

Agenda Item #12.A.1



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

BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS

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DATE: August 17, 2012

TO: Board Members

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

SUBJECT: Career Development Institute Vocational Nursing Program – Reconsideration of Provisional Accreditation; Consideration of Request to Admit Students (Director: Helen Hansen, Los Angeles, Los Angeles, Private)

Career Development Institute, Inc., Los Angeles, Vocational Nursing Program is presented to the Board for reconsideration of its provisional approval.¹ The program's status was changed to provisional approval on October 7, 2009, for the two – year period from October 7, 2009 through September 30, 2011. On September 9, 2011, the Board extended the program's provisional approval for the one - year period from October 1, 2011, through September 30, 2012. Those actions were 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.”

Reconsideration of the program's status was scheduled for the September 2012 Board meeting.

The following table shows the variance of the program's pass rates from state average annual pass rates of first time graduates of accredited vocational nursing programs for the

¹ Prior to January 1, 2012, references in article 4 of the Vocational Nursing Practice Act and article 4 of the Psychiatric Technicians Law provided that the Board accredits all vocational nursing and psychiatric technicians programs. Pursuant to Business and Professions Code Sections 2883 and 4532 (Senate Bill 539, Chapter 338, Statutes of 2011), **accredit** was changed to **approve**. There was no change to the Board's authority or jurisdiction.

past 20 quarters. This data substantiates the program's **noncompliance** with Section 2530 (l) of the Vocational Nursing Rules and Regulations for the period **July 2007 through March 2010**, and its **compliance** for the **nine (9) most recent quarters, April 2010 through June 2012**.

NCLEX-PN® Licensure Examination Pass Rates			
Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate	Variance from State Annual Average Pass Rate
Jul - Sep 2007	76%	56%	-20
Oct - Dec 2007	76%	56%	- 20
Jan - Mar 2008	75%	50%	- 25
Apr - Jun 2008	74%	25%	- 49
Jul - Sep 2008	74%	40%	- 34
Oct - Dec 2008	73%	40%	- 33
Jan - Mar 2009	72%	40%	-32
Apr - Jun 2009	70%	40%	-30
Jul - Sep 2009	72%	0%	-74
Oct - Dec 2009	73%	0%	-74
Jan - Mar 2010	74%	0%	-74
Apr - Jun 2010	75%	67%	-8
Jul - Sep 2010	75%	100%	+25
Oct - Dec 2010	76%	100%	+24
Jan - Mar 2011	77%	100%	+23
Apr - Jun 2011	76%	100%	+24
Jul - Sep 2011	76%	100%	+24
Oct - Dec 201	75%	100%	+25
Jan - Mar 2012	74%	100%	+26
Apr - Jun 2012	74%	100%	+26

On July 6, 2012, the Board received electronic correspondence from the director requesting approval to admit 30 students into a **full – time** class commencing October 29, 2012, graduating November 8, 2013.

On August 6, 2012, the Board received electronic correspondence from the director relative to revision of its prior request. As revised, the director requests approval to admit a class of 30 students into a **part – time** class commencing November 5, 2012, graduating May 12, 2014. The proposed class would **replace** students who graduated August 6, 2012.

History of Prior Board Actions

- On February 21, 2005, the Executive Officer approved the Career Development Institute's request to begin a full - time vocational nursing program with an initial class of 30 students on February 12, 2005 only; and approved the program curriculum for 1532 hours, including 576 theory and 956 clinical hours.
- On October 5, 2005, the director notified the Board of a delayed start from February 12, 2005, to October 22, 2005, with a completion date of October 17, 2006.

- On September 8, 2006, the Board approved initial full accreditation for the Career Development Institute Vocational Nursing Program for the period from September 8, 2006, through September 7, 2010, and issued a certificate accordingly.

The Board also approved the program's request to admit 30 students starting November 18, 2006 only, to **replace** students graduating October 22, 2006. The projected completion date for the replacement class was November 9, 2007.

- On March 1, 2007, the Board approved the Career Development Institute, Inc. Vocational Nursing Program's request to admit 30 students into a part-time class starting March 9, 2007 only, with a projected graduation date of March 9, 2008.
- On April 9, 2008, the program was requested to review its curriculum, instructional plan, policies and procedures to evaluate changes needed to improve program pass rates.
- On June 4, 2008, the Executive Officer approved the program's request to admit 15 students on July 7, 2008 only, with an anticipated graduation date of July 2, 2009, to **replace** students scheduled to graduate March 8, 2008.
- On October 3, 2008, the program submitted a written plan for improving its pass rates on the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®).
- On March 16, 2009, the program was notified that its average annual pass rates had fallen more than ten (10) percentage points below state average annual pass rates for the past six (6) quarters. The program was requested to submit detailed documentation verifying implementation of the submitted plan of correction, dates of implementation of the plan, the effectiveness of the employed interventions, and modifications, if any, in the submitted plan, on or before April 2, 2009.
- On March 18, 2009, the Executive Officer approved the program's request to admit 15 students commencing July 17, 2009, with an anticipated graduation of October 10, 2010 only, to **replace** students scheduled to graduate on July 2, 2009. Additionally, the program was required to submit a follow-up report by April 30, 2009 that included a comprehensive analysis of the program, specific actions to improve the program pass rates, timeline for implementation, and expected outcomes, to include the following elements.
 - a. Admission Criteria.
 - b. Screening and Selection Criteria.
 - c. Terminal Objectives.
 - d. Curriculum Objectives.
 - e. Instructional Plan.
 - f. Theory and Clinical Objectives for Each Course.
 - g. Lesson Plans for Each Course.
 - h. List of Textbooks.
 - i. Attendance Policy.
 - j. Remediation Policy.

- k. Evaluations of Theory and Clinical Faculty.
 - l. Evaluations of Theory Presentations.
 - m. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
- On May 14, 2009, the program was notified that its pass rates had fallen more than ten (10) percentage points below state average annual pass rate for the past seven (7) quarters. The program was requested to submit the following information by June 15, 2009.
 - a. Current enrollment information.
 - b. Current faculty and facility information.
 - c. Documentation demonstrating the clinical rotation schedules for all current classes.
 - d. An analysis of the program's plan of correction indicating elements that have been effective and those that have not. Describe alterations to be made in the plan based on this analysis.
 - e. Any other pertinent information to be considered by the Board.
 - On July 17, 2009, the Board received the program's follow – up report. That report contained the program's analysis of its plan of correction and modifications of that plan. The program failed to submit information and documentation addressing the following areas.
 - a. Current enrollment information.
 - b. Current faculty and facility information.
 - c. Documentation demonstrating the clinical rotation schedules for all current classes.
 - **On July 22, 2009, a new program director was approved.**
 - On August 17, 2009, the Board received information and documents from the owner correcting reported inaccuracies in information submitted by the prior director relative to the program's enrollment history.
 - **On October 7, 2009, the Board placed the program on provisional accreditation for the two-year period from September 17, 2009, through September 30, 2011, and directed issuance of a notice identifying specific areas of non – compliance and requirements for correction referenced in Section 2526.1 (e) of the California Code of Regulations. The program was placed on the agenda for the September 2011 Board meeting for reconsideration of the program's accreditation status.**

The program was required to show documented progress by submitting follow-up reports in 10 and 22 months. The reports 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.

Additionally, the program was required to comply with all accreditation standards in Article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code section 2880, and Article 5 of the Board's regulations, commencing at California Code of Regulations, Title 16, Section 2525.

- On December 17, 2009, the Board forwarded the Notification of Change in Accreditation Status to the director, identifying specific areas of non – compliance and requirements for correction.
- On January 7, 2010, the Executive Officer approved Career Development Institute Vocational Nursing Program's request to admit a part – time class of 30 students on January 11, 2010 only, with a projected graduation date of August 26, 2011.
- On April 13, 2011, the director notified the Board that commencement of the January 11, 2010 class had been delayed to March 18, 2010.
- On April 22, 2011, the Supervising Nursing Education Consultant forwarded correspondence to the director relative to the Board's scheduled reconsideration of the program's provisional accreditation. Pursuant to the Board's decisions, the director was requested to submit a report to include, but not be limited to, a comprehensive analysis of the program, specific actions taken to improve program pass rates, and timelines for expected results, by July 15, 2011.
- On July 8, 2011, the Executive Officer deferred action on the program's request to admit a part – time class of 30 students on July 12, 2011 only, and graduating January 24, 2012, for consideration by the Board at the September 9, 2011 meeting. Additionally, the program's requirement to obtain Board approval prior to the admission of each class was continued. The assigned consultant forwarded correspondence to the director advising of the Executive Officer's decision.
- On July 11, 2011, the Board received correspondence from the owner requesting reconsideration of the Executive Officer's decision.

- On July 14, 2011, the Board received electronic correspondence requesting approval to admit 30 students on November 15, 2011, graduating June 30, 2013, to **replace** students graduating October 30, 2011.
- On July 15, 2011, the Board received the program's report.
- On August 2, 2011, the Board received electronic correspondence from the director advising she would be "leaving CDI on August 12th..."
- On August 3, 2011, the Board received electronic correspondence dated August 2, 2011, from Janis K. Newton, president, stating the director had resigned and reporting **the director's last day of employment as August 16, 2011.**
- On August 10, 2011, the Supervising Nursing Education Consultant forwarded correspondence to the director requesting the submission of documents for Board presentation.
- **On August 30, 2011, the Board approved a new director.**
- **On September 9, 2011, the Board extended the program's provisional accreditation for the one-year period from October 1, 2011, through September 30, 2011, and directed issuance of a notice identifying specific areas of non – compliance and requirements for correction referenced in Section 2526.1 (e) of the California Code of Regulations. The program was placed on the agenda for the September 2012 Board meeting for reconsideration of the program's accreditation status.**

The Board approved the program's request to admit 30 students commencing November 15, 2011 only, graduating June 30, 2013, to **replace** students scheduled to graduate October 30, 2011. The program was required to submit a follow-up report in nine (9) months, but no later than June 15, 2012. The report must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timelines 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.

The program was required to admit no additional students unless approved by the full Board.

Additionally, the program was required to comply with all accreditation standards in Article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code section 2880, and Article 5 of the Board's regulations, commencing at California Code of Regulations, Title 16, Section 2525. The program was required to continue to demonstrate incremental progress in correcting the violations. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the program's accreditation. Failure to take any of these corrective actions may cause the full Board to revoke the program's accreditation.

- On October 4, 2011, the Board forwarded the Notification of Change in Accreditation Status to the director, identifying specific areas of non – compliance and requirements for correction.
- On June 15, 2012, the Board received correspondence from the director and the required follow - up specified in the Notification of Change in Accreditation Status, Corrective Action #2.
- On July 2, 2012, the assigned consultant forwarded electronic correspondence requesting information relative to current enrollment, faculty, clinical facilities and available clinical rotations, by July 6, 2012.
- On July 6, 2012, the Board received electronic correspondence from the director requesting approval to admit a class.
- On July 17, 2012, the assigned consultant forwarded correspondence to the director requesting documents for dissemination to Board Members.
- On August 6, 2012, the Board received electronic correspondence from the director requesting amendment of its prior request for admission of a class.

Enrollment

The program offers a 53 – week full – time class and a 17 – month part – time class. Prior Board approval is required for each class admission. The pattern of admissions for current and proposed classes is seen in the enrollment table below.

The following table represents **current and projected** student enrollment based on current and proposed class starts and completions. The table indicates a **maximum enrollment of 48 students** from **October 2005 through May 2013**.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Complete			
10/05 (FT)		10	9	9
	10/06 (10/05 FT Class)		-9	9 - 9 = 0
10/06 (FT)		9	6	0 + 6 = 6
	11/07 (10/06 FT Class)		-6	6 - 6 = 0
3/07 (PT)		9	8	0 + 8 = 8
	3/08 (3/07 PT Class)		-8	8 - 8 = 0
7/08 (FT)		6	6	0 + 6 = 6
	7/09 (7/08 FT Class)		-6	6 - 6 = 0
7/09 (PT)		8	7	0 + 7 = 7
3/10 (PT)		12	6	7 + 6 = 13
	10/10 (7/09 PT Class)		-7	13 - 7 = 6
12/10 (PT) (Unapproved)		18	8	6 + 8 = 14
	10/11 (3/10 PT Class)		-6	14 - 6 = 8
11/11 (PT)		21	18	8 + 18 = 26
	8/12 (12/10 PT Class)		-8	26 - 8 = 18
11/12 (PT) (Proposed)		30		18 + 30 = 48
	5/14 (11/11 PT Class)		-18	48 - 18 = 30

Licensing Examination Statistics

The following statistics, furnished by Pearson VUE, and published by the National Council of State Boards of Nursing as "Jurisdictional Summary of All First-Time Candidates Educated in Member Board Jurisdiction," for the period April 2007 through June 2012, specify the pass percentage rates for graduates of Career Development Institute, Inc., Vocational Nursing Program on the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®).

NCLEX-PN® Licensure Examination Data						
Quarterly Statistics				Annual Statistics*		
Quarter	# Candidates	# Passed	% Passed	State Average Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate
Jul - Sep 2007	3	0	0%	76%	56%	76%
Oct - Dec 2007	No Candidates Tested			76%	56%	76%
Jan - Mar 2008	No Candidates Tested			75%	50%	75%
Apr - June 2008	5	2	40%	70%	25%	74%
Jul - Sep 2008	No Candidates Tested			74%	40%	74%
Oct - Dec 2008	No Candidates Tested			73%	40%	73%
Jan - Mar 2009	No Candidates Tested			70%	40%	72%
Apr - Jun 2009	No Candidates Tested			71%	40%	70%
Jul - Sep 2009	2	0	0%	74%	0%	72%
Oct - Dec 2009	No Candidates Tested			76%	0%	73%
Jan - Mar 2010	No Candidates Tested			76%	0%	74%
Apr - Jun 2010	4	4	100%	74%	67%	75%
Jul - Sep 2010	1	1	100%	76%	100%	75%
Oct - Dec 2010	1	1	100%	77%	100%	76%
Jan - Mar 2011	2	2	100%	80%	100%	77%
Apr - Jun 2011	1	1	100%	71%	100%	76%
Jul - Sep 2011	No Candidates Tested			74%	100%	76%
Oct - Dec 2011	No Candidates Tested			74%	100%	75%
Jan - Mar 2012	No Candidates Tested			77%	100%	74%
Apr - Jun 2012	2	2	100.00	72%	100%	74%

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

Based on the most recent data available (April - June 2012), the program's average annual pass rate is 100%. 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 74%. The pass rate for the Career Development Institute, Inc., Vocational Nursing Program is 26 percentage points above the state average annual pass rate.

Faculty and Facilities

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

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

The program's Board - approved faculty totals twelve (12), including the program director. Eight (8) instructors are available to teach in the clinical area.

Based on a maximum enrollment of 48 students, four (4) instructors are required for clinical supervision. Therefore, the current number of faculty is adequate for the current 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's clinical facilities are adequate as to type and variety of patients treated to enable current and proposed students to meet clinical objectives in accordance with Section 2534(b) of the Vocational Nursing Rules and Regulations. This has been verified by the consultant.

Other Considerations

As noted previously, on October 7, 2009, the Board placed the Career Development Institute, Inc., Los Angeles, Vocational Nursing Program on provisional accreditation for the two – year period from October 7, 2009 through September 30, 2011. At that time the program's average **annual** pass rate was **40%**, **30** percentage points **below** the state average annual pass rate.

On September 9, 2011, the Board extended the program's provisional accreditation for the one – year period from October 1, 2011, through September 30, 2011. At that time the program's average **annual** pass rate was **100%**, **24** percentage points **above** the state average annual pass rate. (See Attachment A) However, it was noted that while the program had achieved an improvement of 60 percentage points while on provisional accreditation, only eleven (11) program graduates had completed the NCLEX/PN® during that time.

On October 4, 2011, the Board forwarded to the Director the Notification of Change in Accreditation Status, identifying specific areas of non – compliance and requirements for correction. (See Attachment B)

On June 15, 2012, the Board received correspondence from the director, dated June 5, 2012, and the follow – up report specified in Corrective Action #2 of the Notification of Change in Accreditation Status. (See Attachment C)

On July 2, 2012, the assigned consultant forwarded electronic correspondence to the director requesting information relative to the program's current enrollment, faculty, clinical

facilities, and other program resources specified in Corrective Action #2. Submission was requested by July 6, 2012.

On July 9, 2012, the Board received the requested information, thus fully complying with Corrective Action #2. The director reported the program has two (2) classes currently enrolled. Of the 18 students admitted in the December 2010 part – time class, 8 students are currently enrolled and scheduled to graduate August 6, 2012. Of the 21 students admitted November 15, 2011, 18 students are currently enrolled and scheduled to graduate December 23, 2013.

Additionally, the director reported the following actions had been taken to improve program pass rates since the program's placement on provisional approval.

➤ **Screening and Selection Criteria.**

As presented, the program revised its Screening and Selection Criteria to require candidates to achieve a minimal score of 160 on the CPAt entrance examination. Successful candidates are also required to complete the Language and Reading Comprehension sections of the TEAS and achieve a minimal score of 75%. Additionally, candidates must be interviewed by the director.

➤ **Attendance Policy.**

The director reports increased consistency in application of the Board – approved Attendance Policy.

➤ **Instructional Methods and Materials.**

Effective January 2010, students were required to pass seven (7) proctored ATI examinations. Additionally, students are required to achieve a minimal score of 91% on the Comprehensive Predictor Examination, as a condition of graduation.

➤ **Identification of Students with Performance Deficits.**

The director reported increased consistency in identifying students with demonstrated deficits in theoretical knowledge and clinical application. Students are required to maintain a cumulative minimum grade point average of 75% or above in theory by the end of each term. Students achieving a grade below 75% on any examination are required to complete a remediation program that is structured to correct students' identified deficits. Strict adherence is required.

Clinical performance is graded on a Pass/Fail basis. Students are required to achieve a Pass grade to advance to the next term. Students who fail any portion of a scheduled clinical rotation are required to complete remediation with the instructor or director.

Additionally, the director reported that effective August 2010, the program employed a Director of Education. Responsibilities of this position include monitoring student

progress and developing a remediation plan based on students' identified performance deficit(s).

Published examination statistics evidence the program's sustained improvement in student achievement. Over the nine (9) most recent quarters, the program's average annual pass rate has improved from 67% to 100%. For the most recent **eight (8) consecutive quarters**, the program's **quarterly** pass rate is **100%**; the **average annual** pass rate is **100%**. As such, the program's average **annual** pass rate is **26** percentage points **above** the state average annual pass rate.

On July 17, 2012, the assigned consultant forwarded correspondence to the director requesting submission of documents for Board presentation. (See Attachment D)

Recommendations:

1. Grant full approval of the Career Development Institute Vocational Nursing Program for the four - year period from October 1, 2012, through September 30, 2016, and issue a certificate accordingly.
2. Approve the program's request to admit 30 students into a part – time class commencing November 5, 2012 only, graduating May 12, 2014, to **replace** students scheduled to graduate August 6, 2012.
3. Require the program to obtain Board approval prior to the admission of each class.

Rationale: As noted previously, the program was placed on provisional approval October 7, 2009 for two (2) years, due to pass rates on the NCLEX/PN[®] that were noncompliant with regulatory requirements. At that time, the program's average annual pass rate was 40%, 30 percentage points below the state average annual pass rate.

On September 9, 2011, the Board extended the program's provisional approval for one (1) year. At that time, the program's average annual pass rate was 100%; however, the Board noted that the sample size for which that average represented was eleven (11) candidates.

Since initial placement on provisional approval, the program has graduated 21 students. During the same period, 13 program candidates, 61.90% of the total program graduates, have completed the licensure examination. Of the total tested, 11 program candidates, 84.61% of the total tested, passed the NCLEX/PN[®].

It is noted that the program's number of graduates remains small. The program reported its efforts to prepare current and past graduates to pass the licensure examination.

Additionally, it is noted that the program has maintained a 100% average annual pass rate for nine (9) consecutive quarters. Based on published

examination statistics for the most recent reporting period, April 1 through June 30, 2012, the program's quarterly pass rate is 100% and its average annual pass rate is 100%.

Such sustained improvement evidences the effectiveness of employed interventions and supports the recommendation for full approval. The improvement also supports the recommendation for approval of the requested **replacement class**.

The program has demonstrated full compliance with Article 5 of the California Code of Regulations. Board staff will continue to monitor the program by tracking its licensure examination pass rate each quarter, reviewing Annual Reports submitted by the director, and performing accreditation surveys every four years.

- Attachment A: Board Report with Attachments Dated August 25, 2011.
- Attachment B: Notification of Change in Accreditation Status Dated October 4, 2011.
- Attachment C: Program Correspondence, Analysis, and Report Dated June 5, 2012; Received June 15, 2012.
- Attachment D: Board Correspondence Dated July 17, 2012.

Agenda Item #12.A.1.Attachment A



BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS
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DATE: August 25, 2011

TO: Board Members

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

SUBJECT: Career Development Institute Vocational Nursing Program –
Reconsideration of Provisional Accreditation; Consideration of Request to
Admit Students (Director: **VACANT**, Los Angeles, Los Angeles, Private)

Career Development Institute, Inc., Los Angeles, Vocational Nursing Program is presented to the Board for reconsideration of its provisional accreditation. The program's status was changed to provisional accreditation on October 7, 2009, for the two – year period from October 7, 2009 through September 30, 2011. The program was placed on the agenda for the September 2011 Board meeting for reconsideration of its accreditation status. That action was taken due to the program's noncompliance with Section 2530 (I) 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 16 quarters. This data substantiates the program's noncompliance for the period July 2007 through March 2010, and its compliance for the five (5) most recent quarters, April 2010 through June 2011, with Section 2530 (I) 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
Jul – Sep 2007	76%	56%	-20
Oct – Dec 2007	76%	56%	- 20
Jan – Mar 2008	75%	50%	- 25
Apr - Jun 2008	74%	25%	- 49
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Oct – Dec 2008	73%	40%	- 33
Jan – Mar 2009	72%	40%	-32
Apr – Jun 2009	70%	40%	-30
Jul - Sep 2009	74%	0%	-74
Oct – Dec 2009	73%	0%	-74
Jan – Mar 2010	74%	0%	-74
Apr – Jun 2010	75%	67%	- 8
Jul – Sep 2010	75%	100%	+25
Oct – Dec 2010	76%	100%	+24
Jan – Mar 2011	77%	100%	+23
Apr – Jun 2011	76%	100%	+24

On July 8, 2011, the Executive Officer deferred action on the program's request to admit a part – time class of 30 students on July 12, 2011 only, for consideration by the Board at the September 9, 2011 meeting. The proposed class was projected to graduate January 24, 2012. This decision was based on the following factors;

- The Board's decision rendered October 7, 2009, placing the program on the September 2011 agenda for reconsideration of its provisional accreditation;
- The program's pass rate statistics; and
- The small population of program graduates tested in proportion to the numbers admitted, from April 2009 through June 2011.

On July 8, 2011, correspondence was forwarded to the director notifying the program of the Executive Officer's decision.

On July 14, 2011, the Board received correspondence from the director requesting approval to admit 30 students on November 15, 2011, only, graduating June 30, 2013. The proposed class would **replace** students graduating October 30, 2011.

History of Prior Board Actions

- On February 21, 2005, the Executive Officer approved the Career Development Institute's request to begin a full - time vocational nursing program with an initial class of 30 students on February 12, 2005 only; and approved the program curriculum for 1532 hours, including 576 theory and 956 clinical hours.
- On October 5, 2005, the director notified the Board of a delayed start from February 12, 2005, to October 22, 2005, with a completion date of October 17, 2006.

- On September 8, 2006, the Board approved initial full accreditation for the Career Development Institute Vocational Nursing Program for the period from September 8, 2006, through September 7, 2010, and issued a certificate accordingly.

The Board also approved the program's request to admit 30 students starting November 18, 2006 only, to **replace** students graduating October 22, 2006. The projected completion date for the replacement class was November 9, 2007.

- On March 1, 2007, the Board approved the Career Development Institute, Inc. Vocational Nursing Program's request to admit 30 students into a part-time class starting March 9, 2007 only, with a projected graduation date of March 9, 2008.
- On April 9, 2008, the program was requested to review its curriculum, instructional plan, policies and procedures to evaluate changes needed to improve program pass rates.
- On June 4, 2008, the Executive Officer approved the program's request to admit 15 students on July 7, 2008 only, with an anticipated graduation date of July 2, 2009, to **replace** students scheduled to graduate March 8, 2008.
- On October 3, 2008, the program submitted a written plan for improving its pass rates on the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®).
- On March 16, 2009, the program was notified that its average annual pass rates had fallen below 10 percentage points of the state average annual pass rates for the past six (6) quarters. The program was requested to submit detailed documentation verifying implementation of the submitted plan of correction, dates of implementation of the plan, the effectiveness of the employed interventions, and modifications, if any, in the submitted plan, on or before April 2, 2009.
- On March 18, 2009, the Executive Officer approved the program's request to admit 15 students commencing July 17, 2009, with an anticipated graduation of October 10, 2010 only, to **replace** students scheduled to graduate on July 2, 2009. Additionally, the program was required to submit a follow-up report by April 30, 2009 that included a comprehensive analysis of the program, specific actions to improve the program pass rates, timeline for implementation, and expected outcomes, to include the following elements.

- a. Admission Criteria.
- b. Screening and Selection Criteria.
- c. Terminal Objectives.
- d. Curriculum Objectives.
- e. Instructional Plan.
- f. Theory and Clinical Objectives for Each Course.
- g. Lesson Plans for Each Course.
- h. List of Textbooks.
- i. Attendance Policy.

- j. Remediation Policy.
 - k. Evaluations of Theory and Clinical Faculty.
 - l. Evaluations of Theory Presentations.
 - m. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
- On May 14, 2009, the program was notified that its pass rates had fallen below ten (10) percentage points of the state average annual pass rate for the past seven (7) quarters. The program was requested to submit the following information by June 15, 2009.
 - a. Current enrollment information.
 - b. Current faculty and facility information.
 - c. Documentation demonstrating the clinical rotation schedules for all current classes.
 - d. An analysis of their program's plan of correction indicating elements that have been effective and those that have not. Describe alterations that they will make in the plan based on this analysis.
 - e. Any other pertinent information to be considered by the Board.
- On July 17, 2009, the Board received the program's follow – up report. That report contained the program's analysis of its plan of correction and modifications of that plan. The program failed to submit information and documentation addressing the following areas.
 - a. Current enrollment information.
 - b. Current faculty and facility information.
 - c. Documentation demonstrating the clinical rotation schedules for all current classes.
- **On July 22, 2009, a new program director was approved.**
- On August 17, 2009, the Board received information and documents from the owner correcting reported inaccuracies in information submitted by the prior director relative to the program's enrollment history.
- **On October 7, 2009, the Board placed the program on Provisional Accreditation for the two-year period from September 17, 2009, through September 30, 2011, and directed issuance of a notice identifying specific areas of non – compliance and requirements for correction referenced in Section 2526.1 (e) of the California Code of Regulations. The program was placed on the agenda for the September 2011 Board meeting for reconsideration of the program's accreditation status.**

The program was required to show documented progress by submitting follow-up reports in 10 and 22 months. The reports 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.

Additionally, the program was required to comply with all accreditation standards in Article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code section 2880, and Article 5 of the Board's regulations, commencing at California Code of Regulations, Title 16, Section 2525.

- On January 7, 2010, the Executive Officer approved Career Development Institute Vocational Nursing Program's request to admit a part – time class of 30 students on January 11, 2010 only, with a projected graduation date of August 26, 2011.
- On April 13, 2011, the director notified the Board that commencement of the January 11, 2010 class had been delayed to March 18, 2010.
- On April 22, 2011, the Supervising Nursing Education Consultant forwarded correspondence to the director relative to the Board's scheduled reconsideration of the program's provisional accreditation. Pursuant to the Board's decisions, the director was requested to submit a report to include, but not be limited to, a comprehensive analysis of the program, specific actions taken to improve program pass rates, and timelines for expected results, by July 15, 2011.
- On July 8, 2011, the Executive Officer deferred action on the program's request to admit a part – time class of 30 students on July 12, 2011 only, and graduating January 24, 2012, for consideration by the Board at the September 9, 2011 meeting. Additionally, the program's requirement to obtain Board approval prior to the admission of each class was continued. The assigned consultant forwarded correspondence to the director advising of the Executive Officer's decision.
- On July 11, 2011, the Board received correspondence from the owner requesting reconsideration of the Executive Officer's decision.
- On July 14, 2011, the Board received electronic correspondence requesting approval to admit 30 students on November 15, 2011, graduating June 30, 2013, to **replace** students graduating October 30, 2011.
- On July 15, 2011, the Board received the program's report.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Complete			
10/05 (FT)		10	9	9
	10/06 (10/05 FT Class)		- 9	9 - 9 = 0
10/06 (FT)		9	6	0 + 6 = 6
	11/07 (10/06 FT Class)		- 6	6 - 6 = 0
3/07 (PT)		9	8	0 + 8 = 8
	3/08 (3/07 PT Class)		- 8	8 - 8 = 0
7/08 (FT)		6	6	0 + 6 = 6
	7/09 (7/08 FT Class)		- 6	6 - 6 = 0
7/09 (PT)		8	7	0 + 7 = 7
3/10 (PT)		12	6	7 + 6 = 13
	10/10 (7/09 PT Class)		-7	13 - 7 = 6
12/10 (PT) (Unapproved)		18	11	6 + 11 = 17
	10/11 (3/10 Class)		-6	17 - 6 = 11
11/11 (PT) (Proposed)		30		11 + 30 = 41

Licensing Examination Statistics

The following statistics, furnished by Pearson VUE, and published by the National Council of State Boards of Nursing as "Jurisdictional Summary of All First-Time Candidates Educated in Member Board Jurisdiction," for the period April 2007 through June 2011, specify the pass percentage rates for graduates of Career Development Institute, Inc., Vocational Nursing Program on the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®).

NCLEX-PN® Licensure Examination Data						
Quarterly Statistics				Annual Statistics*		
Quarter	# Candidates	# Passed	% Passed	State Average Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate
Jul - Sep 2007	3	0	0%	76%	56%	76%
Oct - Dec 2007	No Candidates Tested			76%	56%	76%
Jan - Mar 2008	No Candidates Tested			75%	50%	75%
Apr - June 2008	5	2	40%	70%	25%	74%
Jul - Sep 2008	No Candidates Tested			74%	40%	74%
Oct - Dec 2008	No Candidates Tested			73%	40%	73%
Jan - Mar 2009	No Candidates Tested			70%	40%	72%
Apr - Jun 2009	No Candidates Tested			71%	40%	70%
Jul - Sep 2009	2	0	0	74%	0%	72%
Oct - Dec 2009	No Candidates Tested			76%	0%	73%
Jan - Mar 2010	No Candidates Tested			76%	0%	74%
Apr - Jun 2010	4	4	100%	74%	67%	75%
Jul - Sep 2010	1	1	100%	76%	100%	75%
Oct - Dec 2010	1	1	100%	77%	100%	76%
Jan - Mar 2011	2	2	100%	80%	100%	77%
Apr - Jun 2011	1	1	100%	71%	100%	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. If no data is available for the relevant period, the statistic is carried over from the last quarter for which data is available.

Based on the most recent data available (April – June 2011), the program's average annual pass rate is 100%. 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 pass rate for the Career Development Institute, Inc., Vocational Nursing Program is 24 percentage points **above** the state average annual pass rate.

Faculty and Facilities

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

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

The program's Board - approved faculty totals twelve (12), including the program director. Eight (8) instructors are available to teach in the clinical area.

Based on a maximum enrollment of 41 students, three (3) instructors are required for clinical supervision. Therefore, the current number of faculty is adequate for the current 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’s clinical facilities are adequate as to type and variety of patients treated to enable current and proposed students to meet clinical objectives in accordance with Section 2534(b) of the Vocational Nursing Rules and Regulations. This has been verified by the consultant.

Other Considerations

As noted previously, on October 7, 2009, the Board placed the Career Development Institute, Inc., Los Angeles, Vocational Nursing Program on provisional accreditation for the two – year period from October 7, 2009 through September 30, 2011. At that time the program’s average **annual** pass rate was **40%**, 30 percentage points **below** the state average annual pass rate. (See Attachment A; Attachment B)

Since that time, published examination statistics evidence substantial improvement. Over the eight (8) most recent quarters, the program’s average annual pass rate has improved from 0% to 100%. For the most recent four (4) consecutive quarters, the program’s **average** quarterly pass rate is **100%**; the average **annual** pass rate is **100%**. As such, the program’s average **annual** pass rate is **24** percentage points **above** the state average annual pass rate.

However, it must be noted that, based on submitted enrollment data, the program admitted 72 students between October 2005 through December 2010. Of those admitted, 36 (50% of the admitted population) graduated. Since placement on provisional accreditation, the program has admitted 38 students. Thirteen (13) have graduated (34.2%); eleven (11) students remain enrolled (28.9); fourteen (14) students are no longer with the program (36.9%).

Since June 2009, eleven (11) program graduates have completed the NCLEX/PN®. Of the total tested, nine (9) program graduates passed; two (2) failed. During the most recent five (5) quarters (April 2010 – June 2011), nine (9) graduates were tested; nine (9) passed.

On April 22, 2011, the Board forwarded correspondence advising the program of the scheduled reconsideration of its provisional accreditation on September 9, 2011. The director was requested to submit a report to include, but not be limited to, a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for

implementation, and the effect of employed interventions, by July 15, 2011. (See Attachment C)

On July 8, 2011, the Executive Officer deferred action on the program's request to admit a part – time class of 30 students on July 12, 2011 only, with a projected graduation date of January 24, 2012, for consideration by the Board at the September 9, 2011 meeting. That decision was based on the Board's prior October 7, 2009 decision that scheduled reconsideration of the program's accreditation status on September 9, 2011; the program's average annual pass rate statistics; and the small population of program graduates tested from April 2009 through June 2011. (See Attachment D)

On July 11, 2011, the Board received correspondence, dated July 9, 2011, from the president/owner requesting reconsideration of the Executive Officer's decision (see Attachment E). Subsequently, the president/owner appeared at Board headquarters for an unscheduled meeting to request reconsideration. The Supervising Nursing Education Consultant (SNEC) met with the president/owner. The president/owner stated that the decision to defer action on the program's request would jeopardize the program. The SNEC reviewed with the president/owner the program's status, decisions rendered relative to the program's request, and the rationale for those decisions. The SNEC advised the president/owner that the Board was scheduled to reconsider the program's accreditation status at the September 9, 2011 meeting. Additionally, the Board was scheduled to consider the program's request to admit additional students.

On July 15, 2011, the Board received the required program report (see Attachment F). The director reported the following actions had been taken to improve program pass rates since the program's placement on provisional accreditation.

➤ **Screening and Selection Criteria.**

As presented, the program has revised its Screening and Selection Criteria to require candidates to achieve a minimal score of 160 on the CPAT entrance examination. Successful candidates are also required to complete the Language and Reading Comprehension sections of the TEAS and achieve a minimal score of 75%. Additionally, candidates must be interviewed by the director.

➤ **Instructional Methods and Materials.**

Effective January 2010, students are required to pass seven (7) proctored ATI examinations. Additionally, students are required to achieve a minimal score of 91% on the Comprehensive Predictor Examination, as a condition of graduation.

➤ **Identification of Students with Performance Deficits.**

The director reports increased consistency in identifying students with demonstrated deficits in theoretical knowledge and clinical application. Students thus identified are placed in an intensive remediation program structured to address the student's identified deficits. Strict adherence is required.

Additionally, the director reported that effective August 2010, the program has employed a Director of Education. Responsibilities of this position include monitoring student progress and developing a remediation plan based on students' identified performance deficit(s).

➤ **Attendance Policy.**

The director reports increased consistency in application of the Board – approved Attendance Policy.

Based on submitted documents, materials and information, the following violation of the California Code of Regulations is identified.

Section 2530(k) states:

“The program shall have prior Board approval to increase the number of students per class and/or increase the frequency of admission of classes. Criteria to evaluate a school’s request to increase the number of students per class and/or increase the frequency of class admissions include but are not limited to:

- (1) Sufficient program resources as specified in Section 2530 (a).**
- (2) Adequacy of clinical experience as specified in Section 2534.**
- (3) Licensure examination pass rates as specified in Section 2530 (l).”**

Violation #1: Information submitted in support of the current request and subsequent clarification provided per telephone on April 13, 2011 substantiate that the program admitted a class of 17 students on December 20, 2010. Board approval was **not** obtained prior to the admission of this class.

Correction: This violation has been **corrected**. On May 28, 2011, the director and president/owner submitted documentation stating the class was inadvertently admitted without prior Board approval. The director and owner confirmed the program’s commitment to compliance with existing regulations.

On August 2, 2011, the SNEC received electronic correspondence from the director reporting her departure from the program effective August 12, 2011. On August 3, 2011, the SNEC received electronic correspondence, dated August 2, 2011, from the school president/owner reporting the director’s resignation and the director’s last day of employment as August 16, 2011.

On August 10, 2011, the assigned consultant forwarded correspondence to the director requesting submission of documents for Board presentation (see Attachment G).

Recommendations:

1. Extend provisional accreditation of the Career Development Institute Vocational Nursing Program for the one – year period from October 1, 2011 through September 30, 2012, and issue a notice to the program to identify specific areas of noncompliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations. (See Attachment H)
2. Approve the program's request to admit 30 students commencing November 15, 2011 only, graduating June 30, 2013, to **replace** students scheduled to graduate October 30, 2011.
3. Require the program to submit a follow-up report in 9 months, but no later than **June 15, 2012**. 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.
4. Require the program to admit no additional students unless approved by the Board.
5. 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.
6. Require the program to continue to demonstrate incremental progress in correcting the violations. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the program's accreditation.
7. Failure to take any of these corrective actions may cause the full Board to revoke the program's accreditation.

8. Place the program on the **September 2012** Board Meeting agenda for reconsideration of provisional accreditation.

Rationale: The program has demonstrated that it has sufficient resources, including faculty and facilities, to support the current and proposed enrollment. However, the Board has serious concerns relative to the program's pass rates and noncompliance with regulatory requirements relative to the admission of classes **without** prior Board approval.

At the time of placement on provisional accreditation, the program's average annual pass rate was 40%, 30 percentage points below the state average annual pass rate. Since that time, the program's average annual pass rate has increased to 100%. It must be noted that while the program's performance statistics evidence an improvement of 60 percentage points while on provisional accreditation, only eleven (11) program graduates have completed the NCLEX/PN[®] since the program's placement on provisional accreditation.

