skills Lab=8 hrs

CARE OF THE CLIENT WITH SELF-CARE DEFICITS

CHAPTER TOPICS COVERED

Integumentary Deficits

Musculoskeletal Deficits

Respiratory Deficits

Cardio muscular Deficits

Gastrointestinal Deficits

(See Textbook, “Foundations of Nursing”, *Christensen/Kockrow*, Fifth Edition)

TERM III

CURRICULUM OBJECTIVES:

- The student is expected to safely and successfully complete care for three (3) patients daily.
- The student is expected to apply the intermediate skills of medical/surgical nursing, leadership and supervision, which include but are not limited to:
 - Patient Assessment
 - Medication Administration (including Insulin)
 - Administer Treatments
 - Patient/family Teaching
 - Emergency/First Aid Skills
 - Therapeutic Communication
 - Utilization of the Nursing Process

TERM DESCRIPTION:

- The student will be provided with theoretical knowledge and clinical experience in medical/surgical nursing – surgical nursing and maternal and child care nursing.
- The framework of the education will be presented within the body system approach incorporating the nursing process and education needed to grasp the concepts of system deficits.

Length of Course=13 wks Theory Hrs=122 Clinical Hrs=280 Skills Lab=8 Hrs

INTRODUCTION TO CARE OF THE PATIENT WITH SELF-CARE DEFICITS

CHAPTER TOPICS COVERED:

Endocrine Deficits

Urinary Deficits

Immune Deficits

Oncology Nursing

Hospice Care

Mental Health

Rehabilitation

Emergency Nursing

First Aid

Leadership/Supervision

(See textbook "Foundations of Nursing" *Christensen/Kockrow*, Fifth Edition)

TERM IV

CURRICULUM OBJECTIVES

- The student is expected to safely and successfully administer complete care for up to four (4) patients using comprehensive medical/surgical skills.
- The student is expected to complete nursing specialties, with emphasis on the scope of practice and the role transition from student to the professional nurse.
- Skills to be practiced and observed are;
 - Assessment of the Patient
 - Medication Administration
 - Administration of Treatments
 - Patient/Family Teaching
 - Leadership and Supervising Skills
 - Utilization of the Nursing Process as applied to all systems.

TERM DESCRIPTION

- The student will be provided with theoretical knowledge and clinical experience in the field of medical/surgical and maternal child nursing.
- The nursing process will be incorporated to give the student the essential information to be able to apply these concepts to patient care.
- The student will be introduced to the more advanced nursing concepts and utilization of the nursing process to assist the patient experiencing self-care limitations and health deficits.
- Home health and rehabilitation nursing will also be taught.

Length of Course=13 wks Theory Hrs=114 Clinical Hrs=288 Skills Lab Hrs =2

CARE OF THE PATIENT WITH SELF-CARE DEFICITS:

CHAPTER TOPICS COVERED;

Reproductive System	Care of the Obstetrical Client
Care of the Newborn	Deficits of the Pediatric Clinic
Care of the Patient with Neurosensory	
Deficits	Rehabilitation Nursing
Home Health	Senior Practicum
Role of the Graduate	

(See textbook, "Foundations of Nursing" *Christensen/Kockrow*, Fifth Edition.

5. Attendance/Absence:

Attendance Policy: 3.0

The school encourages excellent attendance so that students can get the most out of their education. Dedication to lectures, lab work, assignments, and clinical experiences are required.

1. Students are required to attend all scheduled classes.
2. If absences cannot be avoided, students are required to call the school or clinical area 30 minutes prior to start times.
3. When a student is absent, it is his/her responsibility to inform the Instructor of the reason for the absence and to arrange to make up missed clinical assignments and class work.
4. Students having three (3) absences may be dismissed from the Vocational Nursing Program.
 - a. First absence the student will be given a verbal warning and arrangement for make up will be scheduled.
 - b. Two (2) absences will result in being placed on probation for attendance.
 - c. Students failure to maintain improved attendance for the remainder of The Program may result in dismissal from the Vocational Nursing Program.

Tardiness and Leaving Early: 3.1

Classroom Policies

1. Students arriving late for an exam or a scheduled test will be admitted to class and allowed the remaining time allotted to complete the test. pop quizzes may not be made up.
2. Tardiness and leaving early disrupts the learning environment and is discouraged. Three (3) occurrences within one (1) month will be tallied as one (1) absence.