Additionally, submitted information evidences the program's admission of 30 students in December 2010 without prior Board approval. As such, the program is in violation of California Code of Regulations Section 2530 (k). The director and owner have expressed their commitment to preventing reoccurrences of the violation.

Given the identified improvement in the program's average annual pass rate, the small tested population, and demonstrated noncompliance, extending the program's provisional accreditation for one (1) year and approval of the program's admission of additional students is prudent. Board staff will continue to monitor the program's effectiveness by tracking class admissions, the effectiveness of employed interventions, and the program's licensure examination pass rates each quarter.

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

- Attachment A: Board report dated September 3, 2009.
- Attachment B: Notification of Change in Accreditation Status dated December 17, 2009.
- Attachment C: Board correspondence dated April 22, 2011.
- Attachment D: Board correspondence dated July 8, 2011.
- Attachment E: Program correspondence dated July 9, 2011; received July 11, 2011.
- Attachment F: Program analysis received July 15, 2011.
- Attachment G: Board Correspondence Dated August 10, 2011.
- Attachment H: Notification of Change in Accreditation Status Draft.

Addendum to Agenda Item #11.B.



CAREER DEVELOPMENT INSTITUTE, Inc.

VOCATIONAL NURSE PROGRAM

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BVNPT Received edu
on 8/22/11 with mc

Vocational Nursing Program Overview **September 9, 2011 Advisory Board Meeting**

Career Development Institute (CDI) obtained its first approval for a start of 30 students in 2005. Since 2005 to present, the classes varied from six to eighteen students. CDI has enjoyed the small classes and has learned much in how to deliver a VN program from the smaller class size. Having small classes is great for learning, however, comes with some drawbacks, specifically statistics. One student not passing the NCLEX in a small graduating group yields a much larger percentage failure than having a larger class with more students not passing. This is also true with the successes. Since 2005, the program has evolved and as the program was evaluated each year, measures were put into place to correct the shortcomings, all of which, when implemented showed positive change; and in the 2009 graduating group; there was a 100% pass rate. CDI is committed to providing an excellent program for VN students in the Los Angeles area and wishes to use the past to change the future and continue to learn and grow. In order for this to occur, CDI is asking for a review of the past changes in combination with current initiatives and an action plan for the next class in order to allow a November 2011 class start of 30 students. CDI will begin advertising measures (something that has not been done other than word of mouth advertising) and feels that a larger class size will reflect more positively on what can be achieved with the revised CDI VN program.

Class Start/End Date

8-19-05 – 10-20-06

Student Starts: 10

Student End: 9

NCLEX-PN: 9

Pass Rate: 5 passed = 56%

4 failed

Reasons Student Left Program:

1 student moved to the next class due to academic struggles.

How We Began the VN Program:

Before the students took the NCLEX-PN, we hired a consultant/review instructor recommended by the California Vocational Nurse Educators with an advertised 99% pass rate. In addition, many community colleges gave her accolades that were in the audience. CDI hired her and she completed a 40-hour review course.

Outcome:

Our students' success rate on NCLEX-PN was 56%.

Outcome Analysis:

The exact cause of the discrepancy between our students' success rate in our program and their inability to pass the NCLEX-PN could not be definitely determined. The consultant identified test anxiety. Another thought that the admitted group of students did not have a strong educational foundation was not strong entering the program. The admissions requirements at this time were to exceed a 65% on the reading section of the TEAS test.

Action plan for next class start:

- The admission requirement for the students taking the entrance exam for the next start date of 9-9-06 was raised to 70%.
- More tests would be implemented throughout the program to decrease test anxiety.
- Pop quizzes were added to syllabus.
- Counseling students one-on-one in order to identify if they had pre-existing learning disabilities was added for remediation.

Class Start/End Date

9-9-06 – 11-6-07

Student Starts: 9

Student End: 6

NCLEX-PN: 2 passed = 40%

4 failed

Reasons Students Left Program:

1 student was dropped due to inadequate attendance.

1 student was dropped due to inadequate attendance and insubordination.

1 student was moved to the next class.

All action plan items above were implemented.

Outcome:

Our students' success rate on NCLEX-PN was 40%.

Outcome Analysis:

- Students reported feeling less anxious about tests and scored better, however, the students felt unease about taking computer-based tests.
- Attendance was an issue in this class

Action plan for next class:

- ATI computer-based exams and VN package was implemented.
- Computers were purchased for each student's use; students were given their own computer with tuition.
- Strengthened attendance policy.

Class Start/End Date

1-12-07 – 3-9-08

Student Starts: 9

Student End: 7
NCLEX-PN: 2 failed

Reasons Students Left Program:

1 student moved out of area.
1 student dropped due to attendance issues.

All action plan items above were implemented.

Outcome:

Two students who completed VN program took the NCLEX-PN, but neither passed.

Outcome Analysis:

The ATI system using practice tests, proctored tests and one-on-one tutoring were given to students, but not given grades nor made mandatory.

Action plan for next class:

- ATI was made mandatory.
 - We used the complete ATI package program with books and DVD's.
 - All students had to pass the subjects and the comprehensive exam in order to take the NCLEX-PN.
 - ATI was integrated throughout entire VN program.
 - We changed our policies and procedures in the student manual to reflect these changes.
- Our entrance exam became more challenging:
 - Students had to score 75% or higher on TEAS reading score to be admitted with an overall score of 67%.

Class Start/End Date

4-21-08 – 7-21-09

Student Starts: 6
Student End: 6
NCLEX-PN: 6 passed = 100%
0 failed

All action plan items above were implemented.

Outcome:

Our students' success rate on NCLEX-PN was 100%.

Outcome Analysis:

Making the entire ATI package a mandatory component of our VN program proved transformative. There is a strong correlation between a student's success on the ATI proctored exams and his/her likelihood of passing the NCLEX-PN. We integrated ATI throughout the core program in such a way that students had mandatory test deadlines to meet and pass. A mandatory comprehensive exit exam was added. If they failed to meet these deadlines, they were put on mandatory ATI remediation. Raising the bar of the entrance exam also proved to bring in a stronger group of students.

Action plan for next class:

- Hired a full-time Director of Education to assist in one-on-one tutoring of students and provide educational support and guidance.
- Added a policy that states if a student does not take and pass the ATI comprehensive exit exam at a 90%, student's paperwork will not be sent to the board and they will not be eligible to take the NCLEX exam.

Class Start/End Date

5-8-09 – 10-10-10

Student Starts: 9

Student End: 6

NCLEX-PN: 3 passed = 100%

0 failed

3 have not taken exam to date

Reasons Students Left Program:

1 student was dropped for attendance.

2 students dropped for financial difficulties.

All action plan items above were implemented.

Outcome:

The three that took the exam had a 100% pass rate. The other three of the six graduating students, have not, to date taken the exam due to not completing the mandatory exit comprehensive ATI exams, therefore were not eligible to take the NCLEX.

Outcome Analysis:

The DOE, DON and the Director of CDI called frequently the three students who were not meeting the ATI requirements to have their paperwork sent to sit for the NCLEX-PN. Two of them got preoccupied with working full-time and the third did not show up after failing the first proctored exam. The policy failed to set a deadline outlining the length of time permitted for passage of the ATI proctored exams, therefore students did not feel the urgency to come to school, study and get back on track. Also decided to address faculty issues and improve hiring instructors as evaluations of instructors led CDI to strengthen hiring process.

Action Plan for next class:

- New ATI NCLEX-PN policy stating that they have no more than 60 days after graduating from the VN program to pass the ATI Comprehensive examination. Failure to do so would result in the student having to retake the NCLEX Review Course and complete all required remediation at their own expense.
- Students must also pass ATI proctored subject examinations during the 100-hour review course.
- Added a mandatory 20 minute mock teaching to faculty interviews to determine better quality of instructors prior to hire.
- DOE meets with students on a regular basis to review student progress and learning strategies.
- CPAt added as an entrance requirement with 180 or above score.
- If class test is 75-80%, student must review test questions missed with an instructor
- If class test is 75% or below, student must meet with DOE and DON and complete a period of mandatory remediation. Student must also retake exam and achieve a passing score.

- Will be utilizing our electronic simulator with mandatory instructor learning classes.

Class Start/End Date: Current class
3-20-10 – 10-10-11

Student Starts: 14

Student End: 6

Reasons Students Left Program:

7 students were dropped for attendance; no student was dropped later than Term I.
1 student was dropped for insubordination in pre-requisites.

Outcome:

Students are in the 4th term of the program. All 7 students who dropped or were dropped was in the first term. There has been 100% retention in Terms 2, 3 and 4. Students are performing well in theory and clinical currently.

Action Plan for next Class:

- Due to the retention issue, a more extensive information session prior to enrolling that makes it more clear what vocational nurses are, and what they do.
- A one-on-one interview with the DON and DOE has been added in the admissions requirements. In these interviews, the DON and DOE ask students questions to determine whether they have adequate support, motivation, understanding of the job, childcare, transportation, etc. to be successful in the VN program

Expected Outcome:

We expect a 100% NCLEX-PN pass rate from all 6 graduating students. ATI was integrated throughout their program. Complementary laptop computers were given to students. Mandatory ATI testing benchmarks were set throughout program. ATI remediation was given to those who did not meet the ATI testing benchmarks. Students receive a complementary 100-Hour NCLEX-PN Review Course. Students must pass the seven proctored ATI subject exams during this timeframe. Students signed an agreement stating that they have 60 days after graduating from VN program to pass ATI Comprehensive exam, so they understand the urgency of continuing with the ATI program.

Class Start/End Date
12-20-10 – 6-3-2012

Student Starts: 18

Student End: 11

Reasons Students Left Program:

3 students dropped within 3 weeks due to school being too far from where they lived
1 dropped due to financial difficulties.
1 took LOA due to family issues.
1 dropped due to family issues.
1 dropped due to pregnancy.
All students dropped not later than Term I.

- DOE meets with students on a regular basis to review student progress and learning strategies.
- CPAI added as an entrance requirement with 180 or above score.
- If class test is 75-80%, student must review test questions missed with an instructor
- If class test is 75% or below, student must meet with DOE and DON and complete a period of mandatory remediation. Student must also retake exam and achieve a passing score.
- Will be utilizing our electronic simulator with mandatory instructor learning classes.

Outcome Analysis:

As above the retention strategies and all other action items will be implemented.

Current Action plan:

Career Development Institute, Inc. has consistently evaluated the program before, during and after each class and has implemented changes based on statistics and trends. Improvement is being shown with the action plans implemented so far. The school has now hired a consultant to:

- Revise curriculum to reflect the 2011 NCLEX-PN exam.
- Add hours to curriculum to increase areas of noted deficiency.
- Review and revise policies and procedures in both student and faculty handbooks
- Integrate Simulation in the curriculum with the Laerdal Vitasim (already purchased)

We have also decided prior to the next program:

Adding 10 hours prior to starting actual program in a pre-VN boot camp focusing on:

1. Test-Taking Strategies and Test Anxiety
2. Critical Thinking
3. Medical Terminology
4. Beginning Math
5. Beginning Dosage Calculations

In closing, CDI would like to be considered to prove to the BVNPT, the community and the students that the school is dedicated to improving and providing the best possible learning experience for a student whose goal is to be a Vocational Nurse.

Sincerely,

Janis K. Newton
 President
 Career Development Institute, Inc.



DATE: September 3, 2009

TO: Board Members

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

SUBJECT: Career Development Institute, Inc., Los Angeles, Vocational Nursing Program – Consideration of Placement on Provisional Accreditation (Director: Sasha Alexis Rarang, Los Angeles, Los Angeles County, Private)

Career Development Institute, Los Angeles, Vocational Nursing Program is presented to the Board for consideration of placement on provisional accreditation.

In accordance with Section 2526.1(c) of the Vocational Nursing Rules and 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 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.”

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 eight (8) quarters. This data substantiates the program’s 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
Jul – Sep 2007	76%	56%	- 20
Oct – Dec 2007	76%	56%	- 20
Jan – Mar 2008	75%	50%	- 25
Apr - Jun 2008	74%	25%	- 49
Jul - Sep 2008	74%	40%	- 34
Oct – Dec 2008	73%	40%	- 33
Jan – Mar 2009	72%	40%	-32
Apr – Jun 2009	70%	40%	-30

History of Prior Board Actions

- On February 21, 2005, the Executive Officer approved the Career Development Institute to begin a full - time vocational nursing program with an initial class of 30 students on February 12, 2005 only; and approved the program curriculum for 1532 hours, including 576 theory and 956 clinical hours.
- On October 5, 2005, the director notified the Board of a delayed start from February 12, 2005, to October 22, 2005, with a completion date of October 17, 2006.
- On September 8, 2006, the Board approved initial full accreditation for the Career Development Institute Vocational Nursing Program for the period from September 8, 2006, through September 7, 2010, and issued a certificate accordingly.

The Board also approved the program's request to admit 30 students starting November 18, 2006 only, to replace students graduating October 22, 2006. The projected completion date for the replacement class is November 9, 2007.

- On March 1, 2007, the Board approved the Career Development Institute, Inc. Vocational Nursing Program's request to admit 30 students into a part-time program starting March 9, 2007 only, with a projected graduation date of March 9, 2008.
- On April 9, 2008, the program was requested to review its curriculum, instructional plan, policies and procedures to evaluate changes needed to improve program pass rates.
- On June 4, 2008, the Executive Officer approved the program's request to admit 15 students on July 7, 2008 only, as a replacement class with an anticipated graduation date of July 2, 2009.
- On October 3, 2008, the program submitted a written plan for improving its pass rates on the on the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®).

- On March 16, 2009, the program was notified that its pass rates had fallen below 10 percentage points of the state average annual pass rate for the past six (6) quarters. The program was requested to submit detailed documentation verifying implementation of the submitted plan of correction, dates of implementation of the plan, the effectiveness of the employed interventions, and modifications, if any, in the submitted plan, on or before April 2, 2009.
- On March 18, 2009, the Executive Officer approved the Career Development Institute Vocational Nursing Program's request to admit 15 students commencing July 17, 2009, with an anticipated graduation of October 10, 2010 only, to **replace** the class completing program requirements on July 2, 2009. Additionally, the program was required to submit a follow-up report by April 30, 2009 that included a comprehensive analysis of the program, specific actions to improve the program pass rates, timeline for implementation, and expected outcomes. The following elements must be addressed.
 1. Admission Criteria.
 2. Screening and Selection Criteria.
 3. Terminal Objectives.
 4. Curriculum Objectives.
 5. Instructional Plan.
 6. Theory and Clinical Objectives for Each Course.
 7. Lesson Plans for Each Course.
 8. List of Textbooks.
 9. Attendance Policy.
 10. Remediation Policy.
 11. Evaluations of Theory and Clinical Faculty.
 12. Evaluations of Theory Presentations.
 13. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
- On May 14, 2009, the program was notified that its pass rates had fallen below 10 percentage points of the state average annual pass rate for the past seven (7) quarters. The program was requested to submit the following information by June 15, 2009.
 1. Current enrollment information.
 2. Current faculty and facility information.
 3. Documentation demonstrating the clinical rotation schedules for all current classes.
 4. An analysis of your program's plan of correction indicating the elements that have been effective and those that have not. Describe alterations that you will make in the plan based on this analysis.
 5. Any other pertinent information to be considered by the Board.
- On July 17, 2009, the Board received the program's follow – up report. That report contained the program's analysis of its plan of correction and modifications of that

plan. The program failed to submit information and documentation addressing the following areas.

1. Current enrollment information.
 2. Current faculty and facility information.
 3. Documentation demonstrating the clinical rotation schedules for all current classes.
- **On July 22, 2009, a new program director was approved.**
 - On August 17, 2009, the Board received information and documents from the owner correcting reported inaccuracies in information submitted by the prior director relative to the program's enrollment history.

Enrollment

The program offers a 53 – week full – time class and a 17 – month part – time class. Prior Board approval is required for each class admission. The pattern of admissions for current and proposed classes is seen in the enrollment table below.

The following table represents **projected** student enrollment based on current and proposed class starts and completions. The table indicates a **maximum enrollment of 7 students** from July 2009 through October 2010.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Complete			
10/05 (FT)		10	9	9
	10/06 (10/05 FT Class)		-9	9 – 9 = 0
10/06 (FT)		9	6	0 + 6 = 6
	11/07 (10/06 FT Class)		-6	6 – 6 = 0
3/07 (PT)		9	8	0 + 8 = 8
	3/08 (3/07 PT Class)		-8	8 – 8 = 0
7/08 (FT)		6	6	0 + 6 = 6
	7/09 (7/08 FT Class)		-6	6 – 6 = 0
7/09 (PT)		8	7	0 + 7 = 7

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or	Total Enrolled
	10/10 (7/09 PT Class)		- 7	7 - 7 = 0

Licensing Examination Statistics

The following statistics, furnished by Pearson VUE, and published by the National Council of State Boards of Nursing as "Jurisdictional Summary of All First-Time Candidates Educated in Member Board Jurisdiction," for the period July 2007 through June 2009, specify the pass percentage rates for graduates of Career Development Institute, Inc., Vocational Nursing Program on the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®).

NCLEX-PN® Licensure Examination Data						
Quarterly Statistics					Annual Statistics*	
Quarter	# Candidates	# Passed	% Passed	State Average Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate
Jul - Sep 2007	3	0	0%	76%	56%	76%
Oct - Dec 2007	No Candidates Tested			76%	56%	76%
Jan - Mar 2008	No Candidates Tested			75%	50%	75%
Apr - June 2008	5	2	40%	70%	25%	74%
July - Sep 2008	No Candidates Tested			74%	40%	74%
Oct - Dec 2008	No Candidates Tested			73%	40%	73%
Jan - Mar 2009	No Candidates Tested			70%	40%	72%
Apr - Jun 2009	No Candidates Tested			71%	40%	70%

*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 (April - June 2009), the program's average annual pass rate is 40%. 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 70%. The pass rate for the Career Development Institute, Inc., Vocational Nursing Program is 30 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 seven (7), including the program director. Four (4) instructors are available to teach in the clinical area. For a maximum enrollment of 7 students, one (1) instructor is needed. Therefore, the number of faculty is adequate for the current and proposed enrollment.

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

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

The program's clinical facilities are adequate as to type and variety of patients treated to enable current and proposed students to meet clinical objectives in accordance with Section 2534(b) of the Vocational Nursing Rules and Regulations. This has been verified by the consultant.

Other Considerations

As noted above, the program's average annual pass rate on the NCLEX-PN[®] is 30 percentage points below the state average annual pass rate. On October 3, 2008, the program submitted its plan for improving program pass rates.

On March 16, 2009, the consultant notified the program that its pass rates on the NCLEX/PN[®] had fallen below 10 percentage points of the state average annual pass rate for six (6) quarters. The director was requested to submit a report relative to the effectiveness of its previously submitted plan by April 2, 2009.

On May 14, 2009, the consultant notified the program that its pass rates on the NCLEX/PN[®] had fallen below 10 percentage points of the state average annual pass rate for seven (7) quarters. The director was requested to complete a comprehensive analysis of the curriculum, instructional plans, lesson plans, textbooks, attendance policy, remediation policy, theory and clinical instructors, clinical rotations and all clinical facilities to identify those areas requiring improvement. Subsequently, the director was requested to submit a follow-up report setting forth an analysis and revisions to the previously submitted plan of correction. That plan was received on July 17, 2009 (see Attachment A).

As presented therein, the program's report addressed the following areas.

A. Revised Admission Criteria, Screening and Selection Criteria.

Applicants for program admission must attain a minimal score of 67% overall and 75% in overall Reading Comprehension on the Test of Essential Academic Skills (TEAS). Effective July 2009, applicants are also required to participate in the Assessment Technologies Institute (ATI) Comprehensive Assessment and Review Program. Successful applicants are required to pass the ATI Critical Thinking Entrance Examination.

B. Improved Identification of Students with Performance Deficits.

The program requires all students to complete the following ATI Level Examinations.

1. Fundamentals of Nursing Practice.
2. Mental Health Nursing Practice.
3. Pharmacology of Nursing Practice.
4. Nutrition for Nursing.
5. Adult Medical – Surgical Nursing.
6. Maternal – Newborn Nursing.
7. Nursing Care of Children.
8. Leadership and Management for Nursing Practice.

Students must score minimally at Proficiency Level II prior to progressing to the next term of the program.

Upon completion of all curricular requirements, the program requires all students to pass the ATI Comprehensive Predictor Examination to be eligible for graduation.

C. Improved Monitoring of Student Academic Progress.

The director reports the development of an Academic Improvement Program. Instructors conduct weekly one-on-one meetings with each student to discuss their academic progress or lack thereof. The student is placed on academic probation for either of the following criteria.

1. The student receives a grade below 75% on an examination or paper.
2. The student performs below a satisfactory level in clinical.

An intensive remediation plan with counseling, tutorials, and reevaluation is then implemented.

D. Revised Attendance Policy.

The program's revised Attendance Policy specifies that all students are required to maintain an overall attendance performance of 85% or better. The program does not differentiate between excused and non – excused absences. Students who

have an attendance performance of 15% are counseled and may be placed on probation.

Based on the performance of program graduates on the NCLEX-PN® for the period July 2007 through June 2009, the following violation of the California Rules and Regulations is identified.

Section 2530(l) states:

“The program shall maintain a yearly average minimum pass rate on the licensure examination that does not fall below 10 percentage points of the state average pass rate for first time candidates of 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 #1:

The program’s average annual pass rate has been more than ten (10) percentage points below the state average annual pass rate for eight (8) consecutive quarters.

Plan of Correction:

This violation is **not corrected**. The violation will be corrected when the program’s pass rates improve consistent with regulatory requirements.

Recommendations:

1. Place Career Development Institute, Inc, Los Angeles, Vocational Nursing Program on provisional accreditation for the two-year period from September 17, 2009, through September 30, 2011, and issue a notice to the program to identify specific areas of noncompliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations (see Attachment B Draft).
2. Require the program to show documented progress by submitting a follow-up reports in 10 and 22 months. The report must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timelines for expected results, and the effectiveness of corrective actions taken to address the following elements:
 - a. Current Student Enrollment.
 - b. Admission Criteria.
 - c. Screening and Selection Criteria.

- d. Terminal Objectives.
 - e. Curriculum Objectives.
 - f. Instructional Plan.
 - g. Theory and Clinical Objectives for Each Course.
 - h. Lesson Plans for Each Course.
 - i. Textbooks.
 - j. Attendance Policy.
 - k. Remediation Policy.
 - l. Evaluations of Theory and Clinical Faculty.
 - m. Evaluations of Theory Presentations.
 - n. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
 - o. Evaluation of Student Achievement.
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 Board has serious concerns relative to the program's non-compliance with regulations relative to pass rate on the NCLEX-PN[®] for the last eight (8) quarters. During that time, eight (8) program graduates have completed the NCLEX-PN[®]. Of the total tested, two (2) program graduates have passed the licensure examination.

Attachment A – Program correspondence received July 17, 2009.
Attachment B – Notice of Change in Accreditation Status Draft.



CAREER DEVELOPMENT INSTITUTE, Inc.

LICENSED VOCATIONAL NURSE

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VOCATIONAL NURSING PROGRAM FOLLOW-UP REPORT

Career Development Institute, Inc. (CDI) conducted an analysis to identify the reasons for the decrease in the National Council Licensure Examination NCLEX-PN® pass rates and created an action plan to address those problems. The action plan submitted on October 3, 2008 and the analysis of the action plan submitted April 3, 2009, outlined procedural and policy changes believed to be necessary in increasing the NCLEX-PN® pass rate. The changes have been implemented and have been integrated into the school's current vocational nurse program. This follow-up analysis report will help CDI gauge whether modifications to those changes need to be implemented and if the current changes are effective.

Admission Criteria:

The VN program is open for enrollment to men and women who possess a High School Diploma or the equivalent, and demonstrate the ability to benefit from the training offered. As noted on page seven (7) of our school catalog (*See attached school catalog*), the CDI admission criteria states that applicants must be:

1. Age 17 years or older.
2. High school diploma or GED or Associate or Bachelor's Degree.
3. General physical/PPD or Chest X-Ray within the last six months/Drug test/Proof of immunizations – Hepatitis Series, MMR, Varicella (past hx or titer).
4. Completion of application for admission.
5. Completion of proof of enrollment in the following 100-105 courses: Nutrition, Normal Growth and Development, Anatomy and Physiology, Medical Terminology, CPR for the Professional Rescuer or Health Care Professional, Pharmacology, Psychology or Introduction to Psychology at CDI, Inc. or at an equivalent college. Sealed transcripts must be delivered to CDI, Inc.
6. A grade of "C" or higher is required in all prerequisites in order to continue into the core Vocational Nurse Program.
7. A history of criminal convictions and arrests must be submitted.
8. Submission of supporting documentation for all application requirements.
9. Successful completion of screening process and passing grade in the ATI Entrance Exam given by the school.
10. Any foreign schooling has to be evaluated (except Philippines). The evaluation is at the student's expense and must include a summary from the evaluating agency.
11. Submission of application fee.

Prospective students are required to meet those requirements in order to be enrolled and progress through the VN program successfully. An applicant must pass an entrance exam before enrolling in the program. Once the applicant successfully demonstrates their ability by scoring, at a minimum, an acceptable score as established by the school, the institution may proceed with the enrollment. The results are graded by the test publisher, and the results are disclosed to the applicant. Upon acceptance into the program, the student must adhere to the admission policies set forth as illustrated in the school catalog. It is critical that students adhere to CDI's attendance and remediation and progression policies in order to be successful and complete the program. A student will not be allowed to continue to be enrolled in the program if they do not meet the school policies.

Screening and Selection Criteria and Improved Assessment:

Upon submitting the action plan, CDI immediately integrated the element of on-going assessments as part of the vocational nursing program. These required assessments provided evidence of student learning and overall institutional performance. Assessment activities included in the vocational nursing program are tests, projects, papers, presentations, care plans, care studies, clinical performance, and standardized testing given throughout and at the end of the nursing program. CDI uses Assessment Technologies Institute (ATI) as its assessment and remediation company. Beginning with its current program, students are required to participate in the ATI Comprehensive Assessment and Review Program. Students are issued one set of ATI textbooks, DVD, and practice codes for the assessment. Beginning with our current vocational nursing program, students are required to take the ATI *Critical Thinking Entrance* and a *Self Assessment Inventory* test to assess the student's strengths and weaknesses when it pertains to decision making. ATI proctored assessments generate detailed diagnostic score reports that help identify areas of weaknesses in all its assessments and indicate what the student should study to strengthen knowledge in these areas. At the end of the vocational nursing program, it is required that all students successfully receive a passing score on the ATI *Comprehensive Predictor Exam*. The *Comprehensive Predictor Exam* allows CDI to gauge the students' probability of success in the NCLEX-PN® exam.

The action plan to increase the NCLEX-PN® pass rate for first time test takers has been implemented with the current program. CDI has conducted several assessments with the current enrolled students to detect weaknesses and difficulties they might have with the material they will be tested on when they take the NCLEX-PN® exam. CDI is currently conducting all of its assessments through the use of computers to promote familiarity with computerized assessments. Our computerized assessments have proven to be efficient in recognizing students who might have problems with computerized testing. In the past, CDI used only paper/pencil tests.

During the first term of the current program, students were given a set of ATI textbooks and DVD's. These books contain review material that students can reference throughout the length of the program and can also be used for remediation purposes, if necessary.

Terminal Objectives:

CDI's Vocational Nursing (VN) program is designed to provide students with complete and comprehensive training in all areas of the licensed vocational nurse field. Upon successful completion of the program, the graduate should be able to:

- Use critical thinking in assisting with the assessment, implementation, and continuing evaluation of the nursing process.

- Provide safe, effective, and individualized care for clients which considers diversity in all its aspects including: gender, age, ethnicity, income level, sexual orientation, health status, religion/spirituality, political beliefs, national origin, and life style.
- Demonstrate ability to function effectively in a beginning staff position in a hospital or other health care agency, within the scope of practice of the vocational nurse.
- Demonstrate awareness of need for lifetime learning and professional growth.
- Pass the NCLEX-PN® Nursing Exam.

Use of critical thinking assessments are done throughout the length of the VN program as well as upon completion. Students are continuously evaluated in their level of comprehension and their possible need for remediation, if any. CDI's current VN students undergo continuous assessment to assure that they are prepared to successfully challenge the licensure examination upon completion of the program. The curriculum of the program places emphasis on providing students with a clear and ethical understanding of the concept of diversity and the encounter of it in the nursing field. It is CDI's goal to motivate its students to pursue lifetime learning and promote career advancement in the nursing field. We remain in constant communication with our graduates and document placement information, providing them with job assistance and student support services when necessary. CDI has implemented an action plan and continues to conduct analysis of the plan to increase the pass rate for the NCLEX-PN®.

Curriculum Objectives:

Career Development Institute, Inc. has set curriculum objectives that it evaluates students on throughout the length of the program. The curriculum objectives complement the program's assessments and help the school gauge whether curriculum standards are being met. The school's VN program curriculum objectives are:

NORMAL GROWTH AND DEVELOPMENT

1. The student will demonstrate a knowledge base of normal growth and development of along the entire life span, from birth to death.

ANATOMY AND PHYSIOLOGY

1. The student will demonstrate a basic understanding of human anatomy and physiology. These will include all of the body systems.

NUTRITION

1. The student will demonstrate basic understanding of the nutritional needs of humans along the entire life span, in states of health as well as illness.

PHARMACOLOGY

1. The student will complete a review of "Math for Meds" and be able to demonstrate mastery of basic math needed to calculate medications.
2. The student will demonstrate a basic understanding of introductory pharmacological principles.
3. The student will demonstrate understanding of basic principles related to classification of medications.
4. The student will demonstrate knowledge and skills necessary to provide safe administration of medications.

GENERAL PSYCHOLOGY

1. The student will demonstrate a basic understanding of introductory psychology of humans and psychosocial nursing.

TERM 1 – The Following Objectives will be Achieved:

Nursing Fundamentals

1. The student will demonstrate knowledge and or skills related to the following topics:

- Nursing Foundations: the history and nature of nursing, the healthcare delivery system, ethical and legal aspects of nursing.
- The Nursing Process
- Client Care Skills (beyond the scope of the Certified Nursing Assistant and within the scope of the licensed vocational nurse.
- Therapeutic Communication Skills
- Cultural Components of Client Care

Communicable Diseases

1. The student will demonstrate knowledge and/or skills related to the following topics:
 - Emergency Preparedness
 - Biological Safety
 - Environment Safety
 - Infectious Diseases

Rehabilitation Nursing

1. Students will demonstrate understanding and skills to provide nursing care to clients who are adjusting to a disabling illness or injury, to clients with chronic physical or mental illness, and to clients who have chemical dependency.
2. Students will describe care given to patients in a variety of setting including extended care, ambulatory care, home care, and hospice nursing.

Gerontological Nursing

1. Students will demonstrate competence in the use of the nursing process with gerontological clients who reside in long-term care facilities as well as in acute care settings.
2. Students will demonstrate ability to provide nursing care for clients with dementia and related disorders.

TERMS 2 & 3 – The Following Objectives will be Achieved:

Medical-Surgical Nursing

1. Students will demonstrate competence in use of the nursing process with adult clients experiencing common disruptions in functional health patterns. Includes care of clients in acute care facilities.

TERM 4 – The Following Objectives will be Achieved:

Maternity Nursing

1. Students will demonstrate knowledge and beginning skills in providing nursing care for the client experiencing normal pregnancy, labor and delivery, and during the postpartum period, and care for the healthy newborn..
2. Students will demonstrate knowledge of nursing care for clients experiencing high-risk pregnancies, and for risk-risk newborns.

Pediatric Nursing

1. Students will demonstrate knowledge and skills in providing nursing care for children and adolescents experiencing common health disruptions.
2. Students will demonstrate knowledge and skills in providing nursing care for the child or adolescent with special needs.

Leadership and Supervision

1. The student will demonstrate knowledge and/or skills related to:
 - Principles of Leadership and Supervision
 - Career Opportunities and Job-Seeking Skills for the LVN
 - Advancement in Nursing

NCLEX-PN Test Prep

1. The student will actively participate and successfully complete the NCLEX-PN Exam Preparation Course.
2. The student will demonstrate the ability to pass practice NCLEX-PN exams.

The instructor's clinical and theory documentation for each student is catered to assess whether the student is meeting the objectives in both theoretical and clinical instruction for that

particular term (*See Theory and Clinical Objectives Attachment*). A student has to demonstrate satisfactory knowledge and practice in order to progress through the program. The instructor keeps additional case management on all VN students, that is also reviewed by the Director to assure the standards and objectives of the curriculum are being taught, promoted and met by the students. Proper documentation and case management notes for each individual student is essential in determining the student's strengths/weakness and need for specific help in meeting the curriculum objectives. All VN students in the school's both past and current programs have been monitored in their success in meeting these specific curriculum objectives, in addition to performing satisfactory in assessments.

Evaluations of the Instructional Plan, Theory Presentations and Clinical Rotations, Theory and Clinical Faculty:

CDI understands that the instructional needs of each vocational nursing program vary, and that the instruction given should be catered to meet those needs. In addition to the Director of Nursing monitoring student assessment reports, the faculty has access to those reports as well. The instructors analyze assessment data individually to see how they can best help an individual student. The faculty uses the student class analyses reports to evaluate what teaching methods are being most effective in the classroom and what content areas need to be addressed in further detail. CDI is also better analyzing the feedback from clinical and faculty evaluations to better serve the needs of the students in the program. The program has changed to separate evaluations for theory and clinical. **This is a modification from the initial action plan.** After analyzing clinical evaluations from the current class, the students expressed the desire for more hands-on experiences during the clinical hours. Follow-up evaluations done by the students at the completion of their second term demonstrated that their clinical instruction had improved as a result.

In order to address the low pass rate for the licensing examination, the program currently also incorporates NCLEX-PN® resources, such as *Saunders Comprehensive Review for the NCLEX-PN® 3500 Questions*. The instructor assigns questions and takes time during class instruction to review examination questions that pertain to the material being currently taught during that particular class session. The instructor requires in-class input from the students and tackles study questions that students find problematic. In the previous vocational nursing classes, NCLEX-PN® study questions were given as a voluntary assignment to students and were not mandatory. The program curriculum reflects the incorporation of outside review sources and specifically points out material that correlates to what is being taught at the time. Lack of motivation from the students who wait to review essential NCLEX-PN® material until the program has ended is one of the critical reasons as to why students in the past have not been prepared and successful when taking the NCLEX-PN® exam. The feedback on the in-class review from the students has been positive and, and many find it motivating. The desired outcome is that students continue to review throughout and after the program ends. This will increase their familiarity with the NCLEX-PN® question format, enabling the students to recall and understand the information.

The program's instructional plan is constantly being evaluated and improved in terms of the content and its relevance to the latest NCLEX-PN® test plan (*See Instructional Plan Attachment*). Modes of instruction are also evaluated for their efficiency and content integration by the Director. Mode of instruction is monitored by the Director and is dictated by the instructor lesson plan. The topics for PowerPoint presentations, lectures, and group work activities are illustrated in the lesson plans for the program and provide guidance for instruction (*See Program Lesson Plan Attachment*). In addition, student input is taken highly into consideration when improving both the instructional and lesson plans for the program. Students provide input on the

correlation of the material and method to the textbooks and vice-versa. Evaluation and improvement of the instructional and lesson plans is a continuous process because the school constantly updates the content and the textbooks for the program.

List of Textbooks:

Career Development Institute, Inc. continuously evaluates the list of textbooks for the VN program assuring that students receive the most recent editions and that the materials provide a comprehensive overview of the course (*See Booklist Attached*). Before the start of every VN program the Director evaluates the book list and contacts publishers for updated editions, if available these are reviewed by both the Director and programs instructor(s) who decide if the book list for the program will be edited. Student input is also taken into consideration. Student evaluations include specific questions on book content and correlation to theory and clinical instruction. The book list for the current VN program in session included new editions of all the textbooks for the program. For its next VN program, CDI has made changes to the booklist opting to minimize the number of books that are given to the student for the length of the course. The goal of changing the current book list is to provide textbooks that cover a wider span of information across various subjects, rather than multiple single subject textbooks. The objective is to prevent students from being overwhelmed by a large number of books. Nursing dictionaries and test preparation material will continue to be part of the student book list.

Attendance Policy:

As state in CDI's attendance policy, it is important that the school has a record of attendance for each student (*See pg. 12 of School Catalog Attachment*). Instructors take daily attendance at any time during class hours. Students must be in attendance each day for credit to be given. Failure to do so will result in no credit given for that day's attendance. Specific hours of attendance are part of graduation requirements. Failure to meet the required hours of training will result in denial of graduation status. Students are expected to be on time to class every day, and complete the required work to the best of their ability, as they would on their job. When a student must be absent from class, the student is to call the school prior to the start of class. The student is to state the class they are enrolled in, give an explanation of why they will not be in class that day, and when we can expect their return. Re-occurring absences will result in disciplinary action, just as it would on a job. It may also lead to dismissal. Students must maintain a 85% overall attendance performance or better in order to be considered achieving "Satisfactory Attendance Progress" and/or to prevent their training from possibly being interrupted. Due to the nature and scope of the training, the school does not differentiate between an excused and a non-excused absence in computing the maximum number of allowable absences. Unsatisfactory attendance occurs when a student misses more than 15% of the scheduled class time. Unsatisfactory attendance may lead to a "Probation" status, or possibly to dismissal. Any student enrolled in the program must complete the specific required hours of training, at a minimum, as well as those hours required for program completion consideration.

CDI has not encountered difficulties enforcing the VN attendance policy, as they must complete all program hours in order to complete program training. Students are knowledgeable of the consequences that would arise if they were to be placed on probation. CDI's current LVN students have all received a school catalog explaining the policies of the program and received further overview of them prior to the start of the program at orientation. Prior to being placed on probation a student meets with the Director to prevent further disciplinary action from taking place that could place the student's admission status in jeopardy.

Academic Standards & Progression and Remediation Policy:

CDI revised its admission criteria, raising the passing entrance examination score needed to enroll into the program. Beginning with the vocational nursing program commencing on May 8, 2009, students must score sixty-seven percent (67%) as the minimum overall test score and no less than seventy-five percent (75%) in the overall Reading Comprehension portion of the test. This has decreased the number of students that are meeting the passing benchmark to enter the program. The desired outcome of increasing our standards to enroll into the program is to produce students that can efficiently learn and retain the material and pass the assessments which in turn increase the likeliness of success when taking the NCLEX-PN® exam.

CDI has also implemented a **Progression and Remediation Policy** as of October 3, 2008 as part of its school's policies that the vocational nursing students must adhere to in order to complete the program and be able to sit for the exit examination. The program progression policy requires that all students in the program meet adequate proficiency level 2 or 3 (ATI benchmarks) in order to progress through the levels of the program. The program remediation policy requires those students that do not meet the set proficiency standards in the proctored exams to demonstrate evidence of review in the content area before they are allowed to retake the proctored exam. Students are asked to print one (1) copy of their *Individual Performance Profile* to direct their remediation efforts. In addition, students must meet with the school Director of Nursing to clarify the significance of their test results and set a plan for remediation. No student is allowed to retake any assessment until they have met the terms set out in their remediation plan. They must take non-proctored assessments as a mechanism to ensure the level of competency and mastery content. The student has to demonstrate a score of ninety-percent (90%) or better in order to retake the proctored exam and be allowed to progress through the program. This policy is already in effect with our current vocational nursing program. Testing our students throughout the program lets the school know if the desired goals are being met.

Students must also demonstrate that they have mastered the necessary concepts of the program by receiving a passing score on the *ATI Comprehensive Predictor Exam* (exit examination) to be eligible for graduation and take the licensure examination. CDI has not had students take the *ATI Comprehensive Predictor Exam* since its implementation in October 2008. No students have completed the program as of the date the action plan went into effect. Currently, all of the students are meeting the desired benchmarks. Without the required results of the *ATI Comprehensive Predictor Exam*, students are now not able to take the NCLEX-PN® exam for the vocational nurse licensure.

Evaluations of Theory and Clinical Faculty and Theory Presentations:

Career Development Institute, Inc. conducts student evaluations throughout the entire length of the VN program. Students are asked to evaluate the quality of the material and both the format and methodology used by the instructor to disseminate the curriculum information. As part of the evaluation students are asked to rate and provide comments to help improve the quality of instruction. Evaluations are conducted on a scheduled basis throughout the program: at the end of each prerequisite course and at the end of each individual term. The evaluations are for both the theory and clinical portions of the program. The data from the completed evaluations is then analyzed and is reported to the administrative staff and faculty at the next scheduled staff and faculty meeting. The Director of Nursing critically analyses the data and collaborates with the faculty to make the necessary adjustments, if necessary, to meet the needs of the students. The Director of Nursing evaluates the clinical and theory faculty throughout the program by way of the student evaluations and at the conclusion of the program. At the end of the program the Director evaluates the faculty members overall performance: accessibility to students, quality of

instruction and teaching methodology applied, recording of individualized student case management, etc. The goal is to craft new and modern methods of instruction that meet the learning styles of the students in the program.

Clinical Rotations and Their Correlation to Theory Presentations:

The clinical rotations for the VN program are done in exact correlation to the material that is being taught in the theory portion of the program. The clinical objectives assure that the students are efficiently learning the material (*See Clinical Performance Objectives*). The clinical objectives for the program complement the theory objectives for that specific time frame in the program. Students receive instruction at the clinical site that best caters to the needs of the theory content they are being taught. For example, students attend clinical rotation at a long-term care facility during the gerontology theory portion of the program. Sites and instruction that best applies the theoretical material is the goal for the school's clinical rotations.

Improved Student Support:

CDI has improved its level of student support by providing guidance to students experiencing academic difficulties in one or more of the program's content areas or is on academic probation as set forth by our action plan. CDI's vocational nursing instructor has bi-weekly one-on-one meetings with students to talk about their progress in the class. During these sessions with the student, the instructor addresses any problems the student might be having, ranging from personal to academic issues that might be affecting the student's performance in the program. This has proven to be effective. The instructor can identify specific problems that students are having with program content and can design assignments to help them create focused reviews to overcome their academic hurdles. In addition, this also can bring the instructor's attention to outside pressures that can affect a student's performance in the program, i.e. work, family, stress, etc. The teacher-student meetings were not part of CDI's initial action plan. **This is a modification of the initial action plan in the program.**

As stated in CDI's action plan, a representative from ATI trained the students about the assessment products and remediation resources they are using throughout the program and how to incorporate them into their studies. In addition, the Director of Nursing explained the process of progression and remediation through the use of the ATI assessments. Students were required to sign up online and create an account on the ATI website to manage their assessments and allow the school to track their progress. CDI wants to ensure that all students are taking full advantage of the resources provided to them. The use of the ATI products has proven to be a valuable resource for the students to use beyond the course textbooks, in addition to introducing them to test material similar to the NCLEX-PN® exam.

CDI's action plan detailed the many benefits of introducing computerized assessments to the vocational nursing program. One of the benefits is that it enables the school Director of Nursing and faculty to identify students that need academic assistance. With the use of the *ATI Grade Book*, the Director of Nursing has been able to follow student progress throughout the current vocational nursing program. The *ATI Grade Book* demonstrates how the students are performing in their assigned assessments and compares them against the benchmarks set by the school. Students in the current program have not yet taken most of the ATI review assessments, but as they progress into the program, the Director of Nursing is able to see if they are meeting the benchmarks. Other than the exams given to the students at the end of each term, the program did not previously have any other method to gauge whether its students were retaining a satisfactory amount of material. The ATI assessment question format resembles the blue print that is used for the NCLEX-PN®, and students must perform at a satisfactory level meeting the benchmarks set by the school Director of Nursing. The desired outcome of monitoring ATI

assessments is to determine whether the students are able to perform with questions similar to the ones in the licensure examination prior to them sitting for the actual exam. If the students are not prepared, the school can academically intervene with the appropriate resources to aid the students prior to them taking the exam. This is an advantage we did not have before and a critical reason as to why the pass rate has been low for the previous vocational nursing programs.



CERTIFIED MAIL

December 17, 2009

Sasha Alexis Rarang, B.S., R.N., Director
Vocational Nursing Program
Career Development Institute, Inc.
1830 South Robertson Boulevard, Suite 201
Los Angeles, CA 90035

Subject: Notice of Change in Accreditation Status

Dear Ms. Rarang:

Pursuant to the action of the Board of Vocational Nursing and Psychiatric Technicians (Board) on October 7, 2009, the status of the Career Development Institute, Inc. Vocational Nursing Program has been changed from full accreditation to provisional accreditation. Please sign and return the enclosed "Acknowledgement of Change in Accreditation Status" form by **Thursday, December 31, 2009**.

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 Career Development Institute, Inc., Los Angeles, Vocational Nursing Program for the past eight (8) quarters are set forth in the following table.

Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate
Jul – Sep 2007	76%	56%
Oct – Dec 2007	76%	56%
Jan – Mar 2008	75%	50%
Apr – Jun 2008	74%	25%
Jul – Sep 2008	74%	40%
Oct – Dec 2008	73%	40%
Jan – Mar 2009	72%	40%
Apr – June 2009	70%	40%

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

REQUIRED CORRECTION(S)

1. The Career Development Institute, Inc., Los Angeles, 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 **September 30, 2011**.
2. The program must show documented progress by submitting a follow-up report in 11 months, but no later than **September 16, 2010**, and 22 months, but no later than **July 15, 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.
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 **September 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.

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



April 22, 2011

Cyndi Ladnier, B.S., R.N.
Director, Vocational Nursing Program
Career Development Institute
1830 South Robertson Boulevard, Suite 201
Los Angeles, CA 90035

Subject: Accreditation Status

Dear Ms. Ladnier:

The Board of Vocational Nursing and Psychiatric Technicians (Board) is scheduled to reconsider the provisional accreditation of the ***Career Development Institute Vocational Nursing Program*** on **Friday, September 9, 2011.**

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 December 17, 2009. That report must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, and timelines for expected results. The following elements must be addressed in the analysis:

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

All requested information must be received by **Friday, July 15, 2011.**

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

Sincerely,

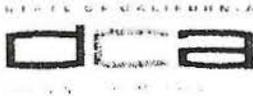


CHERYL C. ANDERSON, M.S., R.N.
Supervising Nursing Education Consultant

cca

Attachments:

1. Blank Enrollment Table.
2. Blank Faculty and Facility Forms.
3. Faculty/Clinical Assignment Form.
4. OB - Peds Tracking Form.
5. Acknowledgement Form.



BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS
2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945
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July 8, 2011

Cyndi Ladnier, B.S., R.N.
Director, Vocational Nursing Program
Career Development Institute
1830 South Robertson Boulevard, Suite 201
Los Angeles, CA 90035

Subject: Request to Admit Students

Dear Ms. Ladnier:

On July 8, 2011, the Executive Officer considered the consultant's report relative to ***Career Development Institute Vocational Nursing Program – Request to Admit Students.***

The following decisions were rendered.

1. Defer action on the Career Development Center Vocational Nursing Program's request to admit a part – time class of 30 students on July 12, 2011 only, with a projected graduation date of January 24, 2012, for consideration by the Board at the September 9, 2011 meeting.
2. Continue the program's requirement to obtain Board approval prior to the admission of each class.

Rationale: The program has demonstrated that it has sufficient resources, including faculty and facilities, to support the current and proposed enrollment. However, the Board has serious concerns relative to the program's noncompliance with regulatory requirements relative to the admission of classes without prior Board approval. Additionally, the Board is scheduled to reconsider the program's Provisional Accreditation status at the September 9, 2011 meeting. While the director and owner have expressed their apologies and commitment to refrain from reoccurrences of the violation, deferring action on the program's request for consideration by the Board at its September 9, 2011 meeting is prudent.

Board staff will continue to monitor the program's effectiveness by tracking class admissions, the effectiveness of employed interventions, and the program's licensure examination pass rates each quarter.

Please contact the Board should further clarification be needed.

Sincerely,

Cheryl C. Anderson

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



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BVNPT Received
on 7-11-11 with KR

CAREER DEVELOPMENT INSTITUTE, Inc.

VOCATIONAL NURSE

1830 So. Robertson Boulevard, Suite 201, Los Angeles, CA 90035

Phone: 310-559-0225 Fax: 310-559-7114

July 9, 2011

Teresa Bello-Jones, J.D., M.S.N., R.N.
Executive Officer
Board of Vocational Nursing and Psychiatric Technicians
2535 Capitol Oaks Dr.
Sacramento, CA 95833

Dear Ms. Bello-Jones,

For the last two years since being on provisional status, we have turned our school around. We have gotten better and stronger. We have had a 100% pass rate for the last four quarters. We have worked hard and long hours to accomplish this. We stopped our CNA classes just to solely concentrate on the VN program. We do not have other programs.

The non-compliance that you speak of in the deferment letter was a misinterpretation by Cyndi Ladnier, the DON, to begin a class. She misinterpreted correspondence sent by Cheryl Anderson and thought that it was ok to begin a class and relayed that message to the staff. That's the ONLY reason that we began. I do not read her e-mails in order to confirm or interpret correspondence sent by the Board.

Please don't punish our school and the students for the errors of this DON.

Delaying this class will truly put our school in jeopardy. We will loose the students and our viability, that we have worked so hard to re-establish. Negative words regarding our school will generate very quickly both by mouth and the internet.

I could understand the decision, if the noncompliance was a blatant disregard of the regulations. On the contrary, I respect the regulations and want nothing more but to follow all requirements of the Board. This was a blatant misinterpretation of an e-mail sent by Cheryl Anderson to the DON dated November 18, 2010. The DON erroneously interpreted this e-mail to begin a class.

I am asking you, again, to please not punish our school because of the DON's mistakes.

I care deeply about our students and this school. I have owned this school for 14 years. This school was built on blood, sweat, and tears. I am not just a business owner, I am an educator by profession. The provisional status for the past two years has made a huge impact on our ability to recruit students. However, our pass rates (100%) for the last four quarters has made a difference. We have truly turned this school around.

This decision will be monumental for our school. All of our credibility that we worked so hard for will be gone. Please base your decision on concrete evidence (pass rates), not on the misinterpretations of the DON.

We have put all of the revenues for the past two years back into the school to make it substantially better. We have expanded our laboratory; we have redesigned the interior and exterior of the building; we have a Student Success Center that enables the students to study, use the internet, use our library for reference books or to check out books; we tutor students individually or in groups -- all free of charge. Remediation is a large part of our program; we give all student a laptop to keep, along with all ATI materials and programs; we have purchased an electronic manikin for simulations in the laboratory. My daughter now works along side me. She has a Bachelor's Degree from Cornell University, graduating Phi Beta Kappa and a Master's Degree in Education from the Teachers college at Columbia University. She is the most dedicated, conscientious, and hard-working individual that I have ever met. The students adore her and look up to her as a role model.

Additionally, we have not raised our tuition price. Our tuition is the same as it was four years ago. We are approximately \$10,000 less than the other vocational schools for the same VN program.

In May, members of ABHES, our accrediting agency, came to our school to re-accredit us and were very impressed with our program and school. One staff member from ABHES and two registered nurses came. May I give you their names and phone numbers? They will be able to verify the remodeling of our school, library, Student Success Center, electronic manikin, etc.

In conclusion, for us to go in front of the Board on September 9th is a probable moot point.

We will have to lay off our staff and will likely not survive.

Again, Ms. Bello-Jones, will you please reconsider?

Sincerely,

Janis K. Newton, President
Career Development Institute, Inc.

**CAREER DEVELOPMENT INSTITUTE, INC.
ANALYSIS OF VN PROGRAM**

The Vocational Nursing Program at Career Development Institute, Inc. (CDI) is currently a much different and a much stronger program than it was since its inception five years ago. As the NCLEX-PN scores from the last four reporting periods demonstrate (100% pass rate all four quarters), we have learned from our errors, and are continuing to advance and improve. Our program has been revamped and revitalized in the following ways:

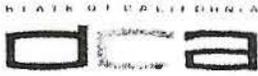
- ATI NCLEX-PN Tutoring and Training program is no longer optional. Since 2010, it has been a mandatory component of the VN program. Students MUST pass all seven proctored subject examinations, and also score at least 91% on the Comprehensive Predictor Examination. Failure to do so results in mandatory remediation and possible dismissal from the program. Also, as of very recently, CDI now makes passing scores on ATI subject and comprehensive exams a requirement for graduation from the VN program. (Please see Exhibit O: Evaluation of Student Achievement.)
- The admissions criteria for the VN program has become much more stringent. When we first began the program, we would accept people with lower than average test scores (the cutoff on the TEAS entrance exam was initially 60%) with the hope that through remediation we could help them along. Although our intentions were positive, the outcome proved nearly fatal to our program. We currently implement two entrance exams for admissions, and the cutoff is significantly higher. The admissions process also involves an interview with a director, which was also not an initial component of the process. This interview has proven very helpful in increasing the number of students in our VN program who have a positive attitude, a strong commitment to school, and an ability to succeed in our program. (Please see Exhibit B: Admission Criteria & Exhibit C: Screening & Selection Criteria.)
- Our Attendance Policy has also become much stricter since we first began the VN program. Initially, we were not fully aware of the total correlation between attendance and success in the program. Currently, we strictly enforce our attendance policy. (Please see Exhibit J: Attendance Policy)
- Remediation is currently a significant component of our VN program. When we first began the program, there remediation was not structured. If a student failed a test, they would have a chance to take it again, but there was no plan of action to help them succeed the second time around. Now, if a student breaches any CDI policy, they are immediately placed on at least a two-week period of mandatory remediation. Remediation involves – but is not limited to – meeting with a

director, one-on-one tutoring, group tutoring, completion of study packets/assignments, writing of reports, and ATI work. Having a structured remediation policy has proven very transformative. Not only are students more inclined to work harder to avoid being put through remediation, they are also more likely to succeed when they complete remediation. (Please see Exhibit K: Remediation Policy)

- Since August 2010, CDI has also hired a Director of Education, a position never before held at CDI. The Director of Education is responsible for monitoring VN student progress and carrying out policies and remediation as necessary.

Enclosed are CDI Exhibits A-O, in addition to the following completed forms:

- Faculty and Facility Forms
- Faculty/Clinical Assignment Form
- OB-Peds Tracking Form
- Acknowledgement Form



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

July 29, 2011

Cyndi Ladnier, B.S., R.N.
Director, Vocational Nursing Program
Career Development Institute
1830 South Robertson Boulevard, Suite 201
Los Angeles, CA 90035

Subject: Reconsideration of Provisional Accreditation; Consideration of Request to Admit Students

Dear Ms. Ladnier:

The Board of Vocational Nursing and Psychiatric Technicians (Board) is scheduled to reconsider the provisional accreditation and consider the request to admit students of the **Career Development Institute Vocational Nursing Program** on September 9, 2011.

On July 15, 2011, the Board received your correspondence (including attachments) relative to the program's follow – up report. To ensure dissemination to individual Board members and relevant staff for timely consideration at the September 9, 2011 Board Meeting, please submit:

- Fifteen (15) copies of pertinent documents that you desire Board members to consider. Please remember existing statutes require that any document considered by the Board will become a public record. Accordingly, please redact all names of students.
- In addition, please provide information on a compact disc (CD) for Board use. Again, please remember to redact any student names prior to copying information onto the CD.

To ensure dissemination and review by Board Members prior to the meeting, the deadline for submission of the requested documents and the CD is **Monday, August 8, 2011.**

Although the primary purpose of this letter is to convey the Board's need for the copies, please be assured that, if timely submitted, any correspondence and attachments will be reviewed and, if appropriate, information submitted may be included in the report of the assigned consultant.

Please do not hesitate to contact the Board at (916) 263-7843 should you have questions.

Sincerely,

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

Agenda Item #12.A.1.Attachment B



STATE AND CONSUMER SERVICE AGENCIES • OF MEMBERSHIP AND REGISTRATION

BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS
2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945
Phone (916) 263-7800 Fax (916) 263-7855 Web www.bvnpt.ca.gov



CERTIFIED MAIL

October 4, 2011

Helen Hansen, B.S., R.N.
Director, Vocational Nursing Program
Career Development Institute, Inc.
1830 South Robertson Boulevard, Suite 201
Los Angeles, CA 90035

Subject: Notice of Change in Accreditation Status

Dear Ms. Hansen:

Pursuant to the action of the Board of Vocational Nursing and Psychiatric Technicians (Board) on September 9, 2011, the provisional accreditation status of the Career Development Institute, Inc., Vocational Nursing Program has been extended for the one – year period October 1, 2011 through September 30, 2012. The purpose of this letter is to explain the areas of non-compliance found and the corrections required of your program to avoid losing accreditation completely.

Once you have reviewed this letter, please sign and return the enclosed "Acknowledgement of Change in Accreditation Status" form by **Friday, October 14, 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(k) of title 16 of the California Code of Regulations,

"The program shall have prior Board approval to increase the number of students per class and/or increase the frequency of admission of classes. Criteria to evaluate a school's request to increase the number of students per class and/or increase the frequency of class admissions include but are not limited to:

- (1) Sufficient program resources as specified in section 2530 (a).
- (2) Adequacy of clinical experience as specified in section 2534.
- (3) Licensure examination pass rates as specified in section 2530 (l)."

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 Career Development Institute Vocational Nursing Program for the past sixteen (16) quarters are set forth in the following table.

NCLEX-PN® Licensure Examination Pass Rates			
Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate	Variance from State Annual Average Pass Rate
Jul – Sep 2007	76%	56%	-20
Oct – Dec 2007	76%	56%	- 20
Jan – Mar 2008	75%	50%	- 25
Apr - Jun 2008	74%	25%	- 49
Jul - Sep 2008	74%	40%	- 34
Oct – Dec 2008	73%	40%	- 33
Jan – Mar 2009	72%	40%	-32
Apr – Jun 2009	70%	40%	-30
Jul - Sep 2009	74%	0%	-74
Oct – Dec 2009	73%	0%	-74
Jan – Mar 2010	74%	0%	-74
Apr – Jun 2010	75%	67%	-8
Jul – Sep 2010	75%	100%	+25
Oct – Dec 2010	76%	100%	+24
Jan – Mar 2011	77%	100%	+23
Apr – Jun 2011	76%	100%	+24

Based on this data, the program failed to comply with regulatory requirements relative to the admission of students. Further, the program failed to maintain its annual average pass rates, as required by regulation.

REQUIRED CORRECTION(S)

1. The Career Development Institute, Inc., Vocational Nursing Program shall admit no additional students unless approved by the full Board.
2. The program shall submit a follow-up report in 9 months, but no later than **June 15, 2012**. 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. The program shall comply with all accreditation standards in article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code section 2880, and article 5 of the Board's regulations, commencing at California Code of Regulations, title 16, section 2526.
 4. The program shall continue to demonstrate incremental progress in correcting the violations. If the program fails to satisfactorily demonstrate incremental progress, the full Board may revoke the program's accreditation.
 5. Failure to take any of these corrective actions may cause the full 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 **September 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. If you have additional information that you wish considered beyond the required corrections listed on page 2 and page 3, you must submit this documentation by the fifteenth day of the second month prior to the Board meeting.

OTHER IMPORTANT INFORMATION

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

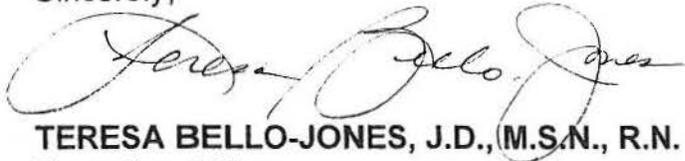
In the event your program is required to submit any report(s) as a corrective action pursuant to this notice, such reports are required in addition to any other reports required pursuant to 2527 of the Board's regulations.

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

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

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

Sincerely,

A handwritten signature in cursive script, appearing to read "Teresa Bello-Jones".

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

Enclosures

cc: Board Members

TBJ:cca

Agenda Item #12.A.1.Attachment C



CAREER DEVELOPMENT INSTITUTE, Inc.

VOCATIONAL NURSE
NURSE ASSISTANT/HOME HEALTH AIDE/RESTORATIVE NURSE AIDE
1830 So. Robertson Boulevard, Los Angeles, CA 90035
Phone: 310-559-0225 Fax: 310-559-7114

BVNPT

2012 JUN 14 PM 12:07

June 5, 2012

edu
BVNPT Received
on 6-15-12 with KR

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

Re: Career Development Institute, Inc.
1830 So. Robertson Boulevard
Los Angeles, CA 90035

In the following documents, please find the corrections required by June 15, 2012 for Career Development Institute, Inc.

The following is a summarization of our classes, improvements, and resources:

Our current classes are as follows:
December 2010 P/T class is in Term IV.
November 2011 P/T class is in Term I.

Improved Retention Rate

Career Development Institute, Inc. has improved the VN program retention with an 82% retention rate in our most current class.

This has been achieved through a more thorough screening of the initial VN applicants and enforced remediation throughout the program.

Improved Attendance Policy

Attendance is taken very seriously. Even an initial absence warrants a meeting with a director, along with a written warning. Students are required to make up all absences either at the school or at the clinical site, depending on whether it was an absence from theory or clinical.

Improved Grade Average Policy

The grade average for theory must remain 75% or above. For clinical, the student must pass in order to move on to the next term.

Improved ATI Requirements

Our ATI requirements have changed to assure student success, as well. Students must take the ATI assessments throughout the program as scheduled. It is part of the grade percentage as seen in the item attachment 2o. Students also will continue taking the NCLEX-PN review of 100 hours prior to graduation, as well as pass the ATI series exit exams.

Evaluations

Career Development Institute, Inc. also takes into consideration student input. We have comprehensive evaluation forms to assess theory and clinical correlations. Students, as per our catalog, must evaluate the instructors at theory and clinical at midway and at the end of each term in order to be able to improve the program throughout terms.

The instructors also must evaluate the students. For theory, the students receive midterm averages. For clinical, the students receive a midterm passing/not passing score with any deficiencies. (Please see item attachment 2o).

Resources

As per Regulation 2530 (a), Career Development Institute, Inc., has a plethora of resources to teach students. We have a full lab, offering an electronic simulation mannequin with full assessment capacity, including scenarios. There is another mannequin for basic assessment skills.

Career Development Institute, Inc., also has a library with computer and internet access available for the students during CDI operating hours and/or after hours when needed.

Instructors

We have two full-time and three part-time instructors available to teach the classes currently in session, in addition to the Director of Nursing.

Remediation

The Director of Education and Director of Nursing are always available by phone and appointment to assist students further with their educational and remediation needs. Students are closely monitored for any deficiencies, in order to remediate as soon as possible.

Classrooms

The classrooms are adequate in size for the students and within fire and safety regulations.

All classrooms include white boards, an LCD projector for powerpoint presentations or on-line visuals with surround sound, and a document imager.

Clinical Sites

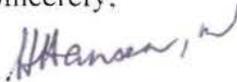
Our approved sites include acute, post-acute and skilled nursing facilities for Term I-III, as well as clinics for Term IV. The sites correlate with theory topics, always presenting the theory subject prior to the clinical experience.

Pass Rates

Per regulation 2530 (I), Career Development Institute, Inc., has maintained 9 quarters of 100% passing rate, exceeding the "10 percentage points of the state average pass rate for first time candidates".

Career Development Institute, Inc., would like to thank you for continuing to support our program and help with our continued success.

Sincerely,

A handwritten signature in purple ink that reads "Hansen" with a stylized flourish at the end.

Helen Hansen

Director of Nursing, Career Development Institute, Inc.



CAREER DEVELOPMENT INSTITUTE, Inc.

VOCATIONAL NURSE

NURSE ASSISTANT/HOME HEALTH AIDE/RESTORATIVE NURSE AIDE

1830 So. Robertson Boulevard, Los Angeles, CA 90035

Phone: 310-559-0225 Fax: 310-559-7114

The required follow-up documents for Career Development Institute, Inc. are as follows:

2a. Current Student Enrollment.

Career Development Institute, Inc. has two part-time classes in session at this time:

December 2010 P/T class with the current enrollment of 8 students.

November 2011 P/T class with the current enrollment of 18 students.

2b. Admission Criteria.

To be accepted for admission to the Vocational Nursing program, applicants must:

1. Be at least 17 years of age.
2. Provide a valid high school diploma or GED or Associate or Bachelor's Degree.
3. Pass the entrance exam.
4. Interview with a school director, and meet with the financial aid officer.
5. Submit supporting documentation for all application requirements.
6. Evaluate any foreign schooling. The evaluation is at the student's expense and must include a summary from the evaluating agency.
7. Be in good physical and mental health in order to adequately perform all requisite courses of the program, as well as to satisfy training-related career obligations after graduation.
8. Submit the application fee.

2c. Screening and Selection Criteria.

1. cPat added as an entrance requirement with 179 or above score.
2. Mandatory TEAS if cPat below 179 but above 160.
3. TEAS reading score must be 75% or above.
4. Prospective students must meet with the Director of Nursing, Director of Education, and President.

2d. Terminal Objectives.

Upon successful completion of Career Development Institute's Vocational Nursing Program, the graduate should be able to:

1. Use critical thinking in assisting with the assessment, implementation, and continuing evaluation of the nursing process.
2. Provide safe, effective, and individualized care for clients which considers diversity in all its aspects including: gender, age, ethnicity, income level, sexual orientation, health status, religion/spirituality, political beliefs, national origin, and life style.
3. Demonstrate ability to function effectively in a beginning staff position in a hospital or other health care agency, within the scope of practice of the vocational nurse.
4. Demonstrate awareness of need for lifetime learning and professional growth.
5. Pass the NCLEX-PN Nursing Exam.

2e. Curriculum Objectives.

For Courses 101-105, the following objectives will be achieved:

Normal Growth and Development

1. The student will demonstrate a knowledge base of normal growth and development of along the entire life span, from birth to death.

Anatomy and Physiology

1. The student will demonstrate a basic understanding of human anatomy and physiology. These will include all of the body systems.

Nutrition

1. The student will demonstrate basic understanding of the nutritional needs of humans along the entire life span, in states of health as well as illness.

Pharmacology

1. The student will complete a review of "Math for Meds: and be able to demonstrate mastery of basic math needed to calculate medications.
2. The student will demonstrate a basic understanding of introductory pharmacological principles.
3. The student will demonstrate understanding of basic principles related to classification of medications.
4. The student will demonstrate knowledge and skills necessary to provide safe administration of medications.

General Psychology

1. The student will demonstrate a basic understanding of introductory psychology of humans and psychosocial nursing.

TERM I - the following objectives will be achieved:

Nursing Fundamentals

1. The student will demonstrate knowledge and or skills related to the following topics:
 - Nursing Foundations: the history and nature of nursing, the healthcare delivery system, ethical and legal aspects of nursing.
 - The Nursing Process
 - Client Care Skills (beyond the scope of the Certified Nursing Assistant and within the scope of the licensed vocational nurse.
 - Therapeutic Communication Skills
 - Cultural Components of Client Care

Communicable Diseases

1. The student will demonstrate knowledge and/or skills related to the following topics:
 - Emergency Preparedness
 - Biological Safety
 - Environment Safety
 - Infectious Diseases

Rehabilitation Nursing

1. Students will demonstrate understanding and skills to provide nursing care to clients who are adjusting to a disabling illness or injury, to clients with chronic physical or mental illness, and to clients who have chemical dependency.
2. Students will describe care given to patients in a variety of settings including extended care, ambulatory care, home care, and hospice nursing.

Gerontological Nursing

1. Students will demonstrate competence in the use of the nursing process with gerontological clients who reside in long-term care facilities as well as in acute care settings.
2. Students will demonstrate ability to provide nursing care for clients with dementia and related disorders.

TERMS 2 and 3 - the following objectives will be achieved:

Medical-Surgical Nursing

1. Students will demonstrate competence in use of the nursing process with adult clients experiencing common disruptions in functional health patterns. Includes care for clients in acute care facilities.

TERM 4 - the following objectives will be achieved:

Maternity Nursing

1. Students will demonstrate knowledge and beginning skills in providing nursing care for the client experiencing normal pregnancy, labor and delivery, and during the postpartum period, and care for the healthy newborn.
2. Students will demonstrate knowledge of nursing care for clients experiencing high-risk pregnancies, and for high-risk newborns.

Pediatric Nursing

1. Students will demonstrate knowledge and skills in providing nursing care for children and adolescents experiencing common health disruptions.
2. Students will demonstrate knowledge and skills in providing nursing care for the child or adolescent with special needs.

Leadership and Supervision

1. The student will demonstrate knowledge and/or skills related to:
 - Principles of Leadership and Supervision
 - Career Opportunities and Job-Seeking Skills for the LVN
 - Advancement in Nursing

NCLEX-PN Test Prep

1. The student will actively participate and successfully complete the NCLEX_PN Exam Preparation Course.
2. The student will demonstrate the ability to pass practice NCLEX-PN exams.

NOTE: Inherent in each of the following courses is the concept of holistic care. Focus is on biological, physical, social, psychological, spiritual, and cultural needs of the client and family.

2f. Instructional Plan.

Please see attachment 2f.

2g. Theory and Clinical Objectives for Each Course

Please see attachment 2g.

2h. Lesson Plans for Each Course.

Please see attachment 2h.

2i. Textbooks.

BASIC NURSING

Rosdahl/Kowalski, 9th Ed., Lippincott, 2008

STUDY GUIDE TO ACCOMPANY BASIC NURSING

Rosdahl/Kowalski, 9th Ed., Lippincott, 2008

MEDICAL TERMINOLOGY IN A FLASH

Eagle, Davis, 2nd Ed., 2011

INTRODUCTION TO PHARMACOLOGY

Mary Kaye/Justin Favaro, 12th Ed., Saunders, 2012

Mosby's DRUG GUIDE FOR NURSES

Mosby's 9th Ed., 2011

COMPREHENSIVE REVIEW FOR NCLEX-PN

Silvestri, 4th Ed., Saunders, 2010

2j. Attendance Policy.

Attendance is mandatory and records are maintained each class day. Students who fail to maintain satisfactory attendance may be subject to academic probation, or immediate termination without warning at the discretion of the director, instructor, or administration depending on the gravity of the violation.

1. Students are allowed one unexcused absence per term.
2. Students are allowed three excused absences per term.

ALL ABSENCES (EXCUSED/UNEXCUSED) MUST BE MADE UP WITHIN THE TERM.

LIST OF EXCUSED ABSENCES:

- Giving birth
 - Illness, with doctor's note
 - Car trouble while in transit to attend class, with supporting documentation
 - Car accident while in transit to attend class, with supporting documentation
 - Death in the family, with supporting documentation
 - Onset of grave illness in the family, with supporting documentation
3. Students who exceed their 15 minute grace period are marked tardy, regardless of cause. A student who is more than 30 minutes late, or who leaves more than 30 minutes early, is considered absent.
 4. When a student is marked tardy three times, they will receive an absence.
 5. Students MUST call the Director of Nursing and the Director of Education if they are going to be late or absent. If the directors are not available, students must leave a message with the school staff or school voicemail box.
 6. All absences MUST be made up. If you miss an 8-hour theory class, you will be given an 8-hour assignment, which may include presentations, essays, exams, workbook assignments, or any other kind of assignment on the subject missed. Any missed clinical hours MUST be made up at the clinical site. Students cannot move on to the next term if absences are not made up.
 7. Students on probation must complete required assignments, and maintain consistent attendance, or face possible dismissal. During probation, any additional infractions may result in immediate expulsion from the school without further written or verbal warnings.

CLINICAL MAKE-UP POLICY:

- A. To obtain credit for attending a make-up clinical day, it is the student's responsibility to obtain the clinical make-up form in the office.
- B. Students must make up clinical absences within the same term. It is the responsibility of the student to schedule a makeup day with the Director of Education.

- C. The student will have the clinical makeup instructor sign the form and the student will turn in the completed form to the office. No credit will be granted without a completed Clinical Makeup form filled out completely.
- D. Absences will be reviewed on a monthly basis. The goal for the review will be to assist the student in reducing absenteeism and to help him/her to achieve success in the VN Program. No student with an outstanding clinical makeup will advance to the next segment. If the clinical is not made up at the end of the current segment, the student will be dropped from the nursing program.

2k. Remediation Policy

Theory:

In order for the student to be making satisfactory academic progress, each student must maintain a cumulative minimum grade point average of 75% or better by the end of each term. A student achieving a cumulative grade point average below 75% or "C" at the end of a term will be dropped from the program or placed on academic probation.

Students applying for eligibility or to maintain eligibility to continue receiving Title IV grant and loan assistance must maintain satisfactory progress in his or her course of study.

If a student fails to achieve a cumulative grade point average of 75% or "C", the student will be placed on Academic Warning until a cumulative grade point average of 75% or "C" is attained. During that warning period, the student must maintain, at a minimum, a grade point average of 75% or "C" on all course work. If the student is unable to maintain a 75% or "C" or better during the warning period, Academic Probation will be in effect. Any student dismissed for failure to meet the academic requirements of the institution, may appeal the dismissal by following the Student Appeals Procedure outlined in the school's handbook.

If a student maintains a grade point average of 75% or "C" and/or achieves a cumulative grade point average of 75% or "C", warning/probation will be removed. However, if the student has failed to maintain a 75% or "C" grade point average and/or will be unable to achieve a cumulative grade point average within the allowable maximum time frame for the course, the student will be dismissed from the program.

Each time a student falls below 75% on any given exam in a term, he/she is required to attend mandatory remediation at school. This includes reviewing the test with an instructor or director and completing a schedule of required tutoring.

Clinical:

Students will be evaluated in the clinical areas using a "Pass" or "Fail" designation based upon successful completion of the clinical objectives. Clinical objectives are competency based in

that a student must demonstrate a level of proficiency appropriate for that level of learning. Students must "Pass" in order to progress to the next level. All students will receive a mid-term and a final evaluation at the end of the clinical rotation experience. Instructors will present clinical evaluations to the student in a one-to-one conference allowing for student feedback. If a student fails to meet the clinical or written objectives at any level, she/he must repeat the entire level, including didactic.

If a student fails any portion of a clinical rotation in a term, he/she must be remediated by the instructor or director in the clinical setting or laboratory.

REINSTATEMENT:

A prior student requesting to be reinstated as an active student, based on whatever reasons or circumstances, must do so in writing to the School's Director for review by the Reinstatement Review Board. Supportive documentation and/or information concerning any mitigating circumstances must be noted in the request. This reinstatement Review Board shall not consist of less than three (3) attending members. The Reinstatement Review Board shall be chaired by the School Director, and consist of, but not limited to the School Administrator, and a representative from the Education Department. The requesting prior student shall be notified of the Reinstatement Review Board within 5 days following the decision of the Board. A student who has been approved for reinstatement, will do so with an Enrollment Agreement Addendum and will receive credit for all prior Career Development Institute, Inc. payments received. Any increase in the tuition, books and/or supplies will be included on the Addendum agreement.

RE-ENROLLMENT:

A prior student who wishes to re-enroll (previously terminated enrollment), must submit to the Campus Director a letter requesting authorization for re-enrollment. A student who has been authorized for re-enrollment must sign a new Enrollment Agreement at the current tuition rate. Any prior earned tuition balance must be paid in full before they are allowed to re-enroll, unless authorized prior by the Campus Director. The student will be credited for any books and/or supplies that they have previously received and paid for. If an updated textbook is required, the student will incur the new textbook cost. A credit memo must be completed and documented in the student's file. A prior student who cancelled their enrollment agreement within the allowable five (5) day cancellation period, and wishes to re-enroll, must have any prior balance paid in full, to include the Registration Fee, before they are allowed to re-enroll. The student will be credited for any books and/or supplies that they have previously received and paid for. If an updated textbook is required, the student will incur the new textbook cost.

A credit memo must be completed and documented in the student's file. Students will only be allowed to re-enroll one (1) time.

2l. Evaluations of Theory and Clinical Faculty

Please see attachment 2l.

2m. Evaluations of Theory Presentations

Please see attachment 2m.

2n. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.

Please see attachment 2n.

2o. Evaluation of Student Achievement.

Please see attachment 2o.

All prerequisites and term grades are based on the following scale:

95-100	A
90-94	A-
89	B+
85-88	B
80-84	B-
79	C+
77-78	C
75-76	C-
<75	F

Prerequisites

Grades will be based on the following percentages. Grade will be determined by dividing points earned by points offered:

Assignments	Percentage of Grade
Exams	80
Attendance (Attendance is graded by taking the actual attendance percentage and multiplying as 10% of the total grade in this course)	10
Homework/Pop Quizzes/Classroom Assignments	10

Keep records of all work (including test scores) at least until you have received your grade from the CDI office following completion of the course. If you believe an error exists, communicate no later than ten days after receipt of the final grade.

Remediation:

A student will be placed on remediation if a student falls below passing on any quiz or test or accumulates less than a passing score by midterm. This entails the student meeting with the instructor, Director of Nursing, Director of Education, or designee and completing prescribed remediation plan. Note: This will require the student to come to school on days of the week other than those scheduled for class.

Failed Exams:

If a student fails an exam during prerequisites, he/she must retake an alternate version of the failed exam one time, with the understanding that the highest possible score is 75%. If a student earns below 75% on the retake exam, then the higher exam score will be the one recorded in the grade book. For example, if a student earns 67% on the first exam and 60% on the retake, then the student's score will be recorded as 67% for said exam. Note: If a student fails a retake exam, he/she is required to continue academic remediation until a school director or school committee formally states otherwise.

TERM I

The clinical is co-linked with the theory. IF a student fails the theory, they fail the clinical. If a student fails the clinical, they fail the theory. This theory course is graded on the following scale:

Grades will be based on the following percentages. Grade will be determined by dividing points earned by points offered:

Assignments	Percentage of Grade
Exams	60
Final Exam	15
ATI Exams	15
Homework/Pop Quizzes/Classroom Assignments	10

Keep records of all work (including test scores) at least until you have received your grade from the CDI office following completion of the course. If you believe an error exists, communicate no later than ten days after receipt of the final grade.

Remediation:

A student will be placed on remediation if a student falls below passing on any quiz or test or accumulates less than a passing score by midterm. This entails the student meeting with the instructor, Director of Nursing, Director of Education, or designee and completing prescribed remediation plan. Note: This will require the student to come to school on days of the week other than those scheduled for class.

Failed Exams:

If a student fails an examination, he/she will not be permitted to retake the exam. The student will, however, be mandated to attend remediation for any failed exam, as determined by the instructor, the Director of Nursing, the Director of Education, or designated appointee. As stated previously, remediation will require the student to come to school on days of the week other than those scheduled for class.

TERM II

This course is for the MS I theory portion of Term II. The clinical is co-linked with the theory. IF a student fails the theory, they fail the clinical. If a student fails the clinical, they fail the theory.

Grades will be based on the following percentages. Grade will be determined by dividing points earned by points offered:

Assignments	Percentage of Grade
5 quizzes	20
5 exams	30
Final Exam	25
5 ATI practice tutorials as assigned	10
ATI practice A and B Fundamentals	5
ATI proctored Fundamentals test	5
Attendance (Attendance is graded by taking the actual attendance percentage and multiplying as 5% of the total grade in this course)	5

Keep records of all work (including test scores) at least until you have received your grade from the main office following completion of the course. If you believe an error exists, communicate no later than ten days after receipt of the final grade.

Remediation:

A student will be placed on remediation following the remediation policy if a student falls below passing on any quiz or test or accumulates less than a passing score by midterm. This entails the student meeting with the instructor, Director of Education or designee and completing the prescribed remediation plan. Note: This will require the student to come to school on days of the week other than those scheduled for class.

TERM III

This course is for the MS II theory portion of Term III. The clinical is co-linked with the theory. IF a student fails the theory, they fail the clinical. If a student fails the clinical, they fail the theory.

Grades will be based on the following percentages. Grade will be determined by dividing points earned by points offered:

Assignments	Percentage of Grade
Pop quizzes, Homework, Presentations, Classroom Activities	5
5 exams	50
Final Exam	20
5 ATI practice tutorials as assigned	10
ATI practice A and B Medical-Surgical	10
Attendance (Attendance is graded by taking the actual attendance percentage and multiplying as 5% of the total grade in this course)	5

Keep records of all work (including test scores) at least until you have received your grade from the main office following completion of the course. If you believe an error exists, communicate no later than ten days after receipt of the final grade.

Remediation:

A student will be placed on remediation following the remediation policy if a student falls below passing on any quiz or test or accumulates less than a passing score by midterm. This entails the student meeting with the instructor, Director of Education or designee and completing prescribed remediation plan. The student will not be allowed to retake the exam for a new score.

Note: This will require the student to come to school on days of the week other than those scheduled for class.

ATI:

ATI assessments will count for 20% of your overall grade in Term III. The breakdown is as follows:

On each tutorial:

- Student must achieve 75% or higher by the third test-taking attempt
- If 75% is not achieved after three attempts, the student will receive 0% for that exam.
- The grade for each tutorial is determined by averaging the scores of the first three test-taking attempts per tutorial. For example, if the student scores 40%, 100%, and 100%, the grade for that tutorial will be 80%.
- The final grade for this portion of the class will be determined by averaging the scores of each of the 5 tutorials.
- The first three test-taking attempts for each tutorial **MUST** be taken during the assigned period. Failure to abide by the schedule will result in a 0 for the respective tutorial.

ATI Practice Assessments, Medical-Surgical A & B:

- Student must achieve 75% or higher by the third test-taking attempt
- If 75% is not achieved after three attempts, the student will receive 0% for that exam.
- The grade for each practice assessment is determined by averaging the scores of the first three test-taking attempts. For example, if the student scores 40%, 100%, and 100%, the grade for that practice assessment will be 80%.
- The final grade for this portion of the class will be determined by averaging the scores of each of the 2 practice assessments.

- The first three test-taking attempts for each practice assessment **MUST** be taken during the assigned period. Failure to abide by the schedule will result in a 0 for the respective practice assessment.

Notes Regarding ATI:

- There is a 24-hour delay between test-taking. In other words, if you take the exam on Tuesday, August 30, 2011 at 4pm, you will not be able to retake the exam until Wednesday, August 31, 2011 at 4pm.
- The ATI books are great ways to prepare for the tutorials, practice assessments, and proctored exams. Be sure to read the appropriate chapters and complete the respective end-of-chapter review questions to prepare for each ATI exam.

TERM IV

Grading:

This course is for the theory portion of Term IV. The clinical is co-linked with the theory. IF a student fails the theory, they fail the clinical. If a student fails the clinical, they fail the theory.

Grades will be based on the following percentages. Grade will be determined by dividing points earned by points offered:

Assignments	Percentage of Grade
6 Quizzes	20
2 Exams	50
Final Exam	25
6 ATI Practice Assessments	5

Keep records of all work (including test scores) at least until you have received your grade from the main office following completion of the course. If you believe an error exists, communicate no later than ten days after receipt of the final grade.

Remediation:

A student will be placed on remediation following the remediation policy if a student falls below passing on any quiz or test or accumulates less than a passing score by midterm. This entails the student meeting with the instructor, Director of Nursing, Director of Education, or designee and completing prescribed remediation plan. The student will not be allowed to retake the exam for a new score. Note: This will require the student to come to school on days of the week other than those scheduled for class.

ATI:

ATI assessments will count for 5% of your overall grade in Term IV. The breakdown is as follows:

ATI Practice Assessments:

- Student must achieve 75% or higher by the third test-taking attempt
- If 75% is not achieved after three attempts, the student will receive 0% for that exam.
- The grade for each practice assessment is determined by averaging the scores of the first three test-taking attempts. For example, if the student scores 40%, 100%, and 100%, the grade for that practice assessment will be 80%.
- The final grade for this portion of the class will be determined by averaging the scores of each of the 6 practice assessments.
- The first three test-taking attempts for each practice assessment **MUST** be taken during the assigned period. Failure to abide by the schedule will result in a 0 for the respective practice assessment.

Notes Regarding ATI:

- There is a 24-hour delay between test-taking. In other words, if you take the exam on Tuesday, August 30, 2011 at 4pm, you will not be able to retake the exam until Wednesday, August 31, 2011 at 4pm.
- The ATI books are great ways to prepare for the tutorials, practice assessments, and proctored exams. Be sure to read the appropriate chapters and complete the respective end-of-chapter review questions to prepare for each ATI exam.

2 F I N S T R U C T I O N A L P L A N

VN PREREQUISITE SCHEDULE

CAREER DEVELOPMENT INSTITUTE, INC.

Day	Week#	Projected Date	Day and Time	Prerequisite Topics (100-105)	Theory Hours
1	1		Tuesday 4-10:30 PM	Medical Terminology (100A)	6
2			Saturday 8-4:30 PM	CPR/AED for the Professional Rescuer American heart Association (100A)	8
3			Sunday 8-2:30 PM	Medical Terminology/ Anatomy & Physiology(101)	2 & 4
Day	Week#	Projected Date	Day and Time	Prerequisite Topics (100-105)	Theory Hours
4	2		Tuesday 4-10:30 PM	Anatomy and Physiology (101)	6
5			Saturday 8-2:30 PM	Anatomy and Physiology (101)	6
6			Sunday 8-2:30 PM	Anatomy and Physiology (101)	6

Day	Week#	Projected Date	Day and Time	Prerequisite Topics (100-105)	Theory Hours
7	3		Tuesday 4-10:30 PM	Anatomy and Physiology (101)	6
8			Saturday 8-2:30 PM	Anatomy and Physiology (101)	6
9			Sunday 8-2:30 PM	Anatomy and Physiology (101)	6
Day	Week#	Projected Date	Day and Time	Prerequisite Topics (100-105)	Theory Hours
10	4		Tuesday 4-10:30 PM	Anatomy and Physiology (101)	6
11			Saturday 8-2:30 PM	Anatomy and Physiology (101)/Nutrition (102)	4 & 2
12			Sunday 8-2:30 PM	Nutrition (102)	6

Day	Week#	Projected Date	Day and Time	Prerequisite Topics (100-105)	Theory Hours
13	5		Tuesday 4-10:30 PM	Nutrition (102)	6
14			Saturday 8-2:30 PM	Nutrition (102)	6
15			Sunday 8-2:30 PM	Nutrition (102)	6
Day	Week#	Projected Date	Day and Time	Prerequisite Topics (103-104)	Theory Hours
16	6		Tuesday 4-10:30 PM	Nutrition (102)/Psychology (103)	4 & 2
17			Saturday 8-2:30 PM	Psychology (103)	6
18			Sunday 8-2:30 PM	Psychology (103)	6

Day	Week#	Projected Date	Day and Time	Prerequisite Topics (103-104)	Theory Hours
19	7		Tuesday 4-10:30 PM	Psychology (103)	6
20			Saturday 8-2:30 PM	Psychology (103)	6
21			Sunday 8-2:30 PM	Psychology (103)/Growth and Development (104)	4 & 2
Day	Week#	Projected Date	Day and Time	Prerequisite Topics (103-105)	Theory Hours
22	8		Tuesday 4-10:30 PM	Growth and Development (104)	6
23			Saturday 8-2:30 PM	Growth and Development (104)	6
24			Sunday 8-2:30 PM	Growth and Development (104)	6

Day	Week#	Projected Date	Day and Time	Prerequisite Topic (101)	Theory Hours
25	9		Tuesday 4-10:30 PM	Growth and Development (104)	6
26			Saturday 8-2:30 PM	Growth and Development (104)/Pharmacology (104)	4 & 2
27			Sunday 8-2:30 PM	Pharmacology (104)	6
Day	Week#	Projected Date	Day and Time	Prerequisite Topic (104)	Theory Hours
28	10		Tuesday 4-10:30 PM	Pharmacology (104)	6
29			Saturday 8-2:30 PM	Pharmacology (104)	6
30			Sunday 8-2:30 PM	Pharmacology (104)	6

Day	Week#	Projected Date	Day and Time	Prerequisite Topic (104)	Theory Hours
31	11		Tuesday 4-10:30 PM	Pharmacology (104)	6
32			Saturday 8-2:30 PM	Pharmacology (104)	6
33			Sunday 8-2:30 PM	Pharmacology (104)	6
Day	Week#	Projected Date	Day and Time	Prerequisite Topics (104 & 102)	Theory Hours
34	12		Tuesday 4-10:30 PM	Pharmacology (104)	6
35			Saturday 8-2:30 PM	Pharmacology (104)	4
36			Sunday 8-2:30 PM	Make-up	6

TOTAL PREREQUISITE HOURS

210

CAREER DEVELOPMENT INSTITUTE

LVN Program

CORE PROGRAM Instructional Plan

GENERIC PART-TIME DAYS (8-Hour Clinical Days)

				Term	Prerequisite Topics	Book/Homework	Theory Hours	Hours	Lab Hours
				Prerequisite	Medical Terminology	Medical Terminology by S.Eagle, 2nd Ed.	8		
				Prerequisite	CPR for Professional Rescuer or American Heart Association CPR for Health Provider	CPR/AED for the Professional Rescuer	8		
				Prerequisite	Anatomy and Physiology	Basic Nursing by Rosdahl/Kowalski, 9th Ed. Lippincott	50		
				Prerequisite	Nutrition	Basic Nursing by Rosdahl/Kowalski, 9th Ed. Lippincott	30		
				Prerequisite	Introduction to Psychology	Basic Nursing by Rosdahl/Kowalski, 9th Ed. Lippincott	30		
				Prerequisite	Normal Growth and Development, Developmental Psychology, Life Span Development	Basic Nursing by Rosdahl/Kowalski, 9th Ed. Lippincott	30		
				Prerequisite	Pharmacology	Introduction to Pharmacology by M. Asperheim, 11th Ed., Elsevier; Basic Nursing by Rosdahl/Kowalski, 9th Ed. Lippincott	54		
					PREREQ TOTAL HOURS				
					CUM TOTAL HOURS			210	

Week#	Date	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
1		Tuesday 4-10:30 PM	6	1	NURSING FUNDAMENTALS: Beginning Your Nursing Career -- Philosophy/Goals, Policies/ Procedures NCLEX-PN (1) The Evolution of Nursing (2) Legal/Ethical Aspects of Nursing	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 8-2:30 PM	6	1	COMMUNICABLE DISEASES: (12) Medical/Surgical Asepsis and Infection Control	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Sunday 8-2:30PM	6	1	NURSING FUNDAMENTALS: (13) Safety Body Mechanics and Patient Mobility	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		WEEK TOTAL HOURS					18		
		CUM TOTAL HOURS					228		

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
2		Tuesday 4-10:30 PM	6	1	NURSING FUNDAMENTALS: Patient Hygiene and Care of the Patient's Environment	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 8-2:30PM	6	1	COMMUNICATION: (3) Communication Skills	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Sunday 8-2:30PM	6	1	NURSING FUNDAMENTALS: (11) Vital Signs	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		WEEK TOTAL HOURS					18		
		CUM TOTAL HOURS					246		

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
3		Tuesday 4-10:30 PM	6	1	Nursing Fundamentals: Emergency First Aid	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 8-2:30 PM	6	1	SKILLS LAB: Blood Pressure, Height, Weight, Bedmaking	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			6
		Sunday 8-2:30PM	6	1	SKILLS LAB: Handwashing, Isolation, Double Bagging, Sterile Procedures, ROM, Transferring Techniques, Lifts, Bathing, Backrub, Oral Hygiene, Care of Hair, Nails, Feet, Perineal Care, Bedpan	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			6
		WEEK TOTAL HOURS					6		12
		CUM TOTAL HOURS					252		12

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
4		Tuesday 4-10:30 PM	6	1	NURSING FUNDAMENTALS: (6) Documentation (10) Admission, Transfer, and Discharge	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 8-2:30 PM	6	1	SKILLS LAB: Practice all previously learned skills plus: Tourniquet, Arm Splint, Moving Victim with Spinal Cord Injury, Temperature, Pulse, Respiration	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			6
		Sunday 8-2:30PM	6	1	SKILLS LAB: Venipuncture, Electrocardiogram	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			6
		WEEK TOTAL HOURS					6		12
		CUM TOTAL HOURS					258		24

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
5		Tuesday 4-10:30 PM	6	1	NURSING FUNDAMENTALS: (4) Physical Assessment	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 8-2:30 PM	6	1	NURSING FUNDAMENTALS: Continued (4) Physical Assessment (18) Specimen Collection and Diagnostic Examination	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Sunday 8-2:30PM	6	1	NURSING FUNDAMENTALS: Continued (18) Specimen Collection and Diagnostic Examination	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		WEEK TOTAL HOURS					18		
		CUM TOTAL HOURS					276		24

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
6		Tuesday 4-10:30 PM	6	1	Nursing Fundamentals: Pain Management, Comfort, Rest, and Sleep; Wound care; bandaging, heat and cold therapy, intravenous therapy, oxygen therapy, tracheostomy therapy, catheterization, NG tubes, enemas	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 8-2:30 PM	6	1	SKILLS LAB: Practice all previously learned skills plus: Preparing Pt. for Diagnostic Exam, Urine Specimens, Measuring Blood Glucose Levels, Stool Specimens, Sputum Specimen	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			6
		Sunday 8-2:30 PM	6	1	NURSING FUNDAMENTALS: (19) Bandages and Binders, Irrigations, Heat and Cold Applications, Intravenous Therapy, Oxygen Therapy, Tracheostomy Therapy, Catheterization, NG Tube, Enemas	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		WEEK TOTAL HOURS					12		6
		CUM TOTAL HOURS					288		30

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
7		Tuesday 4-10:30 PM	6	1	NURSING FUNDATMENTALS: (7) Transcultural Healthcare (16) Complementary and Alternative Health Care PATIENT EDUCATION: Handout	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 8-2:30 PM	6	1	SKILLS LAB: Practice all previously learned skills plus: Admission, Transfer, Discharge, Dressings, Irrigations, Hemovac/Davol Suction and T-Tube Drainage	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			6
		Sunday 8-2:30 PM	6	1	SKILLS LAB: Practice all previously learned skills plus: Bandage, Binder, Arm Sling, T-Binder, Ted Hose, Compresses, Intravenous Therapy, Oxygen Administration	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			6
		WEEK TOTAL HOURS					6		12
		CUM TOTAL HOURS					294		42

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
8		Tuesday 4-10:30 PM	4 2	1	PATIENT EDUCATION: Continued NURSING FUNDATMENTALS: Loss, Grief, Dying, Death	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 8-2:30 PM	6	1	SKILLS LAB: Practice all previously learned skills plus: Care for the Patient after Death, Enemas	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			6
		Sunday 8-2:30 PM	6	1	SKILLS LAB: Practice all previously learned skills plus: Tracheostomy Therapy, Removing Staples or Sutures	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			6
		WEEK TOTAL HOURS					6		12
		CUM TOTAL HOURS					300		54

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
9		Tuesday 4-10:30 PM	6	1	NURSING PROCESS: (5) The Nursing Process and Critical Thinking	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 8-2:30 PM	6	1	NURSING PROCESS: Continued (5) The Nursing Process and Critical Thinking	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Sunday 8-2:30 PM	6	1	SKILLS LAB: Practice all previously learned skills plus: Catheterization, NG Tube	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			6
		WEEK TOTAL HOURS					12		6
		CUM TOTAL HOURS					312		60

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
10		Tuesday 4-10:30 PM	6	1	GERONTOLOGY: Part I (32) Health Promotion and Care of the Older Adult (37) Long-Term Care	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	1	Sunbridge, Playa Del Rey	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		Sunday 7-3:30 PM	8	1	Sunbridge, Playa Del Rey	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					318	16	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
11		Tuesday 4-10:30 PM	6	1	GERONTOLOGY: Part II (32) Health Promotion and Care of the Older Adult (37) Long-Term Care	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	1	Sunbridge, Playa Del Rey	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	1	Sunbridge, Playa Del Rey	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					324	32	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
12		Tuesday 4-10:30 PM	6	1	REHAB NURSING: (38) Rehabilitation Nursing (36) Home Health Nursing	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	1	Sunbridge, Playa Del Rey	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	1	Sunbridge, Playa Del Rey	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					330	48	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
13		Tuesday 4-10:30 PM	6	1	MED-SURG NURSING: Part I (21) Fluids/Electrolytes Disorders	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	1	Sunbridge, Playa Del Rey	Basic Nursing by Rosdahl/Kowalski, 9th Ed Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		Sunday 7-3:30 PM	8	1	Sunbridge, Playa Del Rey	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					336	64	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
14		Tuesday 4-10:30 PM	6	1	MED-SURG NURSING: Part II (21) Fluids/Electrolytes Disorders	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	1	Sunbridge, Playa Del Rey	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		HOLIDAY	0	1					
		WEEK TOTAL HOURS					6	8	
		CUM TOTAL HOURS					342	72	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
15		Tuesday 4-10:30 PM	6	1	MED-SURG NURSING: (3) Care of the Patient with an Integumentary Disorder	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	1	Sunbridge, Playa Del Rey	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	1	Sunbridge, Playa Del Rey	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					348	88	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
16		Tuesday 4-10:30 PM	6	1	MED-SURG NURSING: Part I ; Care of the Patient with a Musculoskeletal Disorder	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	1	Sunbridge, Playa Del Rey	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	1	Sunbridge, Playa Del Rey	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					354	104	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
17		Tuesday 4-10:30 PM	6	1	MED-SURG NURSING: Part I ; Care of the Patient with a Musculoskeletal Disorder	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott, Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	1	Sunbridge, Playa Del Rey	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott, Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		Sunday 7-3:30 PM	8	1	Sunbridge, Playa Del Rey	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott, Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					360	120	60
		TERM 1 HOURS					150	120	60

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
18		Tuesday 4-10:30 PM	6	1	ATI REVIEW	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	1	Sunbridge, Playa Del Rey	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	1	Sunbridge, Playa Del Rey	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6		16
		CUM TOTAL HOURS					360		136
		TERM 1 HOURS					150		136

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
19		Tuesday 4-10:30 PM	6	1	ATI REVIEW	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	1	Sunbridge, Playa Del Rey	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		Sunday 7-3:30 PM	8	1	Sunbridge, Playa Del Rey	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					360	152	60
		TERM 1 HOURS					150	152	60

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
20		Tuesday 4-10:30 PM	6	1	ATI REVIEW	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	1	Sunbridge, Playa Del Rey	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		Sunday 7-3:30 PM	8	1	Sunbridge, Playa Del Rey	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					360	168	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
21		Tuesday 4-10:30 PM	6	1	ATI REVIEW	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	1	Sunbridge, Playa Del Rey	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	1	Sunbridge, Playa Del Rey	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					360	184	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
22		Tuesday 4-10:30 PM	6	1	Make-Up	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	1	Make up at Sunbridge, Playa Del Rey	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	1	Make up at Sunbridge, Playa Del Rey	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					360	184	
		TERM 1 HOURS					360	184	60

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
23		Tuesday 4-10:30 PM	6	2	MED-SURG NURSING: PART I (5) Care of the Patient with a Gastrointestinal Disorder	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		Sunday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					366	200	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
24		Tuesday 4-10:30 PM	6	2	MED-SURG NURSING: PART I (5) Care of the Patient with a Gastrointestinal Disorder	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		Sunday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					372	216	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
25		Tuesday 4-10:30 PM	6	2	MED-SURG NURSING: Part I (6) Care of the Patient with a Gallbladder, Liver, Biliary Tract, or Exocrine Pancreatic Disorder	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					378	232	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
26		Tuesday 4-10:30 PM	6	2	MED-SURG NURSING: Part II (6) Care of the Patient with a Gallbladder, Liver, Biliary Tract, or Exocrine Pancreatic Disorder	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					384	248	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
27		Tuesday 4-10:30 PM	6	2	MED-SURG NURSING: (7) Care of the Patient with a Blood or Lymphatic Disorder	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					390	264	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
28		Tuesday 4-10:30 PM	6	2	MED-SURG NURSING: Part I (8) Care of the Patient with a Cardiovascular or a Peripheral Vascular Disorder	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		Sunday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					396	280	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
29		Tuesday 4-10:30 PM	6	2	MED-SURG NURSING: Part II (8) Care of the Patient with a Cardiovascular or a Peripheral Vascular Disorder	Basic Nursing by Rosdahl/Kowalski, 9th Ed. Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed. Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		Sunday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed. Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					402	296	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
30		Tuesday 4-10:30 PM	6	2	MED-SURG NURSING: Part III (8) Care of the Patient with a Cardiovascular or a Peripheral Vascular Disorder	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6		16
		CUM TOTAL HOURS					408		312

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
31		Tuesday 4-10:30 PM	6	2	MED-SURG NURSING: Part I (9) Care of the Patient with a Respiratory Disorder	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6		16
		CUM TOTAL HOURS					414		328

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
32		Tuesday 4-10:30 PM	6	2	MED-SURG NURSING: Part II (9) Care of the Patient with a Respiratory Disorder	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6		16
		CUM TOTAL HOURS					420		344

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
33		Tuesday 4-10:30 PM	6	2	MED-SURG NURSING: Part III (9) Care of the Patient with a Respiratory Disorder	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6		16
		CUM TOTAL HOURS					426		360

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
34		Tuesday 4-10:30 PM	6	2	MED-SURG NURSING: Part I (10) Care of the Patient with a Urinary Disorder	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					432	376	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
35		Tuesday 4-10:30 PM	6	2	MED-SURG NURSING: Part I (10) Care of the Patient with a Urinary Disorder	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					438	392	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
36		Tuesday 4-10:30 PM	6	2	ATI REVIEW	Basic Nursing by Rosdahl/Kowalski, 9th Ed. Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed. Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		Sunday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed. Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					438	408	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
37		Tuesday 4-10:30 PM	6	2	ATI REVIEW	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		Sunday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					438	424	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
38		Tuesday 4-10:30 PM	6	2	ATI REVIEW	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					438	440	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
39		Tuesday 4-10:30 PM	6	2	ATI REVIEW	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					438	456	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
40		Tuesday 4-10:30 PM	6	2	ATI REVIEW	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		Sunday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					438	472	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
41		Tuesday 4-10:30 PM	6	2	ATI REVIEW	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	2	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					438	488	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
42		Tuesday 4-10:30 PM	6	2	Make-Up	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	2	Make-Up	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	2	Make-Up	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					438	488	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
43		Tuesday 4-10:30 PM	6	2	Make-Up	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	2	Make-Up	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	2	Make-Up	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					438	488	
		TERM TOTAL HOURS					78	304	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
44		Tuesday 4-10:30 PM	6	3	MED-SURG NURSING: Part II (11) Care of the Patient with an Endocrine Disorder	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					444	504	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
45		Tuesday 4-10:30 PM	6	3	MED-SURG NURSING: Part II (11) Care of the Patient with an Endocrine Disorder	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					450	520	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
46		Tuesday 4-10:30 PM	6	3	MED-SURG NURSING: Part II (12) Care of the Patient with a Reproductive Disorder	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		Sunday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					456	536	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
47		Tuesday 4-10:30 PM	6	3	MED-SURG NURSING: Part II (12) Care of the Patient with a Reproductive Disorder	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott, Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott, Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		Sunday 7-3:30 PM	8	3	Make-Up	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott, Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			0
		WEEK TOTAL HOURS					6	8	
		CUM TOTAL HOURS					462	544	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
48		Tuesday 4-10:30 PM	6	3	MED-SURG NURSING: Part I (13) Care of the Patient with a Sensory Disorder	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6		16
		CUM TOTAL HOURS					468		560

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
49		Tuesday 4-10:30 PM	6	3	MED-SURG NURSING: Part I (13) Care of the Patient with a Sensory Disorder	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		Sunday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					474	576	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
50		Tuesday 4-10:30 PM	6	3	MED-SURG NURSING: Part I (14) Care of the Patient with a Neurological Disorder	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		Sunday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					480	592	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
51		Tuesday 4-10:30 PM	6	3	MED-SURG NURSING: Part II (14) Care of the Patient with a Neurological Disorder	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6		16
		CUM TOTAL HOURS					486		608

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
52		Tuesday 4-10:30 PM	6	3	MED-SURG NURSING: Part III (14) Care of the Patient with a Neurological Disorder	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6		16
		CUM TOTAL HOURS					492		624

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
53		Tuesday 4-10:30 PM	6	3	MED-SURG NURSING: Care of Surgical Patient	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					498	640	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
54		Tuesday 4-10:30 PM	6	3	MED-SURG NURSING: (2) Care of the Surgical Patient	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					504	656	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
55		Tuesday 4-10:30 PM	6	3	MED-SURG NURSING: (16) Care of the Patient with HIV/AIDS	Basic Nursing by Rosdah//Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdah//Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		Sunday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdah//Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					510	672	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
56		Tuesday 4-10:30 PM	6	3	MED-SURG NURSING: (17) Care of the Patient with Cancer	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					516	688	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
57		Tuesday 4-10:30 PM	6	3	Med-Surg Review	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					516	704	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
58		Tuesday 4-10:30 PM	6	3	ATI REVIEW	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					516	720	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
59		Tuesday 4-10:30 PM	6	3	ATI REVIEW	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					516	736	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
60		Tuesday 4-10:30 PM	6	3	ATI REVIEW	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott, Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott, Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		Sunday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott, Saunders Comprehensive Review for NCLEX-PN, 4th Ed.			8
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					516	752	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
61		Tuesday 4-10:30 PM	6	3	ATI REVIEW	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		Sunday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					516	768	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
62		Tuesday 4-10:30 PM	6	3	ATI REVIEW	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		Sunday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					516	784	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
63		Tuesday 4-10:30 PM	6	3	Make-Up	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		Sunday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					516	800	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
64		Tuesday 4-10:30 PM	6	3	Make-Up	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		Sunday 7-3:30 PM	8	3	Hollywood Hospital	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					516	816	
		TERM 2 HOURS					8	328	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
65		Tuesday 4-10:30 PM	6	4	MATERNITY: (24) Health Promotion and Pregnancy	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 8-2:30 PM	6	4	MATERNITY: (25) Labor and Delivery	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Sunday 8-2:30 PM	6	4	MATERNITY: (26) Care of the Mother and Newborn	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		WEEK TOTAL HOURS					18		
		CUM TOTAL HOURS					534	816	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
66		Tuesday 4-10:30 PM	6	4	MATERNITY: (27) Care of the High-Risk Mother and Newborn	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	4	Bell's Women's Clinic	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		Sunday 7-3:30 PM	8	4	Bell's Women's Clinic	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					540	832	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
67		Tuesday 4-10:30 PM	6	4	Make-Up	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	4	Bell's Women's Clinic	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		Sunday 7-3:30 PM	8	4	Bell's Women's Clinic	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		WEEK TOTAL HOURS					6	16	
		CUM TOTAL HOURS					540	848	

Week#	Projected Date/Instr	Day and Time	Hrs	Term	Core Topics	Book/Homework	Theory Hours	Clinical Hours	Lab Hours
68		Tuesday 4-10:30 PM	6	4	PEDIATRIC NURSING: (28) Health Promotion for the infant, child, adolescent	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.	6		
		Saturday 7-3:30 PM	8	4	Bell's Women's Clinic	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		Sunday 7-3:30 PM	8	4	Ride to Fly	Basic Nursing by Rosdahl/Kowalski, 9th Ed, Lippincott; Saunders Comprehensive Review for NCLEX-PN, 4th Ed.		8	
		WEEK TOTAL HOURS					6	40/8	
		CUM TOTAL HOURS					546	864	

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THEORY OBJECTIVES: MEDICAL TERMINOLOGY

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Recognize word parts. 2. Know when to use a combining vowel 3. Recognize prefixes 4. Recognize suffixes 5. Pronounce terminology 	<p>MEDICAL TERMINOLOGY 6 hours WORD PARTS Combining Forms <i>When to Use a Combining Vowel</i> <i>Three Simple Steps</i> Prefixes <i>Size, Quantity, Number</i> <i>Location, Direction, Timing</i> <i>Other Prefixes</i> Suffixes <i>Medical Specialty</i> <i>Surgeries, Procedures, Treatments</i> <i>Objective/Subjective Data</i> <i>Sensory Experience</i> <i>Action/Movement</i> <i>Diseases/Disorders/Conditions</i> <i>Other Suffixes</i> <i>Pleural Endings</i> Pronunciation</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION:</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading: Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 2</p> <p>FLASH CARDS Tearout/Put in Rings</p> <p>Student Resources http://davisplus.fadavis.com/</p>

THEORY OBJECTIVES: CPR/First Aid

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Perform all the skills for adult and pediatric life support. List three causes for stroke. Explain the usage and principles of the automated defibrillator. Demonstrate the following skills on the manikin:</p> <ol style="list-style-type: none"> a. Mouth-to-mouth ventilation b. One-rescuer adult and pediatric CPR c. Two-rescuer adult and pediatric CPR d. Relieving foreign body airway obstruction e. Proper usage of barrier devices f. Principles and usage of the automated defibrillator 	<p>6 hours CPR/First Aid Certification</p> <p>CPR Stroke Mouth-to-Mouth Ventilation One-rescuer CPR Two-rescuer CPR Barrier devices Automated defibrillator</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts 	<p>Provided CPR book</p>
		<p>EVALUATION</p>	
		<ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ. 	

THEORY OBJECTIVES: MEDICAL TERMINOLOGY & ANATOMY AND PHYSIOLOGY

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Know how the human body is arranged 2. Be familiar with terminology associated with the cell level 3. Be familiar with terminology associated with the tissue level 4. Be familiar with organ and organ-system level 5. Be familiar with directional terms, body planes, body cavities, regions, and quadrants 6. Be familiar with abbreviations and discontinued abbreviations 7. Differentiate among sagittal, transverse, and frontal planes. 8. Define terms relating to body direction. 9. Identify/Describe the basic structural elements of the human cell and its functions. 10. Define contractility, conductivity, irritability, and reproduction in relation to the human cell. 11. Differentiate between RNA and DNA. 12. Compare/Contrast mitosis/meiosis. 13. List four major types of tissue with examples. 14. Identify the major organs that make up each body system 	<p>MEDICAL TERMINOLOGY 2 hours <i>Levels of Organization</i> Cell Level Tissue Level Organ Level Directional Terms Body Planes Body Cavities Body Regions Body Quadrants Abbreviations</p> <p>ANATOMY & PHYSIOLOGY 4 hours Organization of the Human Body <i>Chemistry and Life</i> Elements, Compounds, and Mixtures Physical and Chemical changes Sources of Medical Terms Parts of Words Body Directions, Areas, and Regions Anatomic Position Body Planes Body Positions Body Cavities Structural Levels in the Body Cells Special Properties Cellular Structure and Function Cell Reproduction Tissues Organs and Systems</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading: Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 3 Appendix A, E</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 15, 16</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 15, 16</p>

THEORY OBJECTIVES: **ANATOMY & PHYSIOLOGY: The Integumentary System & Fluid and Electrolyte**

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ul style="list-style-type: none"> Describe structures/main functions of the skin. Explains functions of keratin/melanin. Identify structures/functions of fingernail/townail. Compare/Contrast functions of glands: sudoriferous/sebaceous. Define/Example radiation, convection, evaporation, and conduction. Explain purpose of "goose bumps"/"goose flesh" Discuss skin's role in sensory awareness. Name five changes that occur in aging skin. Describe ways to protect skin from damage. <p>10. Describe major electrolytes responsible for maintenance of neuronal/muscular activity. Nursing actions appropriate to maintain these electrolytes in balance.</p> <ol style="list-style-type: none"> 1. Describe major components and actions involved in maintaining acid-base balance, including significance of arterial blood gas values as an indicator of an imbalance. 2. Explain why infants, young children, elderly are at risk for fluid and electrolyte imbalances. 3. Identify functions of water. 4. Name most important cation/anion in intracellular and extracellular fluid. 5. Describe major electrolytes responsible for maintenance of neuronal/muscular activity. Nursing actions appropriate to maintain these electrolytes in balance. 6. Differentiate freely permeable/selectively permeable membranes and factors affecting permeability. 7. Contrast transportation of fluids by diffusion, osmosis, filtration, and active transport. 8. Explain normal sources of water gain and mechanism of water loss. Identify normal input/output for an adult. 	<p>ANATOMY & PHYSIOLOGY 6 hours</p> <p>The Integumentary System <i>Structure and Function</i> Skin Accessory Structures System Physiology Protection Thermoregulation Vitamin D Production Communication and Sensory Awareness Effects of Aging Maintenance of Healthy Skin Fluid and Electrolyte Balance <i>Homeostasis</i> <i>Fluid and Electrolyte Balance</i> Water Intake and Output <i>Acid-Base Balance</i> Location of Fluids Overhydration and Edema Dehydration Water Electrolytes <i>Fluid and Electrolyte transport</i> Permeability of Membranes Passive Transport Active Transport</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 4</p> <p>FLASH CARDS Practice subject matter plus previously learned terminology.</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 15, 16</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 15, 16</p>

THEORY OBJECTIVES: **ANATOMY & PHYSIOLOGY: Musculoskeletal System**

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> List the four classifications of bones according to shape. Locate/Name the major bones of the body and describe their functions. Explain the function of red bone marrow. Name three types of joints and give an example of each. Differentiate between the axial/appendicular skeletons. List the five divisions of the vertebral column and the number of vertebrae in each division. Differentiate between an adult and an infant skull; identify the anterior/posterior fontanel on a newborn, explaining their functions. Compare/Contrast skeletal, smooth, and cardiac muscles and their functions. Identify/Functions of major muscle groups in the body. State three factors that influence bone growth. Explain the process by which muscles produce heat. Explain the effects of overusing/underusing muscles. differentiate between tendons/ligaments. 	<p>ANATOMY & PHYSIOLOGY 6 hours <i>The Musculoskeletal System</i> <i>Structure and Function</i> <i>The Skeleton</i> Bones Joints Divisions of the Skeleton Structure of Skeletal Muscles Major Muscles of the Body <i>System Physiology</i> Formation of Bone Tissue Muscle Contractions Mobility <i>Effects of Aging on the System</i></p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 13</p> <p>FLASH CARDS Practice subject matter plus previous learned terminology.</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 18</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 18</p>

THEORY OBJECTIVES: ANATOMY & PHYSIOLOGY: Nervous System & Sensory System

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ul style="list-style-type: none"> 1. Name/Describe the three parts of a neuron and how they work to transmit impulses. 2. Give an example of a sensory/motor neuron, and interneuron impulse. 3. List the primary functions of each of the four cerebral lobes. 4. Explain how an injury to the cerebellum might manifest itself in an individual. 5. Identify the role of the limbic system in maintaining a person's level of awareness. 6. State the functions of the medulla, pons, and midbrain. 7. Describe nursing considerations appropriate for a client with a brain stem dysfunction. 8. Explain two functions of the spinal cord. 9. Identify the three meninges. 10. Describe the function of the cerebrospinal fluid. 11. List the 12 cranial nerves and function of each including three divisions of spinal nerves. <ul style="list-style-type: none"> 1. Compare/Contrast the functions of the parasympathetic/sympathetic nervous system. 2. Explain what is meant by the action potential of a nerve cell. 3. Identify location of the receptors for each of the five senses and how the brain interprets the stimulus for each sense. 4. Describe the major structures of the eye and their functions 5. Trace the path of sound waves through the external, middle, and inner ear. Describe the amplification of sound waves. 6. Explain how cerumen/ossicles, and eustachian tubes work in protecting the ear. 7. Discuss how the organs of the inner ear work to provide a sense of balance. 8. Identify the location of each type of taste bud on the tongue. 	<p>ANATOMY & PHYSIOLOGY 6 hours <i>The Nervous System</i> <i>Structure and Function</i> Cells of the Nervous System <i>Divisions of the Nervous System</i> Central Nervous System Autonomic Nervous System <i>System Physiology</i> Transmission of Nerve Impulses Reflexes <i>Effects of Aging on the System</i> The Sensory System The Eye The Ear Nerves and Muscles Balance and Equilibrium</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading: Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 5</p> <p>FLASH CARDS Practice subject matter plus previous learned terminology.</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 19</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 19</p>

THEORY OBJECTIVES: ANATOMY & PHYSIOLOGY: Endocrine System & Urinary System

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the location of insulin secretion and explain how insulin and glucagon regulate blood sugar levels. 2. Discuss the role of the thymus as an endocrine organ and its relationship to the body's immune response. 3. Identify/Functions of male/female sex hormones. 4. List/Functions of hormones secreted by non-endocrine glands or organs. 5. Discuss negative/positive feedback in relation to the endocrine system. 6. Explain the role of prostaglandins in the body. 7. Describe effects of aging on the endocrine system. 8. Explain how the urinary system influences homeostasis. 9. Describe functions of the two hormones secreted by the kidneys. 10. Describe the formation of urine, including the concepts of glomerular filtration, tubular reabsorption, and tubular secretion. 11. Describe the chemical differences between plasma, glomerular filtrate, and urine. 12. Compare/Contrast micturition and incontinence. 	<p>ANATOMY & PHYSIOLOGY 6 hours The Endocrine System <i>Structure and Function</i> Pituitary Gland Thyroid Gland Parathyroids Adrenal Glands Gonads Pancreas Thymus Other Sites That Secrete Hormones <i>System Physiology</i> System Relationships Information Relay to Target Cells <i>Effects of Aging on the System</i> The Urinary System <i>Structure and Function</i> Kidneys Role of Hormones and Other Substances Renal Blood Flow <i>System Physiology</i> Blood Pressure Regulation Urine Formation Characteristics/Composition of Urine Micturition <i>Effects of Aging on the System</i></p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION: 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading: Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 12</p> <p>FLASH CARDS Practice subject matter plus previous learned terminology.</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 20</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 20</p>

THEORY OBJECTIVES: **ANATOMY & PHYSIOLOGY: Respiratory System & Cardiovascular System**

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ul style="list-style-type: none"> 1. Differentiate between internal/external respiration. 2. Describe the anatomic relationships among the larynx, trachea, and esophagus. 3. Name/Describe four ways in which the respiratory system is protected. 4. Explain how the mechanisms of inspiration/expiration occur. 5. Describe/Function of pleura. 6. Describe/Function of breathing regulators. 7. Describe how the exchange of gases takes place in the alveoli of the lungs. 8. Describe/Nursing Implication of effects of aging on the respiratory system. 9. Describe the three major layers of the heart wall and how they relate to the pericardium. 10. Identify the chambers of the heart on an anatomical model, including the major vessels that enter and exit each chamber. <ul style="list-style-type: none"> 1. Define/Describe the function of the atrioventricular valves, semi-lunar valves, chordae tendineae, and papillary muscles. 2. Trace the path of blood through both sides of the heart, using correct terminology. 3. Identify the coronary arteries supplying the myocardium, specifying the location of each and the areas supplied; define collateral circulation. 4. Compare/Contrast the structure/function of arteries, capillaries, and veins. 5. Describe cardiac output, including the factors involved in its regulation. 6. Differentiate between systolic/diastolic blood pressure, defining each term. 	<p>ANATOMY & PHYSIOLOGY 6 hours</p> <p><i>The Respiratory System</i> <i>Structure and Function</i> Upper Respiratory Tract Lower Respiratory Tract <i>System Physiology</i> Breathing Internal (Tissue) and External Respiration Regulation of Acid-Base Balance Respiratory Reflexes <i>Effects of Aging on the system</i></p> <p><i>The Cardiovascular System</i> <i>Structure and Function</i> Heart Heart Chambers and Valves Blood Vessels of the Heart <i>Systemic Blood Vessels</i> Arteries and Arterioles Capillaries Veins and Venules <i>System Physiology</i> Cardiac Conduction Cardiac Cycle Cardiac Output Blood Pressure <i>Effects of Aging on the System</i></p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 8</p> <p>FLASH CARDS Practice subject matter plus previous learned terminology.</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 25</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 25</p>

THEORY OBJECTIVES: **ANATOMY & PHYSIOLOGY: Immune System & Hematologic and Lymphatic**

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> Describe/Functions of lymphocytes and where they are produced. Differentiate between B cells and T cells (lymphocytes). Describe two nursing implications related to a lack of or a decrease in antibody production for each of the five categories of antibodies. Differentiate between nonspecific/specific immunity. Compare/Contrast naturally/artificially acquired active/passive immunities. Describe the process of antibody-mediated immunity. Explain how the "lock-and-key" concept applies to the antigen-antibody complex. List the three mechanisms antibodies use to destroy antigens. Describe effects of aging on the immune system. Describe the principal functions of the blood and its mechanisms to maintain homeostasis. <ol style="list-style-type: none"> Identify the four plasma proteins and their chief functions. Outline the structure/function of the red/white blood cells, and platelets. Discuss the importance of chemotaxis/phagocytosis in fighting invading organisms. Describe the mechanism of blood clotting. Identify the four blood groups and the Rh factors. Describe the blood groups that are considered the universal donor/recipient and state why this is so. Describe lymphatic circulation/filtration role of the lymph nodes. 	<p>ANATOMY & PHYSIOLOGY 6 hours <i>The Immune System</i> <i>Structure and Function</i> <i>Bone and Marrow and Lymphocyte Production</i> Lymphocytes T Lymphocytes Other Lymphocytes <i>Lymphoid Organs</i> Primary (Central) Lymphoid Organs Peripheral (Secondary) Lymphoid Organs <i>The Mononuclear Phagocyte System</i> <i>System Physiology</i> Nonspecific Defense Mechanisms Specific Defense Mechanisms Antigen-Antibody Reaction <i>The Hematologic and Lymphatic System</i> <i>Structure and Function</i> Blood Plasma Formed Elements Blood Clotting and Hemorrhage Blood Groups <i>Lymph</i> Movement of Lymph Lymph Nodes and Nodules Lymphatic Organs <i>System Physiology</i> Blood Circulation Lymphatic Circulation <i>Effects of Aging on the System</i></p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading: Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 7</p> <p>FLASH CARDS Practice subject matter plus previous learned terminology.</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 23, 24</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 23, 24</p>

THEORY OBJECTIVES: **ANATOMY & PHYSIOLOGY: Digestive System**

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ul style="list-style-type: none"> Trace the digestive pathway and function of each of the major organs of the GI tract. Define/Processes of: mastication, deglutition, and peristalsis. Explain the actions of hydrochloric acid (HCl), gastrin, intrinsic factor, cholecystokinin, and pancreatic juice in the process of digestion. Explain functions of pancreas/gallbladder as they relate to digestion. Describe functions of the liver. 	<p>ANATOMY & PHYSIOLOGY 6 hours <i>The Digestive System</i> <i>Structure and Function</i></p> <ul style="list-style-type: none"> Mouth Teeth Esophagus Stomach Small Intestine Large Intestine Accessory Organs 	<p>METHODOLOGY</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ. 	<p>Reading:</p> <p>Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 9</p> <p>FLASH CARDS Practice subject matter plus previous learned terminology.</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 26</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 26</p>

THEORY OBJECTIVES: **ANATOMY & PHYSIOLOGY: Digestive System & NUTRITION**

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> Describe the physiology of digestion/absorption, including how carbohydrates, fats, and proteins are absorbed in the small intestine. Identify/Describe major categories of metabolism. Explain how the large intestine changes its contents into fecal material. Describe effects of aging on the digestive system. Define/Explain functions of each of the six classes of major nutrients Discuss concepts of MyPyramid Food Guidance System and its Education Framework, including dietary guidelines and levels of activity and Nutrition Facts Label on food products. List major dietary sources of carbohydrates and differentiate among monosaccharides, disaccharides, and polysaccharides. Differentiate between saturated/unsaturated fatty acids. Explain cholesterol, LDL, and HDL. Define amino acid. Differentiate between complete/incomplete proteins. Explain body's need/functions of water. List major minerals/trace minerals and state their functions. Identify symptoms of specific vitamin/mineral deficiencies. Name/Functions/Food Sources of fat-soluble/water-soluble vitamins. 	<p>ANATOMY & PHYSIOLOGY 6 hours <i>The Digestive System</i> <i>System Physiology</i> Processes of Digestion Absorption in the Small Intestine Absorption in the Large Intestine Metabolism Elimination <i>Effects of Aging on the System</i> <i>Basic Nutrition</i> <i>Nutrients</i> Dietary References and Terminology Food Pattern and Food Group Terms Kilocalories and Energy Enzymes and Digestion Carbohydrates Fats (Lipids) Protein Water Minerals Vitamins</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading: Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 9</p> <p>FLASH CARDS Practice subject matter plus previous learned terminology.</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 26, 30</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 26, 30</p> <p>Introduction to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter: 15</p>

THEORY OBJECTIVES: **NUTRITION**

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ul style="list-style-type: none"> 1. Discuss a healthy diet as it pertains to: BMI, obesity, and malnutrition. 2. Identify special nutritional considerations related to infancy, childhood, adolescence, early/middle adulthood, and the elderly. 	<p style="text-align: center;">NUTRITION 6 Hours <i>Basic Nutrition</i> <i>A Healthy Diet</i> The Nutrition Facts Label <i>Nutrition Across the Lifespan</i> Pregnancy Infancy Childhood Adolescence Early/Middle Adulthood Older Adulthood and Aging</p>	<p>METHODOLOGY</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ. 	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 30</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 30</p> <p>Introduction to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter: 15</p>

THEORY OBJECTIVES: NUTRITION

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Explain the influence of geographical regions on food choices. 2. Identify common dietary practices of several ethnic groups. 3. Define/Discuss acculturation. 4. Identify at least three dietary practices related to each of the following religions: Islam, Judaism, Mormon, and Roman Catholicism. 5. Name/Identify the four general types of vegetarian diets and foods eaten within each type of diet. 6. Describe how the lacto-ovo vegetarian can meet protein needs. 7. Relate the following factors to food choice: financial status, emotional state, social/physical factors, and ethnic heritage. 	<p>NUTRITION 6 hours <i>Transcultural and Social Aspects of Nutrition</i> <i>Mypyramid Food Guidance System</i> <i>Regional Differences</i> <i>Ethnic Heritage</i> Black Americans Hispanic Americans Middle Eastern Americans Native Americans <i>Religious Beliefs</i> <i>The Vegetarian Choice</i> Benefits of the Vegetarian Choice Balancing the Vegetarian Diet <i>Other Sociocultural Factors</i> Social Factors Emotional Factors Food Fads and Fallacies Economic Conditions Physical Condition</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 31</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 31</p>

INSTRUCTOR OBJECTIVES: **NUTRITION**

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ul style="list-style-type: none"> Describe roles of the nurse in providing nutritional support to client in acute care hospital, long-term care facility, and a home care setting. Identify rationale for ↑ or ↓ fluids/offering meal supplements. Identify/Nursing Interventions for reasons a client may need assistance with eating. Differentiate between the following diets: house diet, modified diet, and therapeutic diet. State five methods of modifying diets in terms of nutrients, consistency, or energy value. Differentiate between a clear liquid/full liquid diet. State rationale/limitations of each diet. Differentiate/Rationale/Limitations between a digestive soft diet and a mechanical soft diet. Differentiate/Rationale/Limitations between a high-residue/low-residue diet. Differentiate among following diets: fat controlled, low cholesterol, and limited saturated fats. Explain uses of low/high protein diets. <ol style="list-style-type: none"> 1. Identify components of a mild/moderate/severe sodium-restricted diet. 2. Differentiate between TPN and PPN. 	<p>NUTRITION 6 hours <i>Diet Therapy and Special Diets</i> <i>Helping the Client Meet Nutritional Needs</i> Serving Food Providing Between-Meal Supplements and Snacks Encouraging Fluid Intake Restricting Fluid Teaching</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Videos/Tapes 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation 	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 32</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 32</p>

INSTRUCTOR OBJECTIVES: **NUTRITION**

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Differentiate/Rationale/Limitations between a digestive soft diet and a mechanical soft diet. 2. Differentiate/Rationale/Limitations between a high-residue/low-residue diet. 3. Differentiate among following diets: fat controlled, low cholesterol, and limited saturated fats. 4. Explain uses of low/high protein diets. 5. Identify components of a mild/moderate/severe sodium-restricted diet. 6. Differentiate between TPN and PPN. 	<p style="text-align: center;">NUTRITION 6 hours</p> <p style="text-align: center;"><i>The Client Who Needs Assistance With Eating</i></p> <p style="text-align: center;">Feeding the Client Documenting and Reporting <i>House Diets</i> <i>Modified Diets</i> Consistency Modifications Energy Value Modifications Nutrient Modifications Diets Modified by Serving Size Diets Modified for Allergens <i>Nutritional Support</i> Tube Feedings Nursing Considerations Intravenous Therapy <i>Food and Medication Interactions</i></p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Videos/Tapes 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation 	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 32</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 32</p>

INSTRUCTOR OBJECTIVES: NUTRITION & PSYCHOLOGY

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ul style="list-style-type: none"> 1. Review nutrition. 2. Define the most important terms/acronyms relating to mental health and its deviations. 3. Explain the normal role of defense mechanisms and the results when they are overused. 4. Differentiate between functional and organic mental illnesses. 5. List at least five organic causes of mental illness. 6. Describe the role of neuropsychological and neurodiagnostic testing in diagnosing mental illness. 7. List at least five general symptoms of a mental disorder. 8. Describe the diagnostic criteria for a mood disorder. 9. Explain the differences between a major depressive episode and dysthymia. 10. Describe some of the typical behavioral characteristics of the person with bipolar disorder. 11. List/Describe at least four personality disorders, including common behaviors of people with borderline personality disorder. 12. Define/Symptoms of psychosis. 13. Describe the relationships between substance abuse/mental illness. 14. Identify/Roles of key members of the mental healthcare team. 	<p>6 hours</p> <p>Nutrition</p> <p>Review all previously learned information</p> <p>Psychiatric Nursing</p> <p><i>Mental Health</i></p> <p><i>Mental Illness</i></p> <p>Diagnosis</p> <p>Types</p> <p><i>The Mental Health Team</i></p> <p>Psychiatrist</p> <p>Nurse</p> <p>Other Team Members</p>	<p>1. Lecture</p> <p>2. Discussion</p> <p>3. Videos/Tapes</p> <p>4. Transparencies</p> <p>5. Computer-assisted learning</p> <p>6. Reading</p> <p>7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing</p> <p>2. Case Studies</p> <p>3. Return Demos</p> <p>4. Role-playing</p> <p>5. Group presentations</p> <p>6. Instructor Observation</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 32, 93</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 32, 93</p>

THEORY OBJECTIVES: **PSYCHOLOGY (MENTAL HEALTH)**

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> Describe outpatient services commonly available for people with mental illnesses. Identify structured living available to clients with mental disorders. Discuss legal categories of admission to the acute mental healthcare setting. Discuss therapies available to clients with mental illness. Describe/Indications for Use/Nursing Implications for electroconvulsive therapy. Identify/Examples of most commonly used classifications of medications in psychiatry. Describe/Undesireable side effects of neuroleptic therapy, including neuroleptic malignant syndrome 	<p>PSYCHOLOGY (MENTAL HEALTH) 6 Hours Treatment Centers and Resources <i>Methods of Psychiatric Therapy</i> Psychotherapy Verbal and Other Therapies Electroconvulsive Therapy Medication Therapy</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> Classroom Testing Case Studies Return Demos Role-playing Group presentations Instructor Observ. 	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 93</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 93</p>

THEORY OBJECTIVES: **PSYCHOLOGY (MENTAL HEALTH)**

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ul style="list-style-type: none"> Review last week's Psychology lesson. Identify key drugs used in psychotherapy. 	<p>PSYCHOLOGY (MENTAL HEALTH) 6 Hours</p> <p>Medication Therapy</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 93</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 93</p>

THEORY OBJECTIVES: **PSYCHOLOGY (MENTAL HEALTH)**

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. List at least three criteria for a diagnosis of substance abuse and at least four additional criteria for a diagnosis of chemical dependency. 2. Discuss three theories put forth as possible contributing factors to development of chemical dependency. Identify the most common characteristics of the chemically dependent person. 3. List four specific steps in managing chemical dependency. 4. Describe signs that you might see in a client that indicate substance abuse. 5. Identify at least ten pertinent questions to ask in a nursing assessment for chemical dependency. 6. Describe nursing measures in detoxification of at least 4 categories of chemicals, including alcohol. 7. Explain the meaning of refeeding syndrome; describe precautions taken to avoid this condition. 8. Identify and describe at least 3 programs or theories for the long-term treatment of chemical dependency. 	<p>PSYCHOLOGY (MENTAL HEALTH) 6 Hours</p> <p><i>Substance Abuse</i> <i>Chemical Abuse & Dependency</i> <i>Nursing Care Measures</i> <i>Detoxification & Recovery</i></p>	<p>METHODOLOGY</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ. 	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 94</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 94</p>

THEORY OBJECTIVES: **PSYCHOLOGY (MENTAL HEALTH)**

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ul style="list-style-type: none"> • List & describe 3 stages of unmanaged alcohol withdrawal. • Describe specific nursing care in alcohol withdrawal. • Describe the role of the codependent in alcoholism. Identify how the cycle of dependence is interrupted. • List the signs of abuse and withdrawal symptoms for sedatives, marijuana, narcotics, cocaine, hallucinogens, steroids, & nicotine. • Describe the adverse effects of methamphetamine abuse; identify nursing actions and precautions when dealing w/these clients. • Explain how opiate-blocker drugs are used in substance abuse programs. • Discuss dangers of abuse of hallucinogens. • Identify problems associated with drug abuse in pregnant women. • Discuss legal obligations of nurses who believe coworkers are abusing drug or alcohol. 	<p>PSYCHOLOGY (MENTAL HEALTH) 6 Hours</p> <p>Alcohol Abuse & Dependence Abuse of Other Substances Special Abusers</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 94</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 94</p>

THEORY OBJECTIVES: **Growth & Development**

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ul style="list-style-type: none"> 1. List the characteristics/sequence of human growth and development. 2. Explain development regression. 3. Discuss Havighurst's theory of developmental tasks. 4. Describe/Challenges/Virtues of Erikson's stages of psycho-social development. 5. Explain the four stages of human cognitive development as described by Piaget. 6. Describe the role of play in childhood development. 7. Discuss importance of anticipatory guidance for caregivers as their children grow and progress to new developmental stages. 8. Discuss growth/development for infants, toddlers, preschoolers, and school-age children, highlighting key areas of concern. 	<p>GROWTH AND DEVELOPMENT 6 hours <i>Infancy and Childhood</i> <i>Growth and Development</i> Concepts of Growth and Development Influences on Growth and Development Growth and Development Theories Role of Play in Child Development Anticipatory Guidance <i>The Newborn</i> <i>Infancy: 1 to 12 Months</i> Physical Growth Psychosocial Development Cognitive and Motor Development Areas of Concern <i>Toddlerhood: 1 to 3 Years</i> Physical Growth Psychosocial Development Cognitive and Motor Development Areas of Concern <i>Preschool: 3 to 6 Years</i> Physical Growth Psychosocial Development Cognitive and Motor Development Areas of Concern <i>School Age: 6 to 10 Years</i> Physical Growth Psychosocial Development Cognitive and Motor Development Areas of Concern</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 10</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 10</p>

THEORY OBJECTIVES: **Growth & Development**

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Explain the term <i>puberty</i> and its relationship to adolescence. 2. Relate the theories of Havighurst, Erikson, and Piaget to adolescent growth and development. 3. Explain how skill development contributes to expanding cognition and decision-making. 4. Discuss the different stages of adolescence. 5. Describe the specific physical changes that occur between ages 11 and 20. 6. Discuss sexual development for boys and girls. 7. Identify the importance of relationships for adolescents. 8. Describe the cognitive, emotional, and moral development that occurs during adolescence. 9. Discuss appropriate discipline strategies for adolescents. 10. Design a plan for presenting information about human sexuality to adolescents. 	<p>GROWTH AND DEVELOPMENT 6 hours Adolescence <i>Growth and Development Theories</i> Havighurst: Developmental Tasks Erikson: Psychosocial Development Piaget: Cognitive Development <i>Adolescent Growth and Development</i> Characteristics of Developmental Stages Physical Growth Sexual Development Psychosocial Development Food and Eating Habits Areas of Concern</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ. 	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 11</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 11</p>

THEORY OBJECTIVES: **Growth & Development**

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ul style="list-style-type: none"> • List Havighurst's developmental tasks for early and middle adulthood. • Describe Erikson's theory of psychosocial development as it applies to young and middle adults. • Compare Levinson's "individual life structure" theory with the theories of Havighurst and Erikson. • State Sheehy's "phases of adulthood." • Discuss the implications of life choices made during early adulthood. • Examine one aspect of life (e.g. vocation, intimate relationships) and apply it across middle adulthood. 	<p>GROWTH AND DEVELOPMENT 6 hours <i>Early and Middle Adulthood</i> <i>Adult Growth and Development Theories</i> Havighurst: Developmental Tasks Erikson: Psychosocial Development Levinson: Individual Life Structure Sheehy: Phases of Adulthood <i>Development in Early Adulthood</i> 20 to 30 Years 30 to 40 Years <i>Development in Middle Adulthood</i> Addressing Midlife Transitions Adjusting to Role Changes Perceiving One's Own Mortality Re-establishing Equilibrium Planning for Retirement</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 12</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 12</p>

THEORY OBJECTIVES: **Growth & Development**

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe Havighurst's developmental tasks related to older adulthood. 2. Explain the psychosocial development of older adults as defined by Erikson. 3. Discuss Levinson's and Sheehy's perspectives on older adulthood. 4. Identify positive factors in the development of the aging person. 5. List stressors for older adults. 6. Identify implications for society related to the increasing numbers of older adults. 7. Explain challenges for future healthcare related to changing demographics. 	<p>GROWTH AND DEVELOPMENT 6 hours <i>Older Adulthood and Aging</i> <i>Developmental Theories of Older Adulthood</i> Havighurst: Developmental Tasks Erikson: Psychosocial Development Levinson: Individual Life Structure Sheehy: Phases of Adulthood <i>Development in Older Adulthood</i> Physical Changes Psychosocial Considerations Areas of Concern <i>Demographics and Population Trends</i></p>	<p>METHODOLOGY</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ. 	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 13</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 13</p>

THEORY OBJECTIVES: GROWTH & DEVELOPMENT AND PHARMACOLOGY

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ul style="list-style-type: none"> Review Growth & Development Briefly state the historical uses of the household/apothecary systems of measurement in healthcare. State the value in each system that is still used in healthcare. Describe the most commonly used system of measurement in healthcare; state why this system is used almost exclusively. State the basis of metric measurement. Demonstrate the ability to convert among milligrams, grams, and kilograms. Demonstrate the ability to convert between kilograms/grams and pounds. Demonstrate the use of ratio and proportion to calculate medication dosages. Demonstrate the ability to multiply and divide simple fractions to calculate medication dosages. Read/Write decimals. Add, subtract, multiply, and divide decimals. Convert decimals to fractions. Convert common fractions to decimals. Convert percents to decimals. Convert fractions to percents. Convert percents to fractions. Convert decimals to percents. Convert temperature from the Fahrenheit scale to the Celsius scale and vice versa. 	<p>6 hours</p> <p>Growth & Development PHARMACOLOGY <i>Review of Mathematics</i> <i>Systems of Measurement</i> <i>The Metric System</i> Conversion of Values Within the Metric System <i>Dosage Calculation</i> Ratio and Proportion The Formula Method Significant Figures Percentages Fahrenheit/Celsius</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Medical Terminology S. Eagle 2nd Ed., F.A. Davis Appendix: F</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 60</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 60</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapters 1-7</p>

THEORY OBJECTIVES: PHARMACOLOGY

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define new terminology and acronyms. 2. Explain how the Controlled Substances Act regulates the storage of and accountability for specific medications. 3. Describe the proper procedure for monitoring schedule drugs in the healthcare facility. 4. Identify the five specific rights of clients as related to prescribed medications. 5. List at least three drug references and one drug-related Website that are commonly used by nurses. 6. Define what is meant by chemical, generic, official, and trade names when referring medications. 7. Describe at least five formats for oral medications. 8. List/Describe at least five different routes of medication administration. 9. Discuss at least six factors that influence the dosage of any specific medication. 10. Differentiate between prescribed and over-the-counter medications. 11. List the seven required components of a prescription. 	<p>PHARMACOLOGY 6 hours <i>Introduction to Pharmacology</i> <i>Legal Aspects</i> Federal Drug Standards Client Rights Nursing Considerations <i>Medication Preparations and Actions</i> Medication Names Medication Actions Medication Forms <i>Prescription of Medications</i> Factors Affecting Medication Prescription Prescriptions Verbal Orders</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 61</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 61</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapters 12</p>

THEORY OBJECTIVES: PHARMACOLOGY

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ul style="list-style-type: none"> Describe the following classifications of medications, including the actions, possible side effects, adverse reactions, nursing considerations, and examples of each: antibiotics, analgesics and narcotics, hypnotics and sedatives. Describe medications that affect the integumentary, and nervous systems. Describe the following classifications of medications, including the actions, possible side effects, adverse reactions, nursing considerations, and examples of each: anticonvulsants, steroids 	<p>PHARMACOLOGY 6 hours <i>Classification of Medications</i> <i>Interactions Between Food and Medication</i> <i>Introduction to Drug Classifications</i> <i>Antibiotics and Other Anti-Infective Agents</i> Effectiveness Selection of the Appropriate Antibiotic Other Anti-Infectives <i>Medications that Affect the Integumentary System</i> <i>Medications that Affect the Nervous System</i> Analgesics Hypnotics and Sedatives Anticonvulsants Adrenergic Medications</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapters 16, 18, 21, 27</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p>

THEORY OBJECTIVES: PHARMACOLOGY

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <p>1. Describe medications that affect the endocrine, and sensory systems.</p>	<p>PHARMACOLOGY 6 hours <i>Classification of Medications</i></p> <p><i>Medications that Affect the Endocrine System</i> Thyroid Replacement Hormones Steroids Insulin</p> <p><i>Medications that Affect the Sensory System</i> Medications Affecting the Eye</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapters 16, 18, 21, 27</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p>

THEORY OBJECTIVES: PHARMACOLOGY

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ul style="list-style-type: none"> Describe the following classification of medications, including actions, possible side effects, adverse reactions, nursing considerations, and examples of each: cardiotonics, antihypertensives Describe medications that affect the cardiovascular system and blood. 	<p>PHARMACOLOGY 6 hours</p> <p><i>Medications that Affect the Cardiovascular System</i> Cardiotonics, Antiarrhythmics Medications that Affect the Blood Vessels Antihypertensives</p> <p><i>Medications that Affect the Blood</i> Iron Replacement Preparations, Vitamins Coagulants, Anticoagulants Blood Products Antineoplastic Medications</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter 20</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p>

THEORY OBJECTIVES: PHARMACOLOGY

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <p>1. Describe medications that affect the immune, respiratory, and gastrointestinal systems.</p>	<p>PHARMACOLOGY 6 hours <i>Medications that Affect the Immune System</i> Immune Sera and Vaccines <i>Medications that Affect the Respiratory System</i> Bronchodilators Antiasthmatic Medications Respiratory Stimulants, Antitussives Expectorants Antihistamines Decongestants <i>Medications that Affect the Gastrointestinal System</i> Medications that Affect the Mouth and Teeth Medications that Affect the Stomach Medications that Produce or Stop Vomiting Medications that Affect the Intestine</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter 19, 26, 30</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p>

THEORY OBJECTIVES: PHARMACOLOGY

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ul style="list-style-type: none"> Describe the following classification of medications, including the actions, possible side effects, adverse reactions, nursing considerations, and examples of diuretics. Describe client and family teaching concerning proper administration of prescribed medications. Discuss the implications associated with drug-resistant bacteria. Discuss the major side effects of prolonged steroid therapy. Describe the most common side effects of narcotics, hypnotics, and sedatives. Describe medications that affect the urinary tract, and reproductive systems. 	<p>PHARMACOLOGY 6 hours <i>Medications that Affect the Urinary Tract</i> Diuretics Medications that Affect the Muscle Tone of the Urinary Bladder <i>Medications that Affect the Reproductive Systems</i> Male Sex Hormones (Androgens) Ovarian Hormones Medications that Affect the Uterus Medications Used in Family Planning Medications Used in Treating Sexually Transmitted Diseases (STDs) Medications Used to Treat Erectile Dysfunction</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter 28</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p>

THEORY OBJECTIVES: PHARMACOLOGY

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Review and describe how medications are stored and supplied in healthcare facilities. 2. Discuss the importance of documenting medication administration in the medication administration record, the computerized record, or the client's chart. 3. Differentiate between STAT, PRN, and bedtime medications. 4. Discuss the importance of the "Six Rights" of medication administration, including steps to observe before administering medications. 5. Differentiate between desired and undesired effects, and local and systemic medication effects. 	<p>PHARMACOLOGY 6 hours <i>Administration of Medications</i> <i>Preparation for Administration</i> <i>Storage</i> Dispensing and Supply Systems Medication Records Setting Up Medications <i>Safety</i> "The "Five Rights, Plus One" Other Considerations in Giving Medications Client Teaching <i>General Principles of Medication Administration</i> Desired and Undesired Effects Local and Systemic Effects Medication Administration to Children</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION:</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading: Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter 14</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 63</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 63</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter 14</p>

THEORY OBJECTIVES: PHARMACOLOGY

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ul style="list-style-type: none"> Explain what is meant by enteral and parenteral administration. Demonstrate various methods of enteral medication administration. Demonstrate the proper technique for administering subcutaneous, intramuscular, and intradermal injections. Identify nursing considerations for the use of total parenteral nutrition. Discuss the use of infusion pumps, piggyback administration of medications, and intermittent infusion devices such as heparin or saline locks. 	<p>PHARMACOLOGY 6 hours <i>Administration of Medications</i> Enteral Versus Parenteral Administration <i>Enteral Administration Methods</i> Oral Administration Sublingual Administration Translingual Administration Buccal Administration</p>	<p>METHODOLOGY</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ. 	<p>Reading:</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter 14</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 63</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 63</p>

THEORY OBJECTIVES: PHARMACOLOGY

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Explain what is meant by enteral and parenteral administration. 2. Demonstrate various methods of enteral medication administration. 3. Demonstrate the proper technique for administering subcutaneous, intramuscular, and intradermal injections. 4. Identify nursing considerations for the use of total parenteral nutrition. 5. Discuss the use of infusion pumps, piggyback administration of medications, and intermittent infusion devices such as heparin or saline locks. 	<p>PHARMACOLOGY 4 hours <i>Administration of Medications</i></p> <p>Administration Through a Gastric Tube Rectal Administration Parenteral Administration Non-injection Methods Administration by Injection Intravenous Administration</p>	<p>METHODOLOGY</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ. 	<p>Reading:</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter 14</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 63</p> <hr/> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 63</p>

THEORY OBJECTIVES: Nursing Fundamentals

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> Describe the NCLEX-PN examination. Describe the historical background of nursing. Identify names & accomplishments of contributors to nursing. Define Nursing. Discuss the status of nursing as a profession/discipline. Describe the history of Vocational Nursing. Differentiate between the roles of Registered Nurse, Vocational Nurse, & Certified Nurse Aide. Discuss the professional status & role of the VN. Discuss the future of nursing. Discuss the future of Vocational Nursing. Discuss the importance of licensure for VNs. Differentiate between Malpractice & negligence. Describe 3 factors that constitute an Informed Consent. Describe ethical behavior vs. legal requirements. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p><i>NCLEX-PN Exam</i> <i>Nursing History</i> <i>VN History</i> <i>Legal-Ethical Aspects of Nursing</i> <i>Licensure</i> <i>Legal Issues</i> <i>Informed Consent</i> <i>Ethical Aspects</i></p>	<p>1. Lecture 2. Discussion 3. Reading 4. Transparencies 5. Reading 6. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 1-4</p> <p>Saunders Comprehensive Review for NCLEX-PN, 4th Ed. Ch. 1-5, 7</p>

THEORY OBJECTIVES: Communicable Diseases

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ul style="list-style-type: none"> 1. Identify major purposes for washing hands. 2. Identify factors in the spread of disease. 3. List ways to kill microorganisms/control infection. 4. Discuss the difference between medical & surgical asepsis. 5. Describe recommended techniques for medical asepsis. 6. Explain the infection cycle. 7. Define nosocomial infections. 8. Identify factors that reduce the incidence of nosocomial infections. 9. Explain the conditions that promote the onset of nosocomial infections. 10. State 3 ways that standard precautions help stop the spread of infection. 11. List 5 major classifications of pathogens. 12. Discuss nursing interventions used to interrupt the sequence of the infectious process. 13. Define communicable disease. 14. Discuss the body's immunity to infection. 15. Discuss examples for preventing infections for each element in the chain of infection. 16. Discuss patient teaching for infection control. 	<p><u>COMMUNICABLE DISEASES:</u> 6 hours</p> <p><i>Medical/Surgical Asepsis</i> Medical Asepsis Techniques Infection Cycle Nosocomial Infections Universal (Standard) Precautions Classifications of Pathogens Communicable Diseases Immunity Infection Control</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 40-42, 57</p> <p>Saunders Comprehensive Review for NCLEX-PN, 4th Ed. Ch. 14, 38</p>

THEORY OBJECTIVES: NURSING FUNDAMENTALS

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Summarize safety precautions that can be implemented to prevent falls. 2. List 4 nursing interventions appropriate for individuals across the lifespan to ensure safety. 3. Discuss safety concerns specific to the health care environment. 4. Describe safe & appropriate methods for application of safety reminder devices (SRDs). 5. Discuss nursing interventions specific to the patient requiring SRDs. 6. State the principles of body mechanics. 7. Explain the rationale for using appropriate body mechanics. 8. Describe methods to safely assist pts in mobility. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p><i>Patient Safety</i> Safety Reminder Devices Body Mechanics Patient Mobility</p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 38, 48</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed. Ch. 14, 18</p>

THEORY OBJECTIVES: NURSING FUNDAMENTALS

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ul style="list-style-type: none"> 1. Define key terminology. 2. Discuss the importance of accurately assessing VS. 3. Identify guidelines for VS measurement. 4. List the various sites for temperature measurement. 5. List the various sites for pulse measurement. 6. Describe the procedure for determining respiratory rate. 7. Describe the procedure for taking blood pressure. 8. State the normal limits of each vital sign. 9. List the factors that affect vital signs readings. 10. Discuss methods by which the nurse can ensure accurate measurements of vital signs. 11. Identify the rationale for each step of the VS procedure. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p><i>Vital Signs (VS)</i> Temperature Pulse Respirations Blood Pressure (BP) Normal Range of VS</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 46</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4TH Ed. Ch. 28</p>

SKILLS LAB OBJECTIVES: FUND OF NSG / SKILLS LABORATORY / VITAL SIGNS BP, HGT, WGT / BEDMAKING

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>SEE CLINICAL PERFORMANCE OBJECTIVES)</p> <p>1 Demonstrate beginning skills in measuring blood pressure.</p> <p>2 Identify, describe & differentiate between systolic & diastolic pressures & Korotkoff sounds</p> <p>3 Identify the auscultatory gap.</p> <p>4 Identify & describe pulse pressure.</p> <p>5 Identify factors influencing BP.</p> <p>6 Identify & use various methods of measuring BP: Automatic measuring devices Doppler Aneroid manometer Electronic digital sphygmomanometer</p> <p>7 Assess BP in both arms.</p> <p>8 Demonstrate beginning skills in obtaining correct blood pressure.</p> <p>9 Demonstrate beginning skills in measuring a patient's height.</p>	<p>10. Demonstrate beginning skills in measuring a patient's weight.</p> <p>11. Demo beginning skills in application of safety reminder devices: Waist restraints Hand restraints Wrist & ankle restraints Gait belt Jacket restraint (wheelchair & bed)</p> <p>12. Demonstrate bedmaking utilizing correct body mechanics & medical asepsis: Occupied bed Unoccupied bed- open/closed Postoperative bed</p>	<p>SKILLS LAB VITAL SIGNS BLOOD PRESSURE VITAL SIGNS HEIGHT VITAL SIGNS WEIGHT BEDMAKING</p>	<p>1. Demonstration</p> <p>2. Practice</p> <p>3. Videos/Tapes</p> <p>4. Transparencies</p> <p>5. Computer-assisted learning</p> <p>6. Reading</p> <p>7. Handouts</p>
			<p style="text-align: center;">EVALUATION</p> <p>1. Return Demos</p> <p>2. Role-playing</p> <p>3. Group presentation</p> <p>4. Instructor Observations</p> <p>5. Instructor Evaluations</p>

SKILLS LAB OBJECTIVES: FUND OF NSG / SKILLS LABORATORY / ASEPSIS / PATIENT CARE

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES)	09. Demonstrate how to use various lifts.	SKILLS LAB Lifts	1. Demonstration
1. Demonstrate beginning skills in: Handwashing Gloving Gowning Masking	10. Demo beginning skills in the following procedures using a peer as a patient: Assisting with a shower Assisting with a tub bath Bedmaking (unoccupied) Bedmaking (occupied) Bed bath (complete) Bed bath (partial)	BASIC PATIENT Perineal Care Backrub Bedpan	2. Practice
2. Demonstrate how to apply: Mask Gloves Gowning Eye shields	11. Demonstrate ability to perform: Oral care Hair care Eye, ear, & nose care Shaving Nail care	BASIC ASEPSIS ISOLATION Double Bagging Sterile Procedures ROM	3. Videos/Tapes
3. Demonstrate appropriate infection control measures related to pt care.		Transfer Techniques Body Mechanics	4. Transparencies
4. Demonstrate beginning skills in: double-bagging techniques.			5. Computer-assisted learning
5. Demonstrate beginning skills in opening sterile packs.			6. Reading
6. Demonstrate how to perform: Range of Motion to joints	12. Demonstrate ability to provide perineal care for both male & female patients.		7. Handouts
7. Demonstrate how to transfer Safe and comfortable positioning Safe and appropriate transferring & ambulation of patient	13. Demonstrate how to give backrub		EVALUATION
8. Demonstrate appropriate body mechanics while performing the above skills	14. Demonstrate how to offer bedpan. Types of bedpans.		1. Return Demos
			2. Role-playing
			3. Group presentation
			4. Instructor Observations
			5. Instructor Evaluations

THEORY OBJECTIVES: NURSING FUNDAMENTALS

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ul style="list-style-type: none"> 1. Define key terminology. 2. List five purposes for written patient records. 3. Describe the differences between traditional, problem-orientated, focus, and charting-by-exception medical records. 4. State advantages/disadvantages of each type of charting. 5. State important legal aspects of chart ownership, access, confidentiality, & patient care documentation. 6. Describe the purpose of & relationship between the Kardex & the nursing care plan. 7. Describe the basic guidelines & rules for charting. 8. Discuss the use of computers for documentation. 9. Describe long-term-health care (LTC) & home health care (HCC) documentation. 10. Describe common patient reactions to hospitalization & appropriate nursing interventions for same. 11. Discuss the nurse's responsibilities in performing an admission. 12. Describe how the nurse prepares a patient for transfer to another unit or facility. 13. Discuss discharge planning. 14. Explain how the nurse prepares a patient for discharge. 15. Identify AMA (Against Medical Advice) & the nurse's role when a patient leaves the hospital AMA. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p><i>Documentation</i> Types of Charting Legal Aspects of Charting Kardex Charting Guidelines Computer Documentation LTC/HHC Documentation <i>Admission, Transfer, & Discharge</i> Admissions Transfers Discharge Planning AMA</p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 37 & 45</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed. Pgs. 47, 48-54, 63-64, 184</p>

SKILLS LAB OBJECTIVES: FUND OF NSG / SKILLS LABORATORY / FIRST AID / VITAL SIGNS-TPR

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 01. Practice all previously learned skills. 02. Demonstrate ability to apply pressure to all pressure points for control of bleeding. 03. Demonstrate ability to place a body in position to control shock. 04. Demonstrate appropriate emergency care of burns. 05. Demonstrate ability to apply the following: Splints to limbs Neck injury collars Spinal injury backboards Bandages for limbs Ace wraps for sprains/strains 06. Demonstrate ability to care for patients with Spinal cord injuries Shock Hemorrhage Burns Musculoskeletal injuries Poisoning	07. Demonstrate beginning skills in measuring body temperature via oral, rectal, axillary & tympanic.	SKILLS LAB FIRST AID VITAL SIGNS Temperature Pulse Respirations	1. Demonstration 2. Practice 3. Videos/Tapes 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts
	08. Identify normal body temperatures according to sites. 09. Demonstrate beginning skills in taking of apical & radial pulses. 10. Identify & locate major pulse points. 11. Identify pulse volume variations. 12. Demonstrate beginning skills in obtaining a respiratory rate. 13. Identify patterns of respirations.		EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

TERM 1

Week 4
Sunday

KILLS LAB OBJECTIVES: FUND OF NSG / SKILLS LABORATORY / VENIPUNCTURE / ELECTROCARDIOGRAM

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>(SEE CLINICAL PERFORMANCE OBJECTIVES)</p> <ol style="list-style-type: none"> 1 Practice all previously learned skills. 2 Identify & locate commonly used veins for venipuncture. 3 Demonstrate beginning skills in blood drawing techniques utilizing appropriate collection methods: Syringe & needle Vacutainer system Scalp vein needle 4 Identify various types of blood collecting tubes and color coding use. 5 Demonstrate labeling of collection tubes. 6 Demonstrate appropriate documentation for venipuncture procedure 7 Practice venipunctures on peers, mannequin arm, or mannequin. 	<ol style="list-style-type: none"> 08. Demonstrate beginning skills in performing an electrocardiogram. 09. Identify & locate leads & correct placement: Chest (precordial) V1-V6 Extremities (AVR, AVL, & AVF) 10. Demonstrate appropriate documentation for EKG procedure. 	<p>SKILLS LAB</p> <p>EKG VENIPUNCTURE</p>	<ol style="list-style-type: none"> 1. Demonstration 2. Practice 3. Videos/Tapes 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <hr/> <p style="text-align: center;">EVALUATION</p> <ol style="list-style-type: none"> 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

THEORY OBJECTIVES: NURSING FUNDAMENTALS

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. Discuss the difference between a sign & a symptom (S/S). 3. Discuss frequently noted signs & symptoms of disease conditions. 4. List the cardinal signs of inflammation & infection. 5. Describe the nursing responsibilities when assisting the physician with the physical examination. 6. List & describe equipment & supplies necessary for the physical examination/assessment. 7. Explain the necessary skills for the physical examination or assessment. 8. Discuss the nurse-patient interview. 9. List the basic essentials for a patient's health history. 10. Discuss the sequence of steps when performing a nursing assessment. 11. Discuss the rationale for using the Physical Assessment Guide as a guideline when performing such assessments. 12. Discuss normal assessment findings in the head-to-toe assessment. 13. Describe documentation of the physical examination or nursing assessment. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p><i>Physical Assessment</i> Signs/Symptoms Inflammation/Infection Physical Examinations Nurse-Patient Interview Nursing Assessment Physical Assessment Guide Exam/Assessment Documentation</p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading: Lippincott Williams & Wilkins 9th Edition Ch. 34, 35</p>

THEORY OBJECTIVES: NURSING FUNDAMENTALS

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <p>Define at least 4 purposes of a nursing diagnosis. Differentiate a nursing diagnosis from a medical diagnosis. Discuss the rationale for using NANDA-approved nursing diagnoses. Identify the three statements of a diagnostic statement and give at least two examples of a comprehensive diagnostic statement. Discuss the following components of planning nursing care: setting priorities, establishing outcomes, and implementing nursing interventions Develop examples of written nursing care plans using the Kardex method, standardized care plan, and a formal written, individualized care plan. Explain the role of the VN in assessment & data collection. Identify common risk factors for disease and illness. State the rationale for obtaining a UA, CBC, Utox, or UPT Describe the common examination techniques of observation, inspection, palpation, percussion, and auscultation.</p>	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p><i>Physical Assessment</i> Implementing and Evaluating Care Documenting and Reporting Documentation Systems Contents of the Health Record Guidelines for Documentation Reporting Data Collection in Client Care</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading: Lippincott Williams & Wilkins 9th Edition Ch. 36, 37, 47</p>

THEORY OBJECTIVES: NURSING FUNDAMENTALS

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. Explain rationales for collection of each specimen listed. 3. Discuss guidelines for specimen collection. 4. Identify role of the nurse when performing a specimen collecting procedure. 5. State appropriate labeling for a collected specimen. 6. Discuss patient teaching for diagnostic testing. 7. List the proper steps for teaching self-monitoring blood glucose. (SMBG) 8. Discuss the procedure for obtaining stool specimens. 9. State the correct procedure obtaining sputum specimens. 10. List the correct steps when obtaining a urine specimen. 11. List the nursing responsibilities for a glucose tolerance test. (GTT) 12. Identify procedures for performing a phlebotomy. 13. Identify procedures for performing an electrocardiogram. 14. Describe documentation of the patient's condition before, during, & after a laboratory diagnostic test. 15. Discuss nursing interventions necessary for proper preparations for a patient having a diagnostic examination. 16. List the diagnostic tests for which the nurse should determine whether the patient is allergic to iodine. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p><i>Specimen Collection & Diagnostic Examinations</i> SMBG Stool Specimen Sputum Specimen Urine Specimen GTT Phlebotomy EKG Testing Documentation Patient Preparation Iodine Allergy</p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading: Lippincott Williams & Wilkins 9th Edition Ch. 35, 52</p>

THEORY OBJECTIVES: NURSING FUNDAMENTALS

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ul style="list-style-type: none"> 1. Define key terminology. 2. Explain the nature of pain & types of pain. 3. Explain the theories of pain transmission & relationship of the gate control theory in selecting nursing interventions for pain relief. 4. Discuss the concept of making pain assessment the fifth vital sign. 5. Identify subjective & objective data in pain assessment. 6. Explain several scales used to identify intensity of pain. 7. Discuss responsibilities of the nurse in pain control. 8. Discuss guidelines for individualizing pain therapy. 9. Identify nursing interventions to control painful stimuli in the patient's environment. 10. Describe differences & similarities between sleep & rest. 11. Outline nursing interventions that promote sleep & rest. 12. Discuss the sleep cycle, differentiating between NREM & REM sleep. 13. Discuss the body's response during each stage of wound healing. 14. Identify common complications of wound healing. 15. Explain the procedure for application of sterile dry dressings & wet-to-dry dressings. 16. Discuss care of the patient with wound drainage system: Hemovac/Daval suction, T-tube drainage. 17. Identify procedure for performing sterile wound irrigation. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p><i>Pain Management</i> Theories of Pain Pain Assessment Subjective/Objective Data Pain Scales Nursing Responsibilities & Interventions in Pain Management <i>Comfort, Rest, and Sleep</i> Sleep & Rest Nursing Interventions Sleep Cycles <i>Wound Care</i> Wound Healing Complications Sterile Dressings Drainage Systems Wound Irrigation</p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading: Lippincott Williams & Wilkins 9th Edition Ch. 55, 58</p>

SKILLS LAB OBJECTIVES: FUND OF NSG / SKILLS LABORATORY / DIAG EXAM / SPECIMEN COLLECTION

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 01. Practice all previously learned skills. 02. Demonstrate beginning skills in preparing patients for diagnostic tests & examination including: Explanation of procedure Restrictions (NPO, laxatives, enemas, special diets) Various types of exam procedures & tests Need for signed consent forms 03. Demonstration skills in specimen collection 04. Demonstrate proper documentation for collection of specimens. 05. Identify various types of urine specimens & collecting equipment: Midstream urine (clean catch) Sterile urine (catheter or catheter port) Residual urine 24 hour urine Dipstick urine	06. Demonstrate skills in measuring blood glucose levels: Self monitoring blood glucose (SMBG) devices Automatic lancelet devices 07. Identify various types of stool specimens & collecting equipment: Stool for ova & parasites, culture & sensitivity, occult blood. Hemocult testing kit/ strips 08. Identify various types of sputum specimens & collecting equipment: Culture & sensitivity, TB, cytology. Expectoration Tracheal suction (closed method)	SKILLS LAB Blood Glucose Levels DIAGNOSTIC EXAM Stool Specimens Sputum Specimens SPECIMEN COLLECTION Urine Specimens	1. Demonstration 2. Practice 3. Videos/Tapes 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts
			EVALUATION
			1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

THEORY OBJECTIVES: NURSING FUNDAMENTALS

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the application of bandages & binders. 2. Identify eye & ear irrigation procedures. 3. Discuss heat & cold therapy & procedures. 4. Summarize the nurse's responsibilities in IV therapy.. 5. Discuss nursing interventions/procedures for O2 therapy. 6. Discuss care & procedures for the tracheostomy patient. 7. Differentiate between oral & naso-pharyngeal & nasotracheal suctioning. 8. Discuss management of the patient with an indwelling catheter & catheterization procedures. 9. Explain nursing interventions for the patient with an N/G tube. 10. Identify procedures for promoting bowel elimination. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p>Bandages & Binders Irrigations Heat & Cold IV Therapy O2 Therapy Tracheostomy Suctioning Catheterization N/G Tube Bowel Elimination</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 51, 53, 54</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed. Ch. 13,19</p>

THEORY OBJECTIVES: PATIENT EDUCATION

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. Identify the importance of transcultural nursing. 3. Describe ways that culture affects the individual. 4. List & discuss culturally related components involved in nursing assessments. 5. Explain how personal cultural beliefs & practices can affect nurse-patient/nurse-nurse relationships. 6. Identify & discuss cultural variables that may influence health behaviors. 7. Differentiate between complementary & alternative therapies & conventional medicine. 8. Describe how herbs differ from pharmaceuticals. 9. Explain why a good health history is important for a patient using complementary/alternative therapies. 10. Discuss the principles behind herbal, chiropractic, acupressure-acupuncture & massage therapies. 11. Explain the importance of patient education in today's healthcare climate. 12. Relate principles of adult education to patient teaching. 13. Identify common barriers to learning. 14. Explain the ways that learning varies throughout the life cycle. 15. Discuss the nurse's professional responsibilities related to the patient's teaching. 16. Describe teaching strategies that make learning meaningful to patients. 	<p><u>PATIENT EDUCATION:</u> 2 hours</p> <p><u>NURSING FUNDAMENTALS:</u> 4 hours</p> <p><i>Transcultural Healthcare</i> <i>Culture</i> <i>Complementary & Alternative Therapies</i> <i>Herbs</i> <i>Various Therapies</i> <i>Patient Education:</i> <i>Adult Education</i> <i>Learning Barriers</i> <i>Nursing Responsibilities</i> <i>Teaching Strategies</i></p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 8, 44</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed. Ch. 6</p>

SKILLS LAB OBJECTIVES: FUND OF NSG / SKILLS LABORATORY/ADMISSION-DISCHARGE / WOUND CARE

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES)		SKILLS LAB	1. Demonstration
1. Practice all previously learned skills.	04. Demonstrate skills in application of: Bandages Binders-(T, chest, abdominal) TED hose Arm slings	WOUND CARE BANDAGING COMPRESSES IV THERAPY O2 ADMINISTRATION	2. Practice
2. Demonstrate ability to perform the following on a mannequin utilizing medical /surgical asepsis: Wound care Wound irrigation Dressing changes (wet to dry, dry, wet, transparent, drain dressing)	05. Demonstrate skills applying: Compresses sterile & non-sterile hot & cold dry & wet		3. Videos/Tapes
	06. Demonstrate knowledge of IV procedure: Responsibilities of VN IV tubing/equipment (IVAC) Drip calculations		4. Transparencies
	07. Demonstrate skills in administration of oxygen via delivery systems: Nasal cannula Face masks (Venturi, partial rebreather, nonbreathing) Transtracheal catheter Tracheal tube Endotracheal tube O2 set-up/care of equipment		5. Computer-assisted learning
3. Demonstrate ability to correctly document completion of the above procedures.			6. Reading
			7. Handouts
			EVALUATION
			1. Return Demos
			2. Role-playing
			3. Group presentation
			4. Instructor

THEORY OBJECTIVES: NURSING FUNDAMENTALS

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ul style="list-style-type: none"> 1. Define key terminology. 2. Explain how the concept of loss affects the grief reaction. 3. Identify how changes in the health care system affect nursing interventions for the dying client. 4. Describe the stages of dying. 5. Identify the needs of the grieving patient & family. 6. Recognize five aspects of human functioning & how each interacts with the others during the grieving/dying process. 7. Identify physical S/S of the near-death patient. 8. Discuss nursing interventions for the dying patient. 9. Describe techniques in assisting the dying patient to say good-bye. 10. List nursing interventions that may facilitate grieving in special circumstances (perinatal, pediatric, geriatric, suicide). 11. Describe nursing responsibilities in the care of the body after death. 12. Discuss approaches to facilitate the grieving process. 13. Explain concepts of euthanasia, DRN, organ donations, fraudulent methods of treatment, the Dying Person's Bill of Rights. 14. Discuss support for the grieving family. 15. Explain advance directions which include the living will and durable power-of-attorney. 	<p><u>NURSING FUNDAMENTALS:</u> 4 hours</p> <p><u>Patient Education:</u> 2 hours</p> <p><i>Loss, Grief, Dying, and Death</i> Changes in Healthcare Stages of Grief & Dying Supportive Care Special Supportive Care Postmortem Care Issues Related to Dying/Death Advance Directives</p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 14, 59, 99</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed. Ch. 7, 65</p>

THEORY OBJECTIVES

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ul style="list-style-type: none"> Review A&P of cardiovascular system. Define key terminology. Discuss aging & the cardiovascular system. List diagnostic tests utilized to evaluate CV function & D/Os. Differentiate b/t essential (primary) & secondary hypertension including: *S/S *Medical tx *Pt teaching *Complications *Nursing interventions Compare nonmodifiable & modifiable risk factors for hypertension. Compare nonmodifiable & modifiable risk factors for CAD. Describe the following inflammatory & infectious CV D/Os incl *Pathophysiology *S/S *Med tx *Nsg interventions & *Pt teaching: <ul style="list-style-type: none"> *Rheumatic heart disease *Endocarditis *Pericarditis *Myocarditis *Cardiomyopathy Describe the following occlusive CV D/Os inc: <ul style="list-style-type: none"> Pathophysiology *S/S *Medical tx *Surgical tx Nsg interventions *Pt teaching: <ul style="list-style-type: none"> *A.erio/atherosclerosis Coronary artery disease (CAD) *Angina pectoris *Myocardial infarction (MI) 	<p>MED/SURG NURSING: 6 hours Cardiovascular D/Os</p> <p>A & P Overview</p> <p>Aging & the CV System</p> <p>Diagnostic Tests</p> <p>Hypertension</p> <p>Hypertensive Risk Factors</p> <p>CAD Risk Factors</p> <p>Inflammatory/Infectious CV D/Os</p> <p>Occlusive CV D/Os</p>	<ol style="list-style-type: none"> Lecture Discussion Videos/Tapes Transparencies Computer-assisted learning Reading Handouts <p>EVALUATION</p> <ol style="list-style-type: none"> Classroom Testing Case Studies Return Demos Role-playing Group presentations Instructor Observation 	<p>EXAM 2: Med-Surg Nursing: Blood & Lymph Disorders</p> <p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 80 Review: Chapter 22</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 80</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapter 50, 51</p> <p>Intro to Pharmacology Asperheim, 11th Edition Chapter 20</p> <p>Medical Terminology Eagle, 1st Edition Chapter 4</p> <p>ATI DVD Volume 1 ATI Adult Med/Surg Book Unit 3, Chapters 28-36</p>

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to assess assigned pts w: Cardiovascular D/Os Peripheral vascular D/Os Focus on MIs, CAD, CVAs, CHF, DVT, Hypertension. 2. Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures & documentation. 3. Demo ability to ID & write one medical two psychosocial problems for pt w cardiovascular/peripheral vascular D/O. 4. Demo ability to teach pt/family one aspect related to cardiovascular D/Os, or blood/lymph D/O. 5. Demo ability to ID/explain lab values related to cardiovascular D/Os. 6. Observe IV's & document following: Type of IV fluid Flow rate Condition of IV site 7. Demo ability to D/C IVs appropriately.	08. Demo ability to administer/monitor oxygen therapy. 09. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds. 10. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 11. Participate in assigned group case studies: *MI *CVA *CHF 12. Observe cardiac rehab unit (if available) 13. Observe checking of cardiac crash cart (if available) 14. Observe telemetry monitoring/CCU unit (if available)	CLINICAL CARDIOVASCULAR & PERIPHERAL VASCULAR D/Os	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

THEORY OBJECTIVES

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <p>Discuss Congestive Heart Failure (CHF) & differentiate b/t *Left-sided failure *Right sided-failure *Pulmonary edema *Chronic heart failure incl *Pathopathology * Medical tx *Nsg interventions *Pr teaching</p> <p>Explain the basic cardiac conduction system.</p> <p>Describe normal sinus rhythm & common dysrhythmias incl: *Sinus bradycardia *Sinus Tachycardia *Premature ventricular contractions *Ventricular tachycardia</p> <p>Discuss cardiac pacemakers & related nursing care.</p> <p>Describe the following arterial & venous occlusive D/Os incl Pathophysiology *S/S Med tx *Nsg interventions Pt teaching: *Arterial embolism/thrombosis *Aneurysms *Raynaud's disease *Buerger's disease *Varicose veins *Venous statis ulcers.</p> <p>Discuss common cardiac valvular D/Os incl: *Patho- physiology *S/S Med tx *Nsg interventions *Pt teaching.</p>	<p><u>MED/SURG. NURSING:</u> 6 hours Cardiovascular D/Os</p> <p>Heart Failure</p> <p>Cardiac Conduction</p> <p>Cardiac Rhythms</p> <p>Cardiac Pacemakers</p> <p>Arterial/Venous D/Os</p> <p>Cardiac Valvular D/Os</p>	<p>1.Lecture 2.Discussion 3.DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading: Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 80 Review: Chapter 22</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 80</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapter 50, 51</p> <p>Intro to Pharmacology Asperheim, 11th Edition Chapter 20</p> <p>Medical Terminology Eagle, 1st Edition Chapter 4</p> <p>ATI DVD Volume 1 ATI Adult Med/Surg Book Unit 3 Chapters 28-36</p>

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to assess assigned pts w: Cardiovascular D/Os Peripheral vascular D/Os focus on MIs, CAD, CVAs, CHF, DVT, Hypertension 2. Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures & documentation. 3. Demo ability to ID & write one medical rwc psychosoc problems for pt w cardiovascular/peripheral vascular D/O. 4. Demo ability to teach pt/family one spect related to cardiovascular D/Os, /or blood/lymph D/O. 5. Demo ability to ID/explain lab values related to cardiovascular D/Os. 6. Observe IV's & document following: Type of IV fluid Flow rate Condition of IV site 7. Demo ability to D/C IVs appropriately.	08. Demo ability to administer/monitor oxygen therapy. 09. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds. 10. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 11. Participate in assigned group case studies: *MI *CVA *CHF 12. Observe cardiac rehab unit (if available) 13. Observe checking of cardiac crash cart (if available) 14. Observe telemetry monitoring/CCU unit (if available)	CLINICAL CARDIOVASCULAR & PERIPHERAL VASCULAR D/Os	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

THEORY OBJECTIVES

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> Compare & contrast the following surgical procedures inc post-op nursing interventions: *Open heart surgery *Heart valve replacement *Heart transplantation. Discuss the purpose of cardiac rehabilitation. Describe TIAs inc: *Pathophysiology *Med & surg tx *Dx tests & *Nsg interventions. Discuss causes & S/S of the two types of brain attacks (CVAs) *Ischemic & *Hemorrhagic. Describe the following potential ong-term effects of a CVA nursing interventions: *Motor function *Asphasia *Emotional lability *Impaired judgement *Unilateral neglect *Homonymous hemianopsia Discuss medical/surgical treatments of CVAs. Discuss key nursing interventions in the rehabilitation of the stroke patient. Review appropriate pharmacology for CV D/Os. 	<p><u>MED/SURG. NURSING:</u> 6 hours Cardiovascular D/Os</p> <p>CV Surgical Procedures</p> <p>Cardiac Rehabilitation</p> <p>TIAs</p> <p>CVAs</p> <p>Long-Term Effects of CVAs</p> <p>Rehabilitation</p> <p>Pharmacology Overview</p>	<ol style="list-style-type: none"> Lecture Discussion DVDs Transparencies Computer-assisted learning Reading Handouts <p>EVALUATION</p> <ol style="list-style-type: none"> Classroom Testing Case Studies Return Demos Role-playing Group presentations Instructor Observation 	<p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 80 Review: Chapter 22</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 80</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapter 50, 51</p> <p>Intro to Pharmacology Asperheim, 11th Edition Chapter 20</p> <p>Medical Terminology Eagle, 1st Edition Chapter 4</p> <p>ATI DVD Volume 1 ATI Adult Med/Surg Book Unit 3, Chapters 28-36</p>

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to assess assigned pts w: Cardiovascular D/Os Peripheral vascular D/Os (focus on MIs, CAD, CVAs, CHF, DVT, Hypertension. 2. Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures & documentation. 3. Demo ability to ID & write one medical problem for two psychsoc problems for pt w Cardiovascular/peripheral vascular D/O. 4. Demo ability to teach pt/family one concept related to cardiovascular D/Os, or blood/lymph D/O. 5. Demo ability to ID/explain lab values related to cardiovascular D/Os. 6. Observe IV's & document following: Type of IV fluid Flow rate Condition of IV site 7. Demo ability to D/C IVs appropriately.	08. Demo ability to administer/monitor oxygen therapy. 09. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds. 10. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 11. Participate in assigned group case studies: *MI *CVA *CHF 12. Observe cardiac rehab unit (if available) 13. Observe checking of cardiac crash cart (if available) 14. Observe telemetry monitoring/CCU unit (if available)	CLINICAL CARDIOVASCULAR & PERIPHERAL VASCULAR D/Os	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

THEORY OBJECTIVES

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Review A&P of the respiratory system. 2. Define key terminology. 3. Describe tests & procedures used to diagnose resp disease. 4. Describe therapeutic measures for treating resp disease. 5. Describe O2 therapy incl role of the nurse & types of oxygen administrative devices. 6. Discuss the risks of O2 therapy. 7. Describe incentive spirometry & postural drainage. 8. Discuss thoracentesis & the role of the nurse. 9. Discuss nursing interventions for the pt w a laryngectomy. 10. Discuss nursing care of the intubated pt. 11. Discuss nursing responsibilities for the pt on mechanical ventilation. 12. List key nsg assessments for pt w closed chest drainage. 13. Discuss the following upper resp tract infectious D/Os inc: Pathophysiology *S/S *Med tx *Nsg intervention *Pt teaching *Common cold *Pharyngitis *Tonsillitis *Influenza 	<p>MED/SURG. NURSING: 6 hours Respiratory D/Os</p> <p>A&P Overview</p> <p>Diagnostic Tests</p> <p>Therapeutic Measures</p> <p>Oxygen Therapy</p> <p>Spirometry & Postural Drainage</p> <p>Thoracentesis</p> <p>Laryngectomy</p> <p>ET Tube</p> <p>Mechanical Ventilation</p> <p>Upper Resp Tract</p> <p>Infectious D/Os</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation 	<p>EXAM 3: Med-Surg Nursing: Cardiovascular & Peripheral Vascular Disorders</p> <p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 85 Review: Chapter 25</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 85</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapter 48, 49</p> <p>Intro to Pharmacology Asperheim, 11th Edition Chapter 19</p> <p>Medical Terminology Eagle, 1st Edition Chapter 5</p> <p>ATI DVD Volume 2 ATI Adult Med/Surg Book Unit 2, Chapters 3-19</p>

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to assess assigned pts w: Respiratory D/Os w focus on: Pneumonia *Emphysema *Asthma 2. Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures & documentation. 3. Demo ability to ID & write one medical two psychsoc problems for pt w respiratory D/O. 4. Demo ability to teach pt/family two key aspects related to respiratory D/Os, for cardiovascular D/Os. 5. Demo ability to ID/explain lab values related to respiratory D/Os. 6. Observe IV's & document following: Type of IV fluid Flow rate Condition of IV site 7. Demo ability to D/C IVs appropriately.	08. Demo ability to : *administer/monitor oxygen *Suction (oral/tracheal) *Assist w /observe a thoracentesis 09. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds. 10. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 11. Participate in assigned group case studies: *TB *COPD *Asthma *Cystic fibrosis 12. Observe respiratory services unit (if available) 13. Observe mechanical ventilation procedure &/or intubation (if available) 14. Observe pulmonary lab (if available)	CLINICAL RESPIRATORY D/Os	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

THEORY OBJECTIVES

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <p>1. Discuss Pneumonia inc: Types *Prevention *Pathophysiology *S/S *Complications *Med tx</p> <p>2. Discuss Tuberculosis inc: *Pathophysoplogy *Etiology Prevention *S/S *Dx tests *Med tx *Nsg interventions Pt teaching</p> <p>3. Discuss the following resp restrictive D/Os inc: *Pathophysiology *S/S *Med tx *Nsg interventions *Pt teaching: *Pleurisy *Pleural efusion s *Emphyema *Atelectasis</p> <p>4. Discuss the chronic obstructice diseases of: Chronic Bronchitis & Emphysema inc: *Etiology *Pathophysiology S/S *Complications *Med tx *Nsg intervents *Pt teaching</p> <p>5. Explain why low-flow O2 is required for pts w emphysema.</p>	<p><u>MED/SURG. NURSING:</u> 6 hours Respiratory D/Os</p> <p><i>Infectious Respiratory D/Os</i> The Common Cold Streptococcal Sore Throat Influenza Laryngitis Bronchitis Lung Abscess Pneumonia Pleurisy Histoplasmosis Tuberculosis Empyema Sleep Apnea Syndrome Allergic Rhinitis Pneumoconioses COPD</p> <p><u>Trauma</u> Absence of Air Exchange Chest Trauma Drug Poisoning Drowning/Near Drowning Pneumothorax</p> <p><u>Neoplasms</u> Benign Neoplasms Lung Cancer</p> <p><i>Disorders of the Nose</i> <i>Disorders of the Throat</i></p>	<p>1.Lecture 2.Discussion 3.DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading: Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 85 Review: Chapter 25</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 85</p> <p>Comprehensive Review NCLEX-PN,Silvestri, 4th Ed., Chapter 48, 49</p> <p>Intro to Pharmacology Asperheim, 11th Edition Chapter 19</p> <p>Medical Terminology Eagle, 1st Edition Chapter 5</p> <p>ATI DVD Volume 2 ATI Adult Med/Surg Book Unit 2, Chapters 3-19</p>

DI SCHOOL OF NURSING
 VOCATIONAL NURSING PROGRAM

CLINICAL
 8 hours

TERM 2

Week 32
 Saturday & Sunday

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to assess assigned pts w: Respiratory D/Os w focus on: Pneumonia *Emphysema *Asthma 2. Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures & documentation. 3. Demo ability to ID & write one medical order for two psychosocial problems for pt w respiratory D/O. 4. Demo ability to teach pt/family two key concepts related to respiratory D/Os, /or cardiovascular D/Os. 5. Demo ability to ID/explain lab values related to respiratory D/Os. 6. Observe IV's & document following: Type of IV fluid Flow rate Condition of IV site 7. Demo ability to D/C IVs appropriately.	08. Demo ability to : *administer/monitor oxygen *Suction (oral/tracheal) *Assist w /observe a thoracentesis 09. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds. 10. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 11. Participate in assigned group case studies: *TB *COPD *Asthma *Cystic fibrosis 12. Observe respiratory services unit (if available) 13. Observe mechanical ventilation procedure &/or intubation (if available) 14. Observe pulmonary lab (if available)	CLINICAL RESPIRATORY D/Os	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

THEORY OBJECTIVES

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss Asthma inc: *Etiology *Pathophysiology Prevention *S/S *Complications *Med tx *Nsg int *Pt teach 2. Explain the importance of PEFR monitoring in asthmatics. 3. Discuss the avoidance of 'triggers' for asmatic pts. 4. Discuss Cystic Fibrosis inc: *Pathophysiology *Etiology Prevention *S/S *Complications *Med tx Nsg interventions teaching 5. Discuss Pulmonary Embolism inc: *Pathophysiology Etiology *Prevention *S/S *Complications *Med ts Nsg interventions *Pt teaching 6. Discuss the types of Pneumonthorax inc: *Pathophysiology Etiology *Prevention *S/S *Med tx *Nsg interventions 7. Compare & contrast Respiratory Failure & Acute Respiratory Distress Syndrome (ARDS) 8. Review appropriate pharmacology for respiratory D/Os. 	<p><u>MED/SURG. NURSING:</u> 6 hours <i>Respiratory D/Os</i></p> <p><u>Oxygen Provision</u> Goals of Oxygen Therapy Hazards of Oxygen Therapy Respiratory Status Sources of Oxygen</p> <p><u>The Client Who Is Having Difficulty Breathing</u> Low-Flow Delivery Systems High-Flow Delivery System</p> <p><u>The Client Who Is Unable To Breathe</u> Manual Breathing Bag Ventilatory Support Tracheostomy Mechanical Ventilator</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Videos/Tapes 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observati 	<p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 86 Review: Chapter 25</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 86</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapter 48, 49</p> <p>Intro to Pharmacology Asperheim, 11th Edition Chapter 19</p> <p>Medical Terminology Eagle, 1st Edition Chapter 5</p> <p>ATI DVD Volume 2 ATI Adult Med/Surg Book Unit 2, Chapters 3-19</p>

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to assess assigned pts w: Respiratory D/Os w focus on: Pneumonia *Emphysema *Asthma 2. Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures & documentation. 3. Demo ability to ID & write one medical h/w psychosocial problems for pt w respiratory D/O 4. Demo ability to teach pt/family two key aspects related to respiratory D/Os, /or cardiovascular D/Os. 5. Demo ability to ID/explain lab values related to respiratory D/Os. 6. Observe IV's & document following: Type of IV fluid Flow rate Condition of IV site 7. Demo ability to D/C IVs appropriately.	08. Demo ability to : *administer/monitor oxygen *Suction (oral/tracheal) *Assist w /observe a thoracentesis 09. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds. 10. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 11. Participate in assigned group case studies: *TB *COPD *Asthma *Cystic fibrosis 12. Observe respiratory services unit (if available) 13. Observe mechanical ventilation procedure &/or intubation (if available) 14. Observe pulmonary lab (if available)	CLINICAL RESPIRATORY D/Os	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

THEORY OBJECTIVES

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Review A&P of the urinary system. 2. Define key terminology 3. List the various Dx tests used to determine renal function 4. Consider inc lab. invasive & non-invasive procedures. 5. State nursing responsibilities for above invasive procedures. 6. Describe the various types of urinary incontinence. 7. Discuss the nursing management of incontinence inc pt ed. 8. Discuss the nursing management of urinary retention. 9. Review nursing care of the pt w indwelling catheter & suprapubic catheter, & pt requiring intermittent cath. 10. Discuss the effects of aging on the urinary system 11. Discuss common predisposing factors for UTIs. 12. Describe urinary tract infections of *Urethritis, *Cystitis & *Pyelonephritis inc: *pathophysiology *S/S *med tx *nsg interventions & *pt teaching. 13. Discuss urological obstructions of *Urethral strictures, *Calculi & *Hydronephrosis inc: *pathophysiology *S/S *Med tx *Surg tx *prevention *complications *nursing interventions & *pt teaching. 	<p><u>MED/SURG. NURSING:</u> 6 hours Urinary D/Os</p> <p>A&P Overview</p> <p>Diagnostic Tests</p> <p>Urinary Incontinence</p> <p>Urinary Retention</p> <p>Catheters (Review)</p> <p>Aging & Urinary System</p> <p>Urinary Tract Infections (UTIs)</p> <p>Ureological Obstructions</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation 	<p>EXAM 4: Med-Surg Nursing: Respiratory System Disorders</p> <p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 88 Review: Chapter 27</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 88</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapter 52, 53</p> <p>Intro to Pharmacology Asperheim, 11th Edition Chapter 28</p> <p>Medical Terminology Eagle, 1st Edition Chapter 7</p> <p>ATI DVD Volume 3 ATI Adult Med/Surg Book Unit 5, Chapters 42-50</p>

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to assess assigned pts w: Urinary system D/Os w focus on: Renal disease *Dialysis *Incontinence 2. Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures & documentation. 3. Demo ability to ID & write two medical orders psychosoch problems for pt w urinary D/O 4. Demo ability to teach pt/family two key aspects related to urinary D/Os inc I&O, nutrition, /or catheter care. 5. Demo ability to ID/explain lab values related to urinary D/Os. 6. Observe IV's & document following: Type of IV fluid Flow rate Condition of IV site 7. Demo ability to D/C IVs appropriately.	08. Demo ability to : *Provide catheter care *Perform catheterization *Maintain accurate I & Os 09. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds. 10. Administer at least two insulin injections per wek on assigned pts inc observation of pts for reaction. 11. Participate in assigned group case studies: *Dialysis *Renal transplant 12. Observe dialysis unit (if available)	CLINICAL URINARY D/Os	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

THEORY OBJECTIVES

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <p>1. List & describe various types of tumors of urinary system.</p> <p>2. Describe types of surgical urinary diversions for tumors.</p> <p>3. Discuss the chronic renal disease of *Diabetic nephropathy inc: *pathophysiology *S/S *med tx nursing interventions & *pt teaching.</p> <p>4. Differentiate b/t *Acute glomerulonephritis & *Chronic glomerulonephritis inc: *pathophysiology *S/S *med tx complications *nursing interventions & *pt teaching.</p> <p>5. Differentiate b/t *Acute renal failure & *Chronic renal failure inc: *pathophysiology & *etiology.</p> <p>6. Discuss the following symptomatic disturbances of renal failure including nursing interventions: Water balance *Electrolyte balance *Removal of waste products *Acid-base balance & *Hematological function.</p> <p>7. Compare hemodialysis w peritoneal dialysis & state benefits/drawbacks of each method.</p> <p>8. Discuss key nursing considerations for the dialysis pt.</p> <p>9. Cite the differences b/t an AV shunt & AV graft & nursing considerations for both.</p> <p>10. Describe the dietary restrictions for the pt w renal disease.</p>	<p><u>MED/SURG. NURSING:</u> 6 hours <i>Urinary D/Os</i></p> <p><u>Urinary Tract Infections</u> Acute Cystitis Chronic Cystitis Acute Pyelonephritis Chronic Pyelonephritis</p> <p><u>Inflammatory Disorders</u> Interstitial Cystitis Glomerulonephritis</p> <p><u>Obstructive Disorders</u> Hydronephrosis Calculi Ureteral/Urethral Strictures</p> <p><u>Urinary Tract Tumors</u> Benign Renal Cysts Cancer of the Kidney Bladder Tumors</p> <p><u>Urinary Tract Trauma</u> <u>Renal Failure</u> Acute Renal Failure End-Stage Renal Disease</p>	<p>1. Lecture</p> <p>2. Discussion</p> <p>3. DVDs</p> <p>4. Transparencies</p> <p>5. Computer-assisted learning</p> <p>6. Reading</p> <p>7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing</p> <p>2. Case Studies</p> <p>3. Return Demos</p> <p>4. Role-playing</p> <p>5. Group presentations</p> <p>6. Instructor Observation</p>	<p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 88 Review: Chapter 27</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 88</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapter 52, 53</p> <p>Intro to Pharmacology Asperheim, 11th Edition Chapter 28</p> <p>Medical Terminology Eagle, 1st Edition Chapter 7</p> <p>ATI DVD Volume 3 ATI Adult Med/Surg Book Unit 5, Chapters 42-50</p>

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to assess assigned pts w: Urinary system D/Os w focus on: Renal disease *Dialysis *Incontinence 2. Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures & documentation. 3. Demo ability to ID & write two medical orders for psychosocial problems for pt w urinary D/O 4. Demo ability to teach pt/family two key aspects related to urinary D/Os inc I&O, nutrition, /or catheter care. 5. Demo ability to ID/explain lab values related to urinary D/Os. 6. Observe IV's & document following: Type of IV fluid Flow rate Condition of IV site 7. Demo ability to D/C IVs appropriately.	08. Demo ability to : *Provide catheter care *Perform catheterization *Maintain accurate I & Os 09. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds. 10. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 11. Participate in assigned group case studies: *Dialysis *Renal transplant 12. Observe dialysis unit (if available)	CLINICAL URINARY D/Os	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

ATI REVIEW (4 hours)

NCLEX REVIEW ACTIVITIES

Activities:

. Students silently and individually take ATI practice exams and tutorials on the following subjects:

- * GI Disorders
- * Cardiovascular Disorders

. Instructor reviews answers.

. Instructor reviews questions that students got wrong.

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to assess assigned pts w: GI D/Os Bowel surgery (pre/post-op) Scheduled for GI related tests Pancreatic D/O Gallbladder D/O Liver D/O 2. Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures & documentation. 3. Demo ability to ID & write one medical two psychsoc problems for pt w il & GI related D/Os. 4. Demo ability to teach pt/family one aspect related to GI D/O. 5. Demo skills in: Enema administration NG/G tubes: feedings & irrigations NG tube insertion Gastric suctioning/care Tr-tube care Intake/output 6. Demo skills in care of ostomies.	07. Demo ability to ID/explain lab values. related to GI D/Os. 08. Observe IV's & document following: *Type of IV fluid *Flow rate *Condition of IV site 09. Demo ability to D/C IVs appropriately. 10. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds. 11. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 12. Participate in assigned group case studies: *Hepatitis *Cirrhosis *Peptic ulcer disease *Pancreatitis 13. Observe GI Lab (if available)	CLINICAL GI D/Os Review	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

ATI REVIEW (4 hours)

NCLEX REVIEW ACTIVITIES

Activities:

- 1 Students silently and individually take ATI practice exams and tutorials on the following subjects:
 - * Respiratory Disorders
 - * Urinary Disorders
- 2 Instructor reviews answers.
- 3 Instructor reviews questions that students got wrong.

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to assess assigned pts w: Blood D/Os Lymph D/Os GI D/Os 2. Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures & documentation. 3. Demo ability to ID & write one medical order for two psychosocial problems for pt w blood/lymph D/Os & GI related D/Os. 4. Demo ability to teach pt/family one concept related to blood D/O, lymph D/O, or GI D/O 5. Demo ability to ID/explain lab values related to blood/lymph & GI D/Os. 6. Observe IV's & document following: Type of IV fluid Flow rate Condition of IV site 7. Demo ability to D/C IVs appropriately.	08. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds. 09. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 10. Participate in assigned group case studies: *Splenectomy *Leukemia *Hemophilia 11. Observe blood transfusion process (if available)	CLINICAL BLOOD/LYMPH D/Os Review	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

NCLEX REVIEW (4 hours)

NCLEX REVIEW ACTIVITIES

Activities:

1. Students silently and individually take NCLEX Practice Packets on the following subjects:
 - * GI Disorders
 - * Cardiovascular Disorders
2. Instructor reviews answers.
3. Instructor reviews questions that students got wrong.

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to assess assigned pts w: Cardiovascular D/Os Peripheral vascular D/Os w focus on MIs, CAD, CVAs, CHF, DVT, Hypertension. 2. Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures documentation. 3. Demo ability to ID & write one medical two psychosocial problems for pt w cardiovascular/peripheral vascular D/O. 4. Demo ability to teach pt/family one aspect related to cardiovascular D/Os, or blood/lymph D/O. 5. Demo ability to ID/explain lab values related to cardiovascular D/Os. 6. Observe IV's & document following: Type of IV fluid Flow rate Condition of IV site 7. Demo ability to D/C IVs appropriately.	08. Demo ability to administer/monitor oxygen therapy. 09. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds. 10. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 11. Participate in assigned group case studies: *MI *CVA *CHF 12. Observe cardiac rehab unit (if available) 13. Observe checking of cardiac crash cart (if available) 14. Observe telemetry monitoring/CCU unit (if available)	CLINICAL CARDIOVASCULAR & PERIPHERAL VASCULAR D/Os Review	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION
			1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

NCLEX REVIEW (4 hours)

NCLEX REVIEW ACTIVITIES

Activities:

1. Students silently and individually take NCLEX Practice Packets on the following subjects:
 - * Respiratory Disorders
 - * Urinary Disorders
 - * Blood and Lymph Disorders
2. Instructor reviews answers.
3. Instructor reviews questions that students got wrong.

DI SCHOOL OF NURSING
 VOCATIONAL NURSING PROGRAM

CLINICAL
 8 hours

TERM 2

Week 39
 Saturday & Sunday

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to assess assigned pts w: Cardiovascular D/Os Peripheral vascular D/Os focus on MIs, CAD, CVAs, CHF, DVT, Hypertension. 2. Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures documentation 3. Demo ability to ID & write one medical two psychosoc problems for pt w cardiovascular/peripheral vascular D/O. 4. Demo ability to teach pt/family one spect related to cardiovascular D/Os, /or blood/lymph D/O. 5. Demo ability to ID/explain lab values related to cardiovascular D/Os. 6. Observe IV's & document following: Type of IV fluid Flow rate Condition of IV site 7. Demo ability to D/C IVs appropriately.	08. Demo ability to administer/monitor oxygen therapy. 09. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds. 10. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 11. Participate in assigned group case studies: *MI *CVA *CHF 12. Observe cardiac rehab unit (if available) 13. Observe checking of cardiac crash cart (if available) 14. Observe telemetry monitoring/CCU unit (if available)	CLINICAL CARDIOVASCULAR & PERIPHERAL VASCULAR D/Os Review	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

NCLEX REVIEW (4 hours)

NCLEX REVIEW ACTIVITIES

Activities:

1. Students silently and individually take NCLEX Practice Packets on the following subjects:
 - * Medical-Surgical Nursing
2. Instructor reviews answers.
3. Instructor reviews questions that students got wrong.

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to assess assigned pts w: Respiratory D/Os w focus on: Pneumonia *Emphysema *Asthma 2. Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures & documentation. 3. Demo ability to ID & write one medical two psychosocial problems for pt w respiratory D/O. 4. Demo ability to teach pt/family two key aspects related to respiratory D/Os, for cardiovascular D/Os. 5. Demo ability to ID/explain lab values related to respiratory D/Os. 6. Observe IV's & document following: Type of IV fluid Flow rate Condition of IV site 7. Demo ability to D/C IVs appropriately.	08. Demo ability to : *administer/monitor oxygen *Suction (oral/tracheal) *Assist w /observe a thoracentesis 09. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds. 10. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 11. Participate in assigned group case studies: *TB *COPD *Asthma *Cystic fibrosis 12. Observe respiratory services unit (if available) 13. Observe mechanical ventilation procedure &/or intubation (if available) 14. Observe pulmonary lab (if available)	CLINICAL RESPIRATORY D/Os Review	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

NCLEX REVIEW (4 hours)

NCLEX REVIEW ACTIVITIES

Activities:

Students silently and individually take NCLEX Practice Packets on all previously learned subjects, including:

- * Fundamentals
- * Integumentary Disorders
- * Fluid-Electrolyte Disorders
- * Musculoskeletal Disorders
- * Respiratory Disorders
- * Urinary Disorders
- * Blood and Lymph Disorders
- * GI Disorders
- * Cardiovascular Disorders

Instructor reviews answers.

Instructor reviews questions that students got wrong.

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES)	08. Demo ability to : *Provide catheter care *Perform catheterization *Maintain accurate I & Os	CLINICAL URINARY D/Os Review	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
1. Demo ability to assess assigned pts w: Urinary system D/Os w focus on: Renal disease *Dialysis *Incontinence	09. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds.		
2. Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures & documentation.	10. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction.		
3. Demo ability to ID & write two medical two psychsoc problems for pt w urinary D/O.	11. Participate in assigned group case studies: *Dialysis *Renal transplant		EVALUATION
4. Demo ability to teach pt/family two key aspects related to urinary D/Os inc I&O, nutrition, /or catheter care.	12. Observe dialysis unit (if available)		1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations
5. Demo ability to ID/explain lab values related to urinary D/Os.			
6. Observe IV's & document following: Type of IV fluid Flow rate Condition of IV site			
7. Demo ability to D/C IVs appropriately.			

Make-Up (4 hours/day)

Make-Up Days

- Week 42: Tuesday
- Week 42: Saturday
- Week 42: Sunday
- Week 43: Tuesday
- Week 43: Saturday
- Week 43: Sunday

Activities:

- Students have this time to make-up any work from days/times absent.
- Students must come in to school and make-up appropriate days/subjects.
- If lab was missed, instructor must work with student in lab on appropriate skills.
- If clinical was missed, instructor must lead student in appropriate clinical skills at clinical location.

THEORY OBJECTIVES: Endocrine System Disorders

THEORY OBJECTIVES:	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> Review A&P of the endocrine system. Define key terminology. Discuss hypothyroidism including: *Pathophysiology Diag tests *Med tx *Nsg interventions *Pt teaching Discuss hyperthyroidism including:*Pathophysiology Diag tests *Med tx *Nsg interventions *Pt teaching Describe a goiter inc:*S/S *Diag tests *Med tx Describe 'thyroid storm' (thyrotoxic crisis),tx Describe nursing care of the pt receiving ra iodine. Differentiate b/t hypo & hyper parathyroidism including: Pathophysiology *S/S *Diag tests *Med tx Nursing interventions & *Patient teaching. Explain how to test for Chvostek's sign & Trousseau's the implications of these test. Discuss pre & Post operative nursing interventions for surgery of the thyroid and/or parathyroid glands. List two significant complications that may occur after thyroidectomy/parathyroidectomy including: *S/S Med tx & *Nursing interventions. 	<p>MED/SURG. NURSING II: 6 hours Endocrine Disorders (D/Os)</p> <p>A&P Overview THYROID/PARATHYROID D/Os Hypothyroidism Hyperthyroidism Goiter 'Thyroid Storm' Radioactive Iodine Hypo/Hyper Parathyroidism Chnostek's/Trousseau's Signs Pre & Post-Op Care Complications</p>	<p>1.Lecture 2.Discussion 3.DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 78 Review: Chapter 20</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 78</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapters 44, 45</p> <p>Intro to Pharmacology Asperheim, 11th Edition Chapter 27</p> <p>ATI DVD Volume 2 ATI Adult Med/Surg Book Unit 6, Chapters 51-60</p>

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>SEE CLINICAL PERFORMANCE OBJECTIVES)</p> <p>PART OF TERM 3 CLINICAL EXPERIENCE</p> <p>1 Demo ability to assess assigned pts w: Diabetes Endocrine D/Os Scheduled for endocrine related D/O Pre/post-op endocrine related surgery</p> <p>2 Demo ability to plan & provide basic care for three assigned pts w above dxs inc: Documentation of same.</p> <p>3. Demo ability to ID & write two medical two psychosoch problems for pts w diabetes & endocrine related D/Os.</p> <p>4. Demo ability to teach pt/family two key aspects related to diabetes & endocrine D/Os.</p> <p>5 Demo ability to ID/explain lab values related to diabetes & endocrine D/Os.</p> <p>6 Demo ability to perform & record SMBG on assigned inc: reporting results to staff.</p>	<p>07. Observe Ivs & document following: *Type of IV fluids *Flow rate *Condition of IV site</p> <p>08. Demo ability to DC Ivs appropriately w documentation.</p> <p>09. Admin of meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pt for responses & reactions to meds.</p> <p>10. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction.</p> <p>11. Participate in assigned group case studies: *Diabetes *Hypothyroidism *Care of post-op thyroidectomy</p>	<p>CLINICAL</p> <p>ENDOCRINE D/Os</p>	<p>1. Demonstration</p> <p>2. Practice</p> <p>3. DIRECT PT CARE</p> <p>4. PROCEDURAL OBSERVATION</p> <hr/> <p>EVALUATION</p> <p>1. Return Demos</p> <p>2. Role-playing</p> <p>3. Group presentation</p> <p>4. Instructor Observations</p> <p>5. Instructor Evaluations</p>

THEORY OBJECTIVES: Endocrine System Disorders

THEORY OBJECTIVES:	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> Identify pt teaching issues for clients w thyroid/para D/Os. Discuss diabetes insipidus. Differentiate b/t the GH (growth hormone) D/Os of Dwarfism & Acromegaly. Differentiate b/t clinical manifestations of *Cushing's syndrome & those of *Addison's disease. Discuss the major tests for dx & tx of diabetes. Differentiate b/t type I & type II diabetes in terms of *Patho *S/S *Med tx *Dietary mgnt *Nsg interventions *Pt teaching. Discuss gestational diabetes. Discuss roles of diet & exercise in management of diabetes. Discuss major long-term complications of diabetes inc: Macrovascular *Microvascular & *Nervous. Discuss surgical considerations for the diabetic patient. Compare & contrast hypoglycemia & hyperglycemia & diabetic ketoacidosis inc: *S/S *Med tx *Nursing interventions *Patient teaching. Review appropriate pharmacology for Endocrine D/Os. 	<p><u>MED/SURG. NURSING II:</u> 6 hours Endocrine Disorders (D/Os)</p> <p>Patient Teaching PITUITARY D/OS GH D/Os ADRENAL D/Os PANCREATIC D/Os Diabetes Gestational Diabetes Diet/Exercise Complications Surgical Considerations Hypo/Hyper Glycemia & DKA Pharmacology Overview</p>	<p>1.Lecture 2.Discussion 3.DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 78 Review: Chapter 20</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 78</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapters 44, 45</p> <p>Intro to Pharmacology Asperheim, 11th Edition Chapter 27</p> <p>ATI DVD Volume 2 ATI Adult Med/Surg Book Unit 6, Chapters 51-60</p>

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>SEE CLINICAL PERFORMANCE OBJECTIVES)</p> <p>PART OF TERM 3 CLINICAL EXPERIENCE</p> <p>1. Demo ability to assess assigned pts w: Diabetes Endocrine D/Os scheduled for endocrine related D/O pre/post-op endocrine related surgery</p> <p>2. Demo ability to plan & provide basic care for three assigned pts w above dxs documentation of same.</p> <p>3. Demo ability to ID & write two medical two psychosoch problems for pts w diabetes & endocrine related D/Os.</p> <p>4. Demo ability to teach pt/family two key aspects related to diabetes & endocrine D/Os.</p> <p>5. Demo ability to ID/explain lab values related to diabetes & endocrine D/Os.</p> <p>6. Demo ability to perform & record SMBG assigned inc: reporting results to staff.</p>	<p>07. Observe lvs & document following: *Type of IV fluids *Flow rate *Condition of IV site</p> <p>08. Demo ability to DC lvs appropriately w documentation.</p> <p>09. Admin of meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pt for responses & reactions to meds.</p> <p>10. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction.</p> <p>11. Participate in assigned group case studies: *Diabetes *Hypothyroidism *Care of post-op thyroidectomy</p>	<p>CLINICAL</p> <p>ENDOCRINE D/Os</p>	<p>1. Demonstration</p> <p>2. Practice</p> <p>3. DIRECT PT CARE</p> <p>4. PROCEDURAL OBSERVATION</p> <hr/> <p style="text-align: center;">EVALUATION</p> <p>1. Return Demos</p> <p>2. Role-playing</p> <p>3. Group presentation</p> <p>4. Instructor Observations</p> <p>5. Instructor Evaluations</p>

THEORY OBJECTIVES: Reproductive System Disorders

THEORY OBJECTIVES:	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> Review A&P of the male reproductive system. Discuss effects of aging on the male reproduction system Describe Dx tests of the male reproductive system. Define key terminology. Discuss *Prostatis, *Benign Prostatic Hyperplasia, & Prostate Cancer inc: *patho/etiology *prevention *S/S Complications *med tx *surg tx *nsg intervents *pt teaching. Differentiate b/t types of prostatic surgeries inc:* pros/cons of each *nursing interventions & *pt teaching. Differentiate b/t *Priapism & *Phimosis. Differentiate b/t the abnormal urethral meatus placement of hypospadias & *Epispadias. Differentiate b/t *Cryptorchidism, *Hydrocele, *Varicocele, *Epididymitis, & *Orchitis. Discuss *Testicular Cancer inc: *patho/etiology *prevention *S/S *complications *med tx *surg tx *nsg intervents & *pt teaching. Discuss *Vasectomy & its birth control implications. Discuss *Erectile Dysfunction (ED) inc: *patho/etiology *med txs *surg txs *sexual devices & *pt education. Describe *Male Infertility & medical treatments. Discuss *Vulvovaginitis *Urethritis *PID & *Proctitis & their relationship to STDs. Discuss*Chlamydia *Gonorrhea & Syphilis inc: *etiology *S/S & *med tx. Discuss *Herpes *Genital Warts & *Hepatitis B incl: *etiology *S/S & *med tx. 	<p>MED/SURG. NURSING II: 6 hours Male Reproductive Disorders (D/Os) A&P Overview Age Related Changes Diagnostic Tests Prostate D/Os Prostatic Surgery Penile D/Os Testicular D/Os Sexual Functioning Sexually Transmitted Disease (STDs) Bacterial/Spirochete STDs Viral STDs Nursing Care & Pt Education Pharmacology Overview</p>	<p>1.Lecture 2.Discussion 3.DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading: Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 89 Review: Chapter 28</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 89</p> <p>ATI DVD Volume 3</p> <p>ATI Adult Med/Surg Book Unit 12, Chapters 117 - 123</p>

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to assess assigned pts w: Reproductive D/Os and/or endocrine D/Os Scheduled for reproductive related tests Pre/post-op reproductive related surgery 2. Demo ability to plan & provide basic care for three assigned pts w above dxs inc: completion of ordered procedures & documentation of same. 3. Demo ability to ID & write two medical : two psychosoch problems for pts w reproductive related D/Os. 4. Demo ability to teach pt/family two key aspects related to reproductive related D/Os 5. Demo ability to ID/explain lab values related to reproductive D/Os. 6. Demo ability to: Provide catheter care Perform catheterization male/female Maintain accurate I&O 7. Demo ability to perform & record SMBG s assigned inc: reporting results to staff.	08. Observe Ivs & document following: *Type of IV fluids *Flow rate *Condition of IV site 09. Demo ability to DC Ivs appropriately w documentation. 10. Admin of meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pt for responses & reactions to meds. 11. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 12. Participate in assigned group case studies: *TURP & post-op care *Hystrectomy & post-op care *Breast cancer w/wo post-op care	CLINICAL REPRODUCTIVE D/Os	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

THEORY OBJECTIVES: Reproductive System Disorders

THEORY OBJECTIVES:	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Review A&P of the female reproductive system. 2. Discuss effects of aging on the female reproduction system 3. Describe Dx tests of the female reproductive system. 4. Describe the process of breast self examination (BSE). 5. Discuss *Fibrocystic Breast Disease inc *etiology & *S/S. 6. Discuss *Breast Cancer inc: *etiology *prevention *S/S *med tx & *surg tx. 7. Differentiate b/t breast surgeries of *Mastectomy *Reduction Augmentation & *Reconstruction inc: *complications *nursing interventions & *pt teaching. 8. Describe *patho/etiology *S/S *nursing care & *pt teaching for menstrual D/Os of *Dysmenorrhea *Premenstrual Syndrome (PMS) & *Endometriosis. 9. Discuss *Menopause inc: *patho *S/S *med tx *complications *nursing interventions & *pt teaching. 10. Discuss common vaginal irritations & inflammations inc; *S/S *med tx *nursing interventions & *pt teaching. *surgery. 11. Differentiate b/t *Cystocele *Rectocele & *Uterine Prolapse inc: *med tx *surg tx *nursing interventions & *pt teaching. 12. Describe the process of Kegel exercises. 13. Discuss *Fertility D/Os inc: *nursing interventions *pt teaching *tx & psychological implications. 14. Describe the various methods of birth control of: *oral, *inplant. & *transdermal rx's, & *barrier methods inc; *advantages & *disadvantages, *side effects, & *risks of each method. 15. Review appropriate pharamcology for above.reproductive D/Os 16. Describe natural family planning inc; *advantages & *disadvantages. 17. Discuss the *advantages, *disadvantages, *side effects, & *risks of female sterilization. 18. List the types of abortions inc; *ethical issues *risks & *complications *nursing interventions & *pt teaching. 19. List types of benign & malignant female repro tumors. 20. Discuss various types of gynecological surgeries incl: *nursing interventions & *pt teaching. 	<p><u>MED/SURG. NURSING II:</u> 6 hours <i>Female Reproductive Disorders (D/Os)</i> A&P Overview</p> <p>Age Related Changes Diagnostic Tests Breast D/Os Breast Surgeries Menstrual D/Os Menopause Vaginal Irritations/Inflammations Displacement D/Os Fertility D/Os Reproductive Planning Pregnancy Termination Tumors Gynecological Surgeries</p>	<p>1.Lecture 2.Discussion 3.DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading: Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 90 Review: Chapter 29</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 90</p> <p>Comprehensive Review NCLEX-PN,Silvestri, 4th Ed., Chapter 20</p> <p>ATI DVD Volume 3 ATI Adult Med/Surg Book Unit 12, Chapters 117 - 123</p>

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PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to assess assigned pts w: Reproductive D/Os and/or endocrine D/Os Scheduled for reproductive related tests Pre/post-op reproductive related surgery 2. Demo ability to plan & provide basic care for three assigned pts w above dxs inc: completion of ordered procedures & documentation of same. 3. Demo ability to ID & write two medical two psychosoch problems for pts w reproductive related D/Os. 4. Demo ability to teach pt/family two key aspects related to reproductive related /Os 5. Demo ability to ID/explain lab values related to reproductive D/Os. 3. Demo ability to: Provide catheter care Perform catheterization male/female Maintain accurate I&O 7. Demo ability to perform & record SMBG assigned inc: reporting results to staff.	08. Observe Ivs & document following: *Type of IV fluids *Flow rate *Condition of IV site 09. Demo ability to DC Ivs appropriately w documentation. 10. Admin of meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pt for responses & reactions to meds. 11. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 12. Participate in assigned group case studies: *TURP & post-op care *Hystrectomy & post-op care *Breast cancer w/wo post-op care	CLINICAL REPRODUCTIVE D/Os	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

THEORY OBJECTIVES: Sensory System Disorders

THEORY OBJECTIVES:	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> Review A&P of the eye. Define key terminology. List tests commonly used to identify D/Os of the eye. Discuss *Conjunctivitis, *Blepharitis, *Chalazion & *Keratitis inc: *pathophysiology *S/S *med tx *nsg intervenes *pt teaching. List common refractory errors Discuss *Blindness inc: *patho/etiology *S/S *nsg intervenes. Describe psychological aspects of loss of eyesight. Discuss *Diabetic Retinopathy & *Retinal Detachment inc: patho/etiology *S/S *med ts *surg tx & *nsg interventions. Discuss the following inc *patho/etiology, *S/S, *med tx, surg tx, *complications, *nsg interventions, & *pt teaching: *Glaucoma *Cataracts *Macular Degeneration Describe nursing interventions for pt having eye surgery. Discuss effects of aging on the eye. Review appropriate pharmacology for eye D/Os. 	<p>MED/SURG. NURSING II: 6 hours Sensory Disorders (D/Os) A&P Overview</p> <p>Dx Tests</p> <p>Infections & Inflammations</p> <p>Refractive Errors</p> <p>Blindness</p> <p>Major Eye D/Os</p> <p>Eye Surgery Nursing Care</p> <p>Effects of Aging</p> <p>Pharmacology</p>	<ol style="list-style-type: none"> Lecture Discussion DVDs Transparencies Computer-assisted learning Reading Handouts <p>EVALUATION</p> <ol style="list-style-type: none"> Classroom Testing Case Studies Return Demos Role-playing Group presentations Instructor Observation 	<p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 79 Review: Chapter 21</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 79</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapters 54, 55</p> <p>ATI Adult Med/Surg Book Unit 8, Chapters 92 - 97</p>

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PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to assess assigned pts w: Sensory related D/Os and/or repro D/Os Scheduled for sensory and/or repro, ndocrine related tests Pre/post-op sensory related surgery and/ or endocrine/repro related sugery 2. Demo ability to plan & provide basic care for three assigned pts w above dxs inc: completion of ordered procedures & ocumentation of same. 3. Demo ability to ID & write two medical two psychosoch problems for pts w ensory D/Os. 4. Demo ability to teach pt/family two key aspects related to sensory D/Os 5. Demo ability to ID/explain lab values elated to sensory and/or endocrine elated D/Os. 6. Demo ability to: Assist visually impaired clients Assist w feeding visually impaired clients 7. Demo ability to perform & record MBG as assigned inc: eporting results to staff.	08. Observe Ivs & document following: *Type of IV fluids *Flow rate *Condition of IV site 09. Demo ability to DC Ivs appropriately w documentation. 10. Admin of meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pt for responses & reactions to meds. 11. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 12. Participate in assigned group case studies: *Glaucoma *Cataracts & pre/post op care *Retinal detachment & post/op care 13. Tour Braille Institute (if available) 14. Tour out-patient eye clinic (if available)	CLINICAL SENSORY D/Os	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

THEORY OBJECTIVES: Sensory System Disorders

THEORY OBJECTIVES:	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <p>1. Identify at least 2 nursing considerations for each of the following types of eye traumas: hematoma, foreign bodies, hyphema, chemical burns, corneal abrasions, & detached retina.</p> <p>2. Compare & contrast conductive hearing loss, sensorineural hearing loss, central hearing loss, and functional hearing loss.</p> <p>3. Discuss the causes and at least two nursing interventions for each of the following: disorders of the external ear (such as impacted earwax, furuncles, foreign objects, external otitis, fungal infections, and punctured tympanic membrane); and disorders of the middle ear (such as otitis media, serous otitis media, acute purulent otitis media, and chronic otitis media).</p> <p>4. Describe the care for a client who is to undergo a tympanoplasty and myringotomy with insertion of PE tubes.</p> <p>5. Discuss at least three nursing considerations for a client with Meniere's disease.</p> <p>6. Identify at least two nursing considerations for clients with a tactile, gustatory, or olfactory disorder.</p>	<p><u>MED/SURG. NURSING II:</u> 6 hours Sensory Disorders (D/Os) A&P Overview</p> <p>Dx Tests</p> <p>Hearing Loss</p> <p>External Ear D/Os</p> <p>Middle Ear D/Os</p> <p>Inner Ear D/Os</p> <p>Effects of Aging</p> <p>Pharmacology Overview</p>	<p>1. Lecture</p> <p>2. Discussion</p> <p>3. DVDs</p> <p>4. Transparencies</p> <p>5. Computer-assisted learning</p> <p>6. Reading</p> <p>7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing</p> <p>2. Case Studies</p> <p>3. Return Demos</p> <p>4. Role-playing</p> <p>5. Group presentations</p> <p>6. Instructor Observation</p>	<p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 79 Review: Chapter 21</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 79</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapters 54, 55</p> <p>ATI Adult Med/Surg Book Unit 8, Chapters 92 - 97</p>

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>SEE CLINICAL PERFORMANCE OBJECTIVES)</p> <p>1. Demo ability to assess assigned pts w: Sensory related D/Os and/or repro D/Os Scheduled for sensory and/or repro, endocrine related tests Pre/post-op sensory related surgery and/or endocrine/repro related surgery</p> <p>2. Demo ability to plan & provide basic care for three assigned pts w above dxs inc: completion of ordered procedures & documentation of same.</p> <p>3. Demo ability to ID & write two medical two psychosoch problems for pts w sensory D/Os.</p> <p>4. Demo ability to teach pt/family two key aspects related to sensory D/Os</p> <p>5. Demo ability to ID/explain lab values related to sensory and/or endocrine related D/Os.</p> <p>6. Demo ability to: Assist visually impaired clients Assist w feeding visually impaired clients</p> <p>7. Demo ability to perform & record MBG as assigned inc: reporting results to staff.</p>	<p>08. Observe Ivs & document following: *Type of IV fluids *Flow rate *Condition of IV site</p> <p>09. Demo ability to DC Ivs appropriately w documentation.</p> <p>10. Admin of meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pt for responses & reactions to meds.</p> <p>11. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction.</p> <p>12. Participate in assigned group case studies: *Glaucoma *Cataracts & pre/post op care *Retinal detachment & post/op care</p> <p>13. Tour Braille Institute (if available)</p> <p>14. Tour out-patient eye clinic (if available)</p>	<p>CLINICAL</p> <p>SENSORY D/Os</p>	<p>1. Demonstration</p> <p>2. Practice</p> <p>3. DIRECT PT CARE</p> <p>4. PROCEDURAL OBSERVATION</p>
			<p>EVALUATION</p> <p>1. Return Demos</p> <p>2. Role-playing</p> <p>3. Group presentation</p> <p>4. Instructor Observations</p> <p>5. Instructor Evaluations</p>

THEORY OBJECTIVES: Neurological Disorders

THEORY OBJECTIVES:	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Review A&P of nervous system. 2. Define key terminology. 3. Discuss effects of aging on the nervous system. 4. Discuss the Glasgow coma scale. 5. Discuss tests commonly used to diagnosis & treat neuro D/Os. 6. Discuss the effects of neuro D/Os on *Moving & Positioning, Activities of Daily Living (ADLs), *Communication, & *Nutrition inc: *nursing interventions & *patient teaching. 7. Differentiate b/t *Meningitis & *Encephalitis inc: *path/etiology *prevention *S/S *acute complications *long-term complications *med tx *nursing interventions * *pt teaching. 8. Describe *Increased Intracranial Pressure (ICP) inc: pathophysiology & S/S. 9. Differentiate b/t *Tension & *Migraine headaches inc: *S/S *med tx *nursing interventions & *pt teaching. 10. Discuss *Transient Ischemic Attack(TIAs) inc: *patho/etiology S/S *med/surg tx & *acute complications. 11. Discuss *CVAs inc: *causes & types *prevention *S/S short/long-term effects *med tx *nsg interventions *pt teaching 12. Differentiate b/t *Cerebral Aneurysm & *Subarachnoid hemorrhage inc: S/S *med/surg tx *complications *nsg intervents. 	<p><u>MED/SURG. NURSING II:</u> 6 hours Neurological Disorders (D/Os)</p> <p>A&P Overview Age Related Changes Glasgow Coma Scale</p> <p>Diagnostic Tests</p> <p>Therapeutic Measures for Neuro D/Os</p> <p>Central Nervous System D/Os CNS Infections</p> <p>ICP</p> <p>Headaches</p> <p>Cerebrovascular D/Os TIAs</p> <p>CVAs</p> <p>Aneurysm & Hemorrhage</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation 	<p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 77 Review: Chapter 19</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 77</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapters 56, 57</p> <p>Intro to Pharmacology Asperheim, 11th Edition Chapter 21</p> <p>ATI DVD Volume 1 ATI Adult Med/Surg Book Unit 8, Chapters 84-91</p>

THEORY OBJECTIVES: Neurological Disorders

THEORY OBJECTIVES:	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <p>1. Differentiate b/t *Absence seizures & *Tonic-Clonic seizures inc: *S/S *med/surg tx *emergency care & *pt teaching.</p> <p>2. Describe *Status Epilepticus.</p> <p>3. Discuss psycho-social issues for the pt w seizure D/O.</p> <p>4. Describe the 3 types of TBI inc: *S/S of each *med/surg tx acute complications *long-term complications & *nsg interventions.</p> <p>5. Discuss types of surgical procedures & pre/post op nsg care.</p> <p>6. Discuss *Herniated Disks inc: *S/S *med tx & *surg tx.</p> <p>7. Discuss *post-op nursing care of pt w spinal surgery.</p> <p>8. Discuss spinal cord injuries inc: *causes & types *S/S of each type *complications *key emergency med tx surg tx *nursing interventions & *pt teaching.</p>	<p><u>MED/SURG. NURSING II:</u> 6 hours <i>Neurological Disorders (D/Os)</i></p> <p>Seizure D/Os</p> <p>Traumatic Brain Injury (TBI)</p> <p>Intracranial Surgery</p> <p>Spinal D/Os</p> <p>Spinal Surgery</p> <p>Spinal Cord Injuries</p>	<p>1. Lecture</p> <p>2. Discussion</p> <p>3. DVDs</p> <p>4. Transparencies</p> <p>5. Computer-assisted learning</p> <p>6. Reading</p> <p>7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing</p> <p>2. Case Studies</p> <p>3. Return Demos</p> <p>4. Role-playing</p> <p>5. Group presentations</p> <p>6. Instructor Observation</p>	<p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 77 Review: Chapter 19</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 77</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapters 56, 57</p> <p>Intro to Pharmacology Asperheim, 11th Edition Chapter 21</p> <p>ATI DVD Volume 1 ATI Adult Med/Surg Book Unit 8, Chapters 84-91</p>

THEORY OBJECTIVES: Neurological Disorders

THEORY OBJECTIVES:	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <p>Discuss *Parkinson's Disease inc: *path/etiology *S/S complications *med tx *nsg interventions & *pt teaching.</p> <p>Discuss *Alzheimer's Disease inc: *path/etiology *S/S complications *med/surg tx *nsg interventions & *pt teaching.</p> <p>Discuss caregiver role strain when caring for pts w above D/Os.</p> <p>Discuss *Multiple Sclerosis (MS) inc: *patho *S/S *med tx *nursing interventions</p> <p>Differentiate b/t *Myasthenia Gravis *Amyotrophic Lateral Sclerosis (ALS) & *Guillan-Barre Syndrome inc: *key nursing interventions.</p> <p>Differentiate b/t *Trigeminal Neuralgia (ic douloureux) & Bell's Palsy inc: *patho/etiology *S/S *complications *med tx nursing interventions & *patient teaching.</p> <p>Review appropriate pharmacology for nervous system D/Os.</p>	<p><u>MED/SURG. NURSING II:</u> 6 hours Neurological Disorders (D/Os)</p> <p>Degenerative Neuromuscular D/Os Parkinson's Disease</p> <p>Alzheimer's Disease</p> <p>Peripheral Nervous Sys D/Os Neuromuscular D/Os</p> <p>Cranial Nerve D/Os</p> <p>Pharmacology Overview</p>	<p>1.Lecture 2.Discussion 3.DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 77 Review: Chapter 19</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 77</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapters 56, 57</p> <p>Intro to Pharmacology Asperheim, 11th Edition Chapter 21</p> <p>ATI DVD Volume 1 ATI Adult Med/Surg Book Unit 8, Chapters 84-91</p>

THEORY OBJECTIVES: Care of the Surgical Patient

THEORY OBJECTIVES:	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. List risk factors to be identified in a pre-op nursing assessment. 3. Discuss factors that influence an individual's ability to tolerate surgery. 4. List information to include in a general teaching plan for a pre-op patient/family. 5. Discuss following pre-op preparations & explain rationales: *Lab tests *Informed consent *GI prep *Skin prep 6. Discuss pre-op check list & related nursing responsibilities. 7. Discuss the nursing process as it pertains to the surgical pt. 8. Explain following procedures & rationales for post-op pts: *Turning *Deep breathing *Coughing *Leg exercises 9. Describe the most common post-op complications. 10. Discuss nursing interventions & rationales designed to prevent or treat the above common post-op complications. 	<p><u>MED/SURG. NURSING II:</u> 6 hours <i>Care of the Surgical Patient</i></p> <p><i>Perioperative Care</i> Factors in Surgery Types of Surgery Nursing Considerations Sedation Anesthesia</p> <p><i>Preoperative Nursing Care</i> Preoperative Checklist Client and Family Support Gathering Data Preoperatively Skin Preparation Intestinal Preparation Preoperative Medications Client Transport</p> <p><i>Intraoperative Nursing Care</i> Post-Op Procedures Post-Op Complications</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation 	<p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 56</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 56</p>

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>SEE CLINICAL PERFORMANCE OBJECTIVES)</p> <p>1. Demo ability to assess assigned pts: Pre & post-op, *Cancer, *HIV/AIDS Scheduled for tests related to surg procedure cancer, HIV/AIDS & previously covered D/Os.</p> <p>2. Demo ability to plan & provide basic care for three assigned pre/post-op pts inc completion of ordered procedures & documentation of same.</p> <p>3. Demo ability to plan & provide basic care for three assigned pts w previously covered diagnoses inc: completion of ordered procedures & documentation of same.</p> <p>4. Demo ability to ID & write two medical problems two psychosoch problems for pre/post-op pts, cancer pt, &/or HIV/AIDS pt.</p> <p>5. Demo ability to ID & write two medical problems two psychosoch problems for assigned pts: pre/post-op, cancer, HIV/AIDS, &/or previously covered D/Os.</p> <p>6. Demo ability to teach pt/family two key aspects related to pre/post-op surgery, cancer, HIV/AIDS &/or previously covered D/Os.</p>	<p>07. Demo ability to ID/explain lab values related to assigned pts; surgical, cancer, HIV/AIDS, &/or previously covered D/Os.</p> <p>08. Demo ability to perform & record SMBG as assigned inc: reporting results to staff.</p> <p>09. Observe Ivs & document following: *Type of IV fluids *Flow rate *Condition of IV site</p> <p>10. Demo ability to DC IVs appropriately w documentation.</p> <p>11. Admin of meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pt for responses & reactions to meds.</p> <p>12. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction.</p> <p>13. Participate in assigned group case studies: *Surgery-pre & post-op care *HIV/AIDS *Cancer *Selected med-surg D/O</p>	<p>CLINICAL</p> <p>SURGICAL PT</p> <p>HIV/AIDS</p> <p>CANCER</p> <p>CUMMULATIVE M-S</p>	<p>1. Demonstration</p> <p>2. Practice</p> <p>3. DIRECT PT CARE</p> <p>4. PROCEDURAL OBSERVATION</p> <hr/> <p style="text-align: center;">EVALUATION</p> <p>1. Return Demos</p> <p>2. Role-playing</p> <p>3. Group presentation</p> <p>4. Instructor Observations</p> <p>5. Instructor Evaluations</p>

THEORY OBJECTIVES: Care of the Surgical Patient

THEORY OBJECTIVES:	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ul style="list-style-type: none"> 1. Discuss initial nursing assessment & management of the post-op pt immediately after transfer from PAR unit. 2. Identify & discuss the information needed by the post-op pt in preparation for discharge. 3. Discuss considerations for the older adult surgical pt. 4. Discuss post surgical nutrition for the following: *Oral surgery *Gastric surgery *Intestinal surgery *Other major surgeries 	<p><u>MED/SURG. NURSING II:</u> 6 hours <i>Care of the Surgical Patient</i></p> <p>Post-Op Assessment</p> <p>Discharge Planning</p> <p>Older Adult Considerations</p> <p>Post-Surgical Nutrition</p>	<p>1.Lecture</p> <p>2.Discussion</p> <p>3.DVDs</p> <p>4.Transparencies</p> <p>5.Computer-assisted learning</p> <p>6.Reading</p> <p>7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing</p> <p>2.Case Studies</p> <p>3.Return Demos</p> <p>4.Role-playing</p> <p>5.Group presentations</p> <p>6. Instructor Observation</p>	<p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 56</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 56</p>

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>SEE CLINICAL PERFORMANCE OBJECTIVES)</p> <p>1. Demo ability to assess assigned pts: Pre & post-op. *Cancer, *HIV/AIDS Scheduled for tests related to surg procedure cancer, HIV/AIDS & previously covered D/Os.</p> <p>2. Demo ability to plan & provide basic care for three assigned pre/post-op pts inc completion of ordered procedures & documentation of same.</p> <p>3. Demo ability to plan & provide basic care for three assigned pts w previously covered diagnoses inc: completion of ordered procedures & documentation of same.</p> <p>4. Demo ability to ID & write two medical two psychosoch problems for pre/post-op pts, cancer pt, &/or HIV/AIDS pt.</p> <p>5. Demo ability to ID & write two medical two psychosoch problems for assigned pts. pre/post-op, cancer, HIV/AIDS, &/or eviously covered D/Os.</p> <p>6. Demo ability to teach pt/family two key aspects related to pre/post-op surgery, cancer, HIV/AIDS &/or previously covered D/Os.</p>	<p>07. Demo ability to ID/explain lab values related to assigned pts; surgical, cancer, HIV/AIDS, &/or previously covered D/Os.</p> <p>08. Demo ability to perform & record SMBG as assigned inc: reporting results to staff.</p> <p>09. Observe lvs & document following: *Type of IV fluids *Flow rate *Condition of IV site</p> <p>10. Demo ability to DC IVs appropriately w documentation.</p> <p>11. Admin of meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pt for responses & reactions to meds.</p> <p>12. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction.</p> <p>13. Participate in assigned group case studies: *Surgery-pre & post-op care *HIV/AIDS *Cancer *Selected med-surg D/O</p>	<p>CLINICAL</p> <p>SURGICAL PT HIV/AIDS CANCER CUMMULATIVE M-S</p>	<p>1. Demonstration</p> <p>2. Practice</p> <p>3. DIRECT PT CARE</p> <p>4. PROCEDURAL OBSERVATION</p> <hr/> <p style="text-align: center;">EVALUATION</p> <p>1. Return Demos</p> <p>2. Role-playing</p> <p>3. Group presentation</p> <p>4. Instructor Observations</p> <p>5. Instructor Evaluations</p>

THEORY OBJECTIVES: HIV/AIDS

THEORY OBJECTIVES:	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <p>1. Define key terminology.</p> <p>2. Describe the agent that causes AIDS.</p> <p>3. Explain the difference b/t HIV positive & AIDS.</p> <p>4. Discuss the incidence of HIV & AIDS.</p> <p>5. Discuss the basics of HIV pathophysiology.</p> <p>6. Describe the progression of HIV infections.</p> <p>7. Discuss modes of transmission of HIV inc: *Sexual *Parenteral *Perinatal</p> <p>8. Discuss HIV prevention by healthcare workers inc use of standard precautions.</p> <p>9. Discuss CDC guidelines for counseling & testing clients at risk.</p> <p>10. Describe S/S of HIV infection.</p> <p>11. Describe common complications of HIV/AIDS inc: AIDS wasting syndrome *Candida *CMV *PCP *TB Kaposi's sarcoma *AIDS dementia complex.</p> <p>12. Discuss lab tests used in DX of HIV & issues related to HIV antibody testing.</p> <p>13. Describe the *med tx & *nursing interventions for the client with HIV/AIDS.</p>	<p><u>MED/SURG. NURSING II:</u></p> <p>6 hours</p> <p>HIV/AIDS</p> <p>Incidence</p> <p>Modes of Transmission</p> <p>Counseling/Testing Guidelines</p> <p>HIV Infection S/S</p> <p>Complications</p> <p>Lab Tests</p> <p>Med Tx/Nursing Care</p>	<p>1. Lecture</p> <p>2. Discussion</p> <p>3. DVDs</p> <p>4. Transparencies</p> <p>5. Computer-assisted learning</p> <p>6. Reading</p> <p>7. Handouts</p> <p>EVALUATION</p> <p>1. Classroom Testing</p> <p>2. Case Studies</p> <p>3. Return Demos</p> <p>4. Role-playing</p> <p>5. Group presentations</p> <p>6. Instructor Observation</p>	<p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 84</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 84</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapters 60, 61</p>

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to assess assigned pts: pre & post-op, *Cancer, *HIV/AIDS scheduled for tests related to surg procedure cancer, HIV/AIDS & previously covered D/Os. 2. Demo ability to plan & provide basic care for three assigned pre/post-op pts inc completion of ordered procedures & documentation of same. 3. Demo ability to plan & provide basic care for three assigned pts w previously covered diagnoses inc: completion of ordered procedures & documentation of same. 4. Demo ability to ID & write two medical two psychosoch problems for pre/post-op pts, cancer pt, &/or HIV/AIDS pt. 5. Demo ability to ID & write two medical two psychosoch problems for assigned pts: pre/post-op, cancer, HIV/AIDS, &/or previously covered D/Os. 6. Demo ability to teach pt/family two key aspects related to pre/post-op surgery, cancer, HIV/AIDS &/or previously covered D/Os.	07. Demo ability to ID/explain lab values related to assigned pts; surgical, cancer, HIV/AIDS, &/or previously covered D/Os. 08. Demo ability to perform & record SMBG as assigned inc: reporting results to staff. 09. Observe Ivs & document following: *Type of IV fluids *Flow rate *Condition of IV site 10. Demo ability to DC IVs appropriately w documentation. 11. Admin of meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pt for responses & reactions to meds. 12. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 13. Participate in assigned group case studies: *Surgery-pre & post-op care *HIV/AIDS *Cancer *Selected med-surg D/O	CLINICAL SURGICAL PT HIV/AIDS CANCER CUMMULATIVE M-S	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

THEORY OBJECTIVES: Oncology

THEORY OBJECTIVES:	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. Review normal A&P of the cell. 3. Differentiate b/t benign tumors & malignant tumors. 4. Describe the pathophysiology & classifications of cancer. 5. Describe the process of cancer metastasis. 6. ID well-known risk factors for cancer. 7. ID the seven warning signals of cancer. 8. Discuss the American Cancer Society's screening recommendations. 9. List common diagnostic test used in the dx of cancer. 10. Discuss surgical interventions for cancer. 11. Describe nursing interventions when caring for pts receiving radiation therapy. 12. Discuss chemotherapy & related side effects. 13. Discuss the nursing process for cancer pts. 	<p>MED/SURG. NURSING II: 6 hours Oncology</p> <p>Tumors</p> <p>Metastasis</p> <p>Risk Factors</p> <p>Warning Signals</p> <p>Screening Recommendations</p> <p>Tests</p> <p>Surgical Interventions</p> <p>Radiation Therapy</p> <p>Chemotherapy</p> <p>Nursing Process</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role playing 5. Group presentations 6. Instructor Observation 	<p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 82</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 82</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapters 42, 43</p>

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to assess assigned pts: pre & post-op, *Cancer, *HIV/AIDS scheduled for tests related to surg procedure cancer, HIV/AIDS & previously covered D/Os. 2. Demo ability to plan & provide basic care for three assigned pre/post-op pts inc completion of ordered procedures & documentation of same. 3. Demo ability to plan & provide basic care for three assigned pts w previously covered diagnoses inc: completion of ordered procedures & documentation of same. 4. Demo ability to ID & write two medical two psychosoch problems for pre/post-op pts, cancer pt, &/or HIV/AIDS pt. 5. Demo ability to ID & write two medical two psychosoch problems for assigned pts: pre/post-op, cancer, HIV/AIDS, &/or previously covered D/Os. 6. Demo ability to teach pt/family two key aspects related to pre/post-op surgery, cancer, HIV/AIDS &/or previously covered D/Os.	07. Demo ability to ID/explain lab values related to assigned pts; surgical, cancer, HIV/AIDS, &/or previously covered D/Os. 08. Demo ability to perform & record SMBG as assigned inc: reporting results to staff. 09. Observe Ivs & document following: *Type of IV fluids *Flow rate *Condition of IV site 10. Demo ability to DC IVs appropriately w documentation. 11. Admin of meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pt for responses & reactions to meds. 12. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 13. Participate in assigned group case studies: *Surgery-pre & post-op care *HIV/AIDS *Cancer *Selected med-surg D/O	CLINICAL SURGICAL PT HIV/AIDS CANCER CUMMULATIVE M-S	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

THEORY OBJECTIVES: MED-SURG REVIEW

THEORY OBJECTIVES:	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <p>1. Review Med-Surg. Material from Term III in preparation for the final.</p>	<p><u>Med-Surg Review</u> (4 hours)</p> <p>Endocrine Disorders Male Reproductive Disorders Female Reproductive Disorders Sensory Disorders Neurological Disorders Care of the Surgical Patient HIV/AIDS Oncology</p>	<p>1.Lecture 2.Discussion 3.DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading: All Term III textbook chapters</p>

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to assess assigned pts w: Diabetes Endocrine D/Os Scheduled for endocrine related D/O Pre/post-op endocrine related surgery 2. Demo ability to plan & provide basic care for three assigned pts w above dxs inc: documentation of same. 3. Demo ability to ID & write two medical two psychosoch problems for pts w diabetes & endocrine related D/Os. 4. Demo ability to teach pt/family two key aspects related to diabetes & endocrine D/Os. 5. Demo ability to ID/explain lab values related to diabetes & endocrine D/Os. 3. Demo ability to perform & record SMBG s assigned inc: reporting results to staff.	07. Observe lvs & document following: *Type of IV fluids *Flow rate *Condition of IV site 08. Demo ability to DC lvs appropriately w documentation. 09. Admin of meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pt for responses & reactions to meds. 10. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 11. Participate in assigned group case studies: *Diabetes *Hypothyroidism *Care of post-op thyroidectomy	CLINICAL ENDOCRINE D/Os Review	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to assess assigned pts w: Reproductive D/Os and/or endocrine D/Os Scheduled for reproductive related tests Pre/post-op reproductive related surgery 2. Demo ability to plan & provide basic care for three assigned pts w above dxs inc: completion of ordered procedures & documentation of same. 3. Demo ability to ID & write two medical two psychosoch problems for pts w reproductive related D/Os. 4. Demo ability to teach pt/family two key aspects related to reproductive related D/Os 5. Demo ability to ID/explain lab values related to reproductive D/Os. 6. Demo ability to: Provide catheter care Perform catheterization male/female Maintain accurate I&O 7. Demo ability to perform & record SMBG s assigned inc: reporting results to staff.	08. Observe Ivs & document following: *Type of IV fluids *Flow rate *Condition of IV site 09. Demo ability to DC Ivs appropriately w documentation. 10. Admin of meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pt for responses & reactions to meds. 11. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 12. Participate in assigned group case studies: *TURP & post-op care *Hystrectomy & post-op care *Breast cancer w/wo post-op care	CLINICAL REPRODUCTIVE D/Os Review	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

THEORY OBJECTIVES: NCLEX REVIEW

THEORY OBJECTIVES:	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <p>Practice NCLEX-Style questions on Medical-Surgical Nursing in preparation for the NCLEX-PN.</p>	<p><u>NCLEX Review</u> (4 hours)</p> <p>Endocrine Disorders Male Reproductive Disorders Female Reproductive Disorders Sensory Disorders Neurological Disorders Care of the Surgical Patient HIV/AIDS Oncology</p>	<p>1.Lecture 2.Discussion 3.DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Practice NCLEX questions on the following subjects:</p> <p>Endocrine Disorders Male Reproductive Disorders Female Reproductive Disorders Sensory Disorders Neurological Disorders Care of the Surgical Patient HIV/AIDS Oncology</p>

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>SEE CLINICAL PERFORMANCE OBJECTIVES)</p> <p>1. Demo ability to assess assigned pts w: sensory related D/Os and/or repro D/Os scheduled for sensory and/or repro, endocrine related tests pre/post-op sensory related surgery and/or endocrine/repro related surgery</p> <p>2. Demo ability to plan & provide basic care for three assigned pts w above dxs on completion of ordered procedures & documentation of same.</p> <p>3. Demo ability to ID & write two medical records two psychosocial problems for pts w sensory D/Os.</p> <p>4. Demo ability to teach pt/family two key aspects related to sensory D/Os</p> <p>5. Demo ability to ID/explain lab values related to sensory and/or endocrine related D/Os.</p> <p>6. Demo ability to: assist visually impaired clients assist w feeding visually impaired clients</p> <p>7. Demo ability to perform & record VBG as assigned inc: reporting results to staff.</p>	<p>08. Observe Ivs & document following: *Type of IV fluids *Flow rate *Condition of IV site</p> <p>09. Demo ability to DC Ivs appropriately w documentation.</p> <p>10. Admin of meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pt for responses & reactions to meds.</p> <p>11. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction.</p> <p>12. Participate in assigned group case studies: *Glaucoma *Cataracts & pre/post op care *Retinal detachment & post/op care</p> <p>13. Tour Braille Institute (if available)</p> <p>14. Tour out-patient eye clinic (if available)</p>	<p>CLINICAL</p> <p>SENSORY D/Os Review</p>	<p>1. Demonstration</p> <p>2. Practice</p> <p>3. DIRECT PT CARE</p> <p>4. PROCEDURAL OBSERVATION</p>
			<p>EVALUATION</p> <p>1. Return Demos</p> <p>2. Role-playing</p> <p>3. Group presentation</p> <p>4. Instructor Observations</p> <p>5. Instructor Evaluations</p>

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to assess assigned pts w: neurological D/Os and/or sensory/repro D/Os Scheduled for neuro related tests and/or endocrine/sensory/repro tests Pre/post-op neuro related surgery and/or sensory/endorcrine/repro sugery 2. Demo ability to plan & provide basic care for three assigned pts w above dxs inc: completion of ordered procedures & documentation of same. 3. Demo ability to ID & write two medical two psychosoch problems for pts w neuro related D/Os. 4. Demo ability to teach pt/family two key aspects related to neuro D/Os 5. Demo ability to ID/explain lab values related to neurological D/Os. 6. Demo ability to: assist neurologically impaired clients 7. Demo ability to perform & record MBG as assigned inc: reporting results to staff.	08. Observe Ivs & document following: *Type of IV fluids *Flow rate *Condition of IV site 09. Demo ability to DC Ivs appropriately w documentation. 10. Admin of meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pt for responses & reactions to meds. 11. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 12. Participate in assigned group case studies: *CVA *Seizures *Parkinson's disease *Alzheimer's disease	CLINICAL NEUROLOGICAL D/Os Review	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>SEE CLINICAL PERFORMANCE OBJECTIVES)</p> <p>1. Demo ability to assess assigned pts: Pre & post-op, *Cancer, *HIV/AIDS Scheduled for tests related to surg procedure cancer, HIV/AIDS & previously covered D/Os.</p> <p>2. Demo ability to plan & provide basic care for three assigned pre/post-op pts inc completion of ordered procedures & documentation of same.</p> <p>3. Demo ability to plan & provide basic care for three assigned pts w previously covered diagnoses inc: completion of ordered procedures & documentation of same.</p> <p>4. Demo ability to ID & write two medical two psychosoch problems for pre/post-op pts, cancer pt, &/or HIV/AIDS pt.</p> <p>5. Demo ability to ID & write two medical two psychosoch problems for assigned pts: pre/post-op, cancer, HIV/AIDS, &/or previously covered D/Os.</p> <p>6. Demo ability to teach pt/family two key aspects related to pre/post-op surgery, cancer, HIV/AIDS &/or previously covered D/Os.</p>	<p>07. Demo ability to ID/explain lab values related to assigned pts; surgical, cancer, HIV/AIDS, &/or previously covered D/Os.</p> <p>08. Demo ability to perform & record SMBG as assigned inc: reporting results to staff.</p> <p>09. Observe lvs & document following: *Type of IV fluids *Flow rate *Condition of IV site</p> <p>10. Demo ability to DC IVs appropriately w documentation.</p> <p>11. Admin of meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pt for responses & reactions to meds.</p> <p>12. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction.</p> <p>13. Participate in assigned group case studies: *Surgery-pre & post-op care *HIV/AIDS *Cancer *Selected med-surg D/O</p>	<p>CLINICAL</p> <p>SURGICAL PT HIV/AIDS CANCER CUMMULATIVE M-S Review</p>	<p>1. Demonstration</p> <p>2. Practice</p> <p>3. DIRECT PT CARE</p> <p>4. PROCEDURAL OBSERVATION</p> <hr/> <p style="text-align: center;">EVALUATION</p> <p>1. Return Demos</p> <p>2. Role-playing</p> <p>3. Group presentation</p> <p>4. Instructor Observations</p> <p>5. Instructor Evaluations</p>

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>SEE CLINICAL PERFORMANCE OBJECTIVES)</p> <p>1. Demo ability to assess assigned pts: pre & post-op, *Cancer, *HIV/AIDS scheduled for tests related to surg procedure cancer, HIV/AIDS & previously covered D/Os.</p> <p>2. Demo ability to plan & provide basic care for three assigned pre/post-op pts inc completion of ordered procedures & documentation of same.</p> <p>3. Demo ability to plan & provide basic care for three assigned pts w previously covered diagnoses inc: completion of ordered procedures & documentation of same.</p> <p>4. Demo ability to ID & write two medical two psychosoch problems for pre/post-op pts, cancer pt, &/or HIV/AIDS pt.</p> <p>5. Demo ability to ID & write two medical two psychosoch problems for assigned pts: pre/post-op, cancer, HIV/AIDS, &/or eviously covered D/Os.</p> <p>6. Demo ability to teach pt/family two key aspects related to pre/post-op surgery, cancer, HIV/AIDS &/or previously covered D/Os.</p>	<p>07. Demo ability to ID/explain lab values related to assigned pts; surgical, cancer, HIV/AIDS, &/or previously covered D/Os.</p> <p>08. Demo ability to perform & record SMBG as assigned inc: reporting results to staff.</p> <p>09. Observe lvs & document following: *Type of IV fluids *Flow rate *Condition of IV site</p> <p>10. Demo ability to DC IVs appropriately w documentation.</p> <p>11. Admin of meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pt for responses & reactions to meds.</p> <p>12. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction.</p> <p>13. Participate in assigned group case studies: *Surgery-pre & post-op care *HIV/AIDS *Cancer *Selected med-surg D/O</p>	<p>CLINICAL</p> <p>SURGICAL PT HIV/AIDS CANCER CUMMULATIVE M-S Review</p>	<p>1. Demonstration</p> <p>2. Practice</p> <p>3. DIRECT PT CARE</p> <p>4. PROCEDURAL OBSERVATION</p>
			<p>EVALUATION</p> <p>1. Return Demos</p> <p>2. Role-playing</p> <p>3. Group presentation</p> <p>4. Instructor Observations</p> <p>5. Instructor Evaluations</p>

THEORY OBJECTIVES: MAKE-UP

THEORY OBJECTIVES:	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <p>1. Make-Up any missed material/assignments/hours from Term III</p>	<p><u>Make-Up</u> (4 hours)</p> <p>Endocrine Disorders Male Reproductive Disorders Female Reproductive Disorders Sensory Disorders Neurological Disorders Care of the Surgical Patient HIV/AIDS Oncology</p>	<p>1.Lecture 2.Discussion 3.DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading: All Term III textbook chapters</p>

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES)		CLINICAL	1. Demonstration
STUDENT MAKE-UP DAY. WORK ON ASSIGNMENT IF THE DAY MISSED.	04. Demo ability to assess and care for assigned pts w: *Neurological D/Os and/or sensory/repro D/Os *Scheduled for neuro related tests and/or endocrine/sensory/repro tests *Pre/post-op neuro related surgery and/or sensory/endorcrine/repro sugery	MAKE-UP DAY: ENDOCRINE D/Os REPRODUCTIVE D/Os	2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
1. Demo ability to assess and care for assigned pts w: Diabetes Endocrine D/Os Scheduled for endocrine related D/O Pre/post-op endocrine related surgery	05. Demo ability to assess and care for assigned pts w: *Pre & post-op, *Cancer, *HIV/AIDS *Scheduled for tests related to surg procedure cancer, HIV/AIDS & previously covered D/Os.	SENSORY D/Os NEUROLOGICAL D/Os	
2. Demo ability to assess and care for assigned pts w: Reproductive D/Os and/or endocrine D/Os Scheduled for reproductive related tests Pre/post-op reproductive related surgery		SURGICAL PT HiV/AIDS CANCER	EVALUATION
3. Demo ability to assess and care for assigned pts w: Sensory related D/Os and/or repro D/Os Scheduled for sensory and/or repro, endocrine related tests Pre/post-op sensory related surgery and/or endocrine/repro related surgery	06. Demo ability to plan & provide basic care for three assigned pts w above dxs inc: documentation of same.	CUMMULATIVE M-S	1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

THEORY OBJECTIVES: MAKE-UP

THEORY OBJECTIVES:	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <p>Make-Up any missed material/assignments/hours from Term III</p>	<p>Make-Up (4 hours)</p> <p>Endocrine Disorders Male Reproductive Disorders Female Reproductive Disorders Sensory Disorders Neurological Disorders Care of the Surgical Patient HIV/AIDS Oncology</p>	<p>1.Lecture 2.Discussion 3.DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading: All Term III textbook chapters</p>

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) STUDENT MAKE-UP DAY. WORK ON ASSIGNMENT OF THE DAY MISSED. 1. Demo ability to assess and care for assigned pts w: Diabetes Endocrine D/Os Scheduled for endocrine related D/O Pre/post-op endocrine related surgery 2. Demo ability to assess and care for assigned pts w: Reproductive D/Os and/or endocrine D/Os Scheduled for reproductive related tests Pre/post-op reproductive related surgery 3. Demo ability to assess and care for assigned pts w: Sensory related D/Os and/or repro D/Os Scheduled for sensory and/or repro, endocrine related tests Pre/post-op sensory related surgery and/or endocrine/repro related surgery	04. Demo ability to assess and care for assigned pts w: *Neurological D/Os and/or sensory/repro D/Os *Scheduled for neuro related tests and/or endocrine/sensory/repro tests *Pre/post-op neuro related surgery and/or sensory/endorcrine/repro sugery 05. Demo ability to assess and care for assigned pts w: *Pre & post-op, *Cancer, *HIV/AIDS *Scheduled for tests related to surg procedure cancer, HIV/AIDS & previously covered D/Os. 06. Demo ability to plan & provide basic care for three assigned pts w above dxs inc: documentation of same.	CLINICAL MAKE-UP DAY: ENDOCRINE D/Os REPRODUCTIVE D/Os SENSORY D/Os NEUROLOGICAL D/Os SURGICAL PT HIV/AIDS CANCER CUMMULATIVE M-S	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

THEORY OBJECTIVES : MATERNITY NURSING

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to</p> <ol style="list-style-type: none"> 1. Review A&P of female reproductive system. 2. Define key terminology. 3. Explain the physiology of conception. 4. Discuss the anatomic & physiologic alterations occurring during pregnancy. 5. Identify the components of antepartal assessment. 6. Compare & contrast the presumptive, possible, & positive signs of pregnancy. 7. List danger signs & symptoms that might occur during pregnancy. 8. Discuss the common discomforts of pregnancy w focus on skin changes, GI, & urinary systems. 9. Discuss cultural practices & beliefs that may affect on-going health care during pregnancy. 10. Discuss nutritional requirements during pregnancy. 	<p>MATERNITY NURSING 6 hours <i>Defining Pregnancy as a Normal Process</i> Preconceptional Care Stages of Human Development Changes in a Woman's Body During Pregnancy Signs of Pregnancy Sign of Possible Problems During Pregnancy Choosing a Healthcare Provider Components of Prenatal Care <i>Preparing to Be a Parent</i> Preparing for Labor and Birth</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ. 	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 29, 64</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 29, 64</p> <p>Saunders NCLEX-PN Silvestri, 4th Ed Chapters: 20, 21, 22</p>

THEORY OBJECTIVES : MATERNITY NURSING

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to</p> <p>Define key terminology.</p> <p>Explain the five factors (five Ps) involved in the process of labor & delivery.</p> <p>Discuss the sign & symptoms of impending labor.</p> <p>Distinguish between true & false labor.</p> <p>Discuss fetopelvic disproportion.</p> <p>Describe the 'powers' involved in labor & delivery.</p> <p>Identify the mechanisms of labor.</p> <p>Identify the stages of labor.</p> <p>Describe the assessment for labor & delivery.</p> <p>1. Explain breathing techniques beneficial for pt in labor.</p> <p>2. Outline medical interventions related to the L & D process.</p> <p>3. Discuss nursing interventions related to the L & D process.</p> <p>4. Discuss the evaluative criteria of the Apgar Scoring Chart.</p>	<p>MATERNITY NURSING 6 hours <i>Labor and Birth as Normal Processes</i> The Four Stages of Labor Choices in Labor and Birth The Process of Labor <i>Nursing Care During Labor</i> Nursing Care During Stage I Nursing Care During Stage II Nursing Care During State III Postpartum Care</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 65</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 65</p> <p>Saunders NCLEX-PN Silvestri, 4th Ed Chapter: 23</p>

THEORY OBJECTIVES : MATERNITY NURSING

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to</p> <ol style="list-style-type: none"> Define key terminology. Discuss maternal postpartum physiologic changes. Describe postpartum assessment of the mother. Discuss nursing interventions during the postpartum period. Explain importance of teaching personal & infant care. Discuss the psychosocial adaptation that occur postpartum. Describe the assessment of the normal newborn. Identify physical characteristics of the normal newborn. Identify normal reflexes observed in the newborn. Explain common variations that may be observed in newborns. Describe behavioral characteristics of the newborn. Discuss nursing interventions for circumcised newborn. Explain bonding (parent-child attachment). Discuss nutritional needs & feeding of the newborn. 	<p>MATERNITY NURSING 6 hours Important Concepts in Newborn Care Respiration Body Temperature Care of the Newborn Immediately After Birth Initial Assessment: Apgar Score Neonatal Resuscitation Maintaining Body Temperature Clamping and Cutting the Cord Identification Protection Against Disease Promoting Parental-Infant Bonding Characteristics of the Normal Newborn Weight and Length Head and Body Skin Movement and Activities</p>	<ol style="list-style-type: none"> Lecture Discussion DVDs Transparencies Computer-assisted learning Reading Handouts <p>EVALUATION</p> <ol style="list-style-type: none"> Classroom Testing Case Studies Return Demos Role-playing Group presentations Instructor Observ. 	<p>Reading: Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 66</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 66</p> <p>Saunders NCLEX-PN Silvestri, 4th Ed Chapters: 24, 25, 26</p>

THEORY OBJECTIVES : MATERNITY NURSING

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to</p> <p>Define key terminology.</p> <p>List those conditions that increase maternal & fetal risk.</p> <p>Discuss bleeding disorders that can occur during pregnancy.</p> <p>Identify diagnostic tests used to determine high-risk situations.</p> <p>Describe the HELLP syndrome.</p> <p>Discuss pregnancy-induced hypertension.</p> <p>Identify pre-existing maternal health conditions that influence pregnancy.</p> <p>List the infectious diseases most likely to cause serious complications.</p> <p>Discuss the care of the pregnant adolescent.</p> <p>1. Discuss problems caused by alcohol & drug use.</p> <p>2. Identify concerns related to preterm infants.</p> <p>3. Explain the hemolytic diseases of the newborn.</p> <p>3. Discuss nursing interventions related to high-risk conditions of the mother & newborn.</p>	<p>MATERNITY NURSING CARE OF THE HIGH-RISK MOTHER & NEWBORN 6 hours High-Risk Factors</p> <p>Diagnostic Tests</p> <p>Hypertension</p> <p>Health Conditions/Diseases</p> <p>Adolescent Pregnancy</p> <p>Alcohol & Drug Use</p> <p>Preterm Infants</p> <p>Nursing Interventions</p>	<p>1.Lecture</p> <p>2.Discussion</p> <p>3.Videos/Tapes</p> <p>4.Transparencies</p> <p>5.Computer-assisted learning</p> <p>6.Reading</p> <p>7.Handouts</p> <p>EVALUATION</p> <p>1.Classroom Testing</p> <p>2.Case Studies</p> <p>3.Return Demos</p> <p>4.Role-playing</p> <p>5.Group presentations</p> <p>6. Instructor Observation</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 67</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 67</p> <p>Saunders NCLEX-PN Silvestri, 4th Ed Chapter: 22, 23</p>

CLINICAL OBJECTIVES: Bell Women's Clinic, 5265 Fountain Ave. Suite 1A, Los Angeles, CA 90029

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES)	10. Utilizing nursing process, document assessment findings for labor pt.	CLINICAL	1. Demonstration
11. Observe/assist w prenatal physical exam.	11. Develop care plan for pt in all stages of labor.	MATERNITY NURSING	2. Practice
12. ID need for routine & special test for prenatal pt.	12. Assess fetal heart tones/time contractions.	HEALTH PROMOTION & PREGNANCY	3. DIRECT PT CARE
13. Interview prenatal pt w attention to danger signs of pregnancy & common discomforts of pregnancy.	13. Observe delivery/birthing process.	LABOR & DELIVERY	4. PROCEDURAL OBSERVATION
14. Interview prenatal pt & ID cultural beliefs & practices that may influence health care.	14. Observe C-Section delivery(if available)		
15. Demo ability to ID & write two medical & two psychosoch problems for assigned pt.	15. ID priorities of maternal care immediately after delivery.		
16. Demo ability to teach pt/family two key aspects related to prenatal health inc diet.	16. Participate in recovery of post-partum pt.		
17. Demo ability to ID/explain lab values related to prenatal health problems.	17. Write nursing care plan for normal post-partum pt.		
18. As permitted by facility, demo ability to admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pt for responses & reactions to meds.	18. Document assessment of normal post-partum pt.		
19. Observe/assist a normal labor by providing support/comfort measures & appropriate nursing interventions.	19. Observe/assist w post-partum check.		
	20. ID specific S/S of dangerous vs normal post-partum conditions.		
	21. Observe/assist giving guidance related to breast feeding.		
	22. Demo ability to assess, plan & provide basic care for assigned post-partum pt inc completion of ordered procedures & document.		
			EVALUATION
			1. Return Demos
			2. Role-playing
			3. Group presentation
			4. Instructor Observations
			5. Instructor Evaluations

THEORY OBJECTIVES : Make-Up

Make-up all missed assignments

CLINICAL OBJECTIVES: Bell Women's Clinic, 5265 Fountain Ave. Suite 1A, Los Angeles, CA 90029

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Observe/assist w prenatal physical exam. 2. ID need for routine & special test for prenatal pt. 3. Interview prenatal pt w attention to danger signs of pregnancy & common discomforts of pregnancy. 4. Interview prenatal pt & ID cultural beliefs & practices that may influence health care. 5. Demo ability to ID & write two medical & two psychosoch problems for assigned pt. 6. Demo ability to teach pt/family two key aspects related to prenatal health inc diet. 7. Demo ability to ID/explain lab values related to prenatal health problems. 8. As permitted by facility, demo ability to admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pt for responses & reactions to meds. 9. Observe/assist a normal labor by providing support/comfort measures & appropriate nursing interventions.	10. Utilizing nursing process, document assessment findings for labor pt. 11. Develop care plan for pt in all stages of labor. 12. Assess fetal heart tones/time contractions. 13. Observe delivery/birthing process. 14. Observe C-Section delivery(if available) 15. ID priorities of maternal care immediately after delivery. 16. Participate in recovery of post-partum pt. 17. Write nursing care plan for normal post-partum pt. 18. Document assessment of normal post-partum pt. 19. Observe/assist w post-partum check. 20. ID specific S/S of dangerous vs normal post-partum conditions. 21. Observe/assist giving guidance related to breast feeding. 22. Demo ability to assess, plan & provide basic care for assigned post-partum pt inc completion of ordered procedures & document.	CLINICAL MATERNITY NURSING HEALTH PROMOTION & PREGNANCY LABOR & DELIVERY	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

THEORY OBJECTIVES : PEDIATRIC NURSING

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to</p> <ul style="list-style-type: none"> 1. Review Growth & Development concepts. 2. Define key terminology. 3. Identify 10 Leading Health Indicators cited in Healthy People 2010. 4. List three benefits of regular physical activity in children. 5. State American Academy of Pediatrics recommendations for immunization administration in healthy infants & children. 6. State three strategies to promote dental health. 7. State causes & prevention of accidental poisonings. 8. Describe four strategies to prevent aspiration of foreign bodies. 9. Discuss proper use of infant safety seats in motor vehicles. 10. Identify six health benefits associated w exercise, activity & sports. 11. List ten safety precautions important in educating parents to prevent environmental injuries to children. 	<p>PEDIATRIC NURSING HEALTH PROMOTION FOR INFANT, CHILD, & ADOLESCENT</p> <p>G&D Overview</p> <p>Health Indicators</p> <p>Physical Activity</p> <p>Immunizations</p> <p>Dental Health</p> <p>Poisonings</p> <p>Aspiration</p> <p>Car Seats</p> <p>Health Benefits</p> <p>Parent Education</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 70</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 70</p> <p>Saunders NCLEX-PN Silvestri, 4th Ed Chapters: 39</p>

CLINICAL OBJECTIVES: Bell Women's Clinic, 5265 Fountain Ave. Suite 1A, Los Angeles, CA 90029

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 01. Observe/assist w prenatal physical exam. 02. ID need for routine & special test for prenatal pt. 03 Interview prenatal pt w attention to danger signs of pregnancy & common discomforts of pregnancy. 04. Interview prenatal pt & ID cultural beliefs & practices that may influence health care. 05. Demo ability to ID & write two medical & two psychosoch problems for assigned pt. 06. Demo ability to teach pt/family two key aspects related to prenatal health inc diet. 07 Demo ability to ID/explain lab values related to prenatal health problems. 08 As permitted by facility, demo ability to admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pt for esponses & reactions to meds. 09. Observe/assist a normal labor by providing support/comfort measures & appropriate nursing interventions.	10. Utilizing nursing process, document assessment findings for labor pt. 11. Develop care plan for pt in all stages of labor. 12. Assess fetal heart tones/time contractions. 13. Observe delivery/birthing process. 14. Observe C-Section delivery(if available) 15. ID priorities of maternal care immediately after delivery. 16. Participate in recovery of post-partum pt. 17. Write nursing care plan for normal post-partum pt. 18. Document assessment of normal post-partum pt. 19. Observe/assist w post-partum check. 20. ID specific S/S of dangerous vs normal post-partum conditions. 21. Observe/assist giving guidance related to breast feeding. 22. Demo ability to assess, plan & provide basic care for assigned post-partum pt inc completion of ordered procedures & document.	CLINICAL MATERNITY NURSING HEALTH PROMOTION & PREGNANCY LABOR & DELIVERY	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

CLINICAL OBJECTIVES: Ride to Fly, 50 Narcissa, Rancho Palos Verdes, CA 90275

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>SEE CLINICAL PERFORMANCE OBJECTIVES)</p> <p>1. Tour child care facility and: identify/describe stages of development based on ages of children. identify safety measures in facility to prevent injuries to children. Note facility requirements for immunizations. Note facility caregiver requirements/ training.</p> <p>2. Tour a pediatric playroom in hospital or OPD clinic & observe play as a part of therapy.</p> <p>3. Observe/assist w a physical assessment on one of the following pts: Toddler, pre-school. School-age, or adolescent.</p> <p>4. Observe/assist w a pediatric admission and discharge.</p> <p>5. Write a nursing care plan w 2 medical problems & one psychosocial problem on assigned peds pt.</p> <p>6. Demo ability to assess, plan & provide basic care for assigned pediatric pt inc completion of ordered procedures & document.</p> <p>7. Observe/assist w pre or post-op care on peds pt</p>	<p>08. As permitted by facility, demo ability to admin peds meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pt for responses & reactions to meds.</p> <p>09. Demo ability to calculate pediatric dosages of medications.</p> <p>10. Demo ability to plan/implement patient teaching for child/parent on assigned subject.</p> <p>11. Demo ability to ID/explain lab values related to pediatric health problems.</p> <p>12. Perform & document head-to-toe assessment on assigned child.</p> <p>13. Identify community resources available for pediatric pts w diabetes, cardiac, resp sensory D/Os, learning disabilities.</p> <p>14. Participate in assigned group case study: *Adolescent eating D/Os *Pediatric diabetes *Pediatric asthma *ADHD</p> <p>15. Tour pediatric D/O related facilities (if available)</p>	<p>CLINICAL</p> <p>PEDIATRIC NURSING</p>	<p>1. Demonstration</p> <p>2. Practice</p> <p>3. DIRECT PT CARE</p> <p>4. PROCEDURAL OBSERVATION</p>
			<p>EVALUATION</p> <p>1. Return Demos</p> <p>2. Role-playing</p> <p>3. Group presentation</p> <p>4. Instructor Observations</p> <p>5. Instructor Evaluations</p>

THEORY OBJECTIVES : PEDIATRIC NURSING

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to</p> <ol style="list-style-type: none"> Define key terminology Identify events that had a significant impact on health care of children in the US in the twentieth century. Discuss the works of Dr. Abraham Jacobi & Lilian Wald. Describe purposes & outcomes of White House Conference on Children from 1901 to the 1980s. Discuss personal characteristics & professional skills of a pediatric nurse. Identify key elements of family-centered care. Describe areas in which G&D principles are used by the pediatric nurse. Discuss the physical assessment of a child using the head-to-toe method. Describe metabolism & its relationship w nutrition in the child. List general strategies to consider when talking w children. <ol style="list-style-type: none"> Outline approaches for making hospitalization of child a positive experience for them & their families. Explain needs of parents during child's hospitalization. Discuss pain management in infants & children. Discuss common pediatric procedures. Discuss administration of pediatric medications. Identify each category of age/behavior, accident/hazard, & prevention in the pediatric child. 	<p>PEDIATRIC NURSING BASIC PEDIATRIC NURSING CARE</p> <p>Health Care of Children</p> <p>White House Conference</p> <p>Peds Nursing</p> <p>Family-Centered Care</p> <p>Child Assessment</p> <p>Nutrition</p> <p>Communication W Child</p> <p>Hospitalization</p> <p>Pain Management Procedures</p> <p>Medication Administration Safety</p>	<ol style="list-style-type: none"> Lecture Discussion Videos/Tapes Transparencies Computer-assisted learning Reading Handouts <p>EVALUATION</p> <ol style="list-style-type: none"> Classroom Testing Case Studies Return Demos Role-playing Group presentations Instructor Observation 	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 71</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 71</p> <p>Saunders NCLEX-PN Silvestri, 4th Ed Chapters: 36, 38</p>

CLINICAL OBJECTIVES: Ride to Fly, 50 Narcissa, Rancho Palos Verdes, CA 90275

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>SEE CLINICAL PERFORMANCE OBJECTIVES)</p> <p>1. Tour child care facility and: identify/describe stages of development based on ages of children. identify safety measures in facility to prevent injuries to children. Note facility requirements for immunizations. Note facility caregiver requirements/ training.</p> <p>2. Tour a pediatric playroom in hospital or OPD clinic & observe play as a part of therapy.</p> <p>3. Observe/assist w a physical assessment on one of the following pts: Toddler, pre-school, School-age, or adolescent.</p> <p>4. Observe/assist w a pediatric admission & discharge.</p> <p>5. Write a nursing care plan w 2 medical problems & one psychosocial problem on assigned peds pt.</p> <p>6. Demo ability to assess