Clinical Policies

1. Failure to meet clinical objectives due to excess absences will result in probation or dismissal from the program.
2. Students arriving more than 15 minutes after the scheduled report for clinical time will be sent to the campus to schedule a make-up day.
3. Absences in clinical are scheduled for makeup, If the clinical is scheduled for 12 hours the student will be scheduled 12 hours makeup day. Students may not leave the clinical site before the designated time.
4. Report to school campus if clinical Instructor unable to be present for clinical due to illness or unexpected event.

6. Remediation Policy: 4.0

Purpose

The purpose of Education Assistance is to provide supervised time for the students to increase their understanding of theory objectives and proficiency in clinical skills, such as the review of mathematics, aspects of medication administration, assessment, and clinical documentation.

Clinical Instructor Referral

The instructor may refer a student to Education Assistance if the instructor feels that the student needs to increase their knowledge base of clinical or theory subjects.

Theory Instructor Referral

Students with a grade below 80% in a subject **must** attend remediation for that subject.

Student Referral

The students are encouraged to come to the lab independently to increase technical proficiency and expand their knowledge base.

1.0 Policy

1.1 Theory Students

- 1.1.1 All Term I students receiving less than 80% on any test (quizzes are exempt from remediation) will be required to meet with the Educational Assistance Coordinator during office hours. The Coordinator will create a remediation plan for each student. The remediation plan includes a review of the material, homework assignment and a retest on content. Upon successful completion of the homework assignment the student is then retested. The student achieves 80% on the retest. Only three (3) remediation's are allowed for the whole term.
- 1.1.2 All Term II – IV students receiving less than 80% in a single subject failure must successfully complete remediation to continue the term. Remediation consists of a material review, a homework assignment and a retest on content. Upon completion of the homework assignment the student must achieve a 80% on the retest. The student may only remediate one system per term. A 2nd system failure in a term will require a repeat of the term.

1.2 Clinical Students

- 1.2.1 Students deficient in any skill or clinical objective will be required to have remediation. The Clinical Instructor will provide a remediation plan that may include homework assignments, lab time, individual counseling and instruction. The clinical instructor may also refer any student to the Education Assistance Coordinator.
- 1.2.2 Students who demonstrate unsatisfactory skills after remediation will be removed from the clinical area and receive a clinical failing grade.

Remediation Procedure:

Remediation is available to students to assist them in strengthening their skills. The procedure is as follows:

After each test in Term I and each system in Term II – IV, the theory instructor will.....

- All Term I students receiving less than 80% on any test (quizzes are exempt from remediation) **must take** the corresponding ATI. remediation test.
- All Term II – IV students receiving less than 80% in a single subject failure **must** take the corresponding ATI. remediation test.
- The computer coordinator will then meet with the student to determine how the student will remediate.
- The Theory Instructor may determine if the student benefited from the ATI sessions. Remediation may include any or all of the following: lecture, study guides, homework, projects, return demonstration, videos or testing.
- The computer coordinator will enter the remediation grade into the grade book.
- Students who are unsuccessful with remediation (i.e., < 80% on retest, non-completion or deficient return demonstration, homework/project/study guide, did not retest) will receive counseling on failing grade by Theory Instructor and the Program Director.

ACADEMIC COUNCIL / COMMITTEE:

Objective: To avoid the perception of biases in the decision of dropping the student from the program an Academic Council / Committee is formed to.

1. Assist failing students to improve in their academic standing.
2. The committee is responsible to issue the **second** written warning (documentation) and to place the student on probationary status. The verbal warning (1st warning) will be issued by the Theory Instructor with a written documentation, a copy of which should be given to the Program Director for record purposes and a copy should be in file in the student's personal file.
3. Discuss issues /solutions that affect the academic standing of the student(s).
4. Decide on whether to drop the student from the program or decide whether the student can be granted status to re-enter the VN program at what level and subject to availability of space.
5. The committee will meet with the student and obtain from the student information to assist the committee on final decision...

Committee will compose of the following:

1. School Administrator
2. Program Director
3. All Theory Instructors – initial request for the committee to meet.

The committee will meet as the occasion requires/ or as initiated by the Theory Instructor of the failing student to discuss academic performance of failing student (s) or any issues that needs to be deliberated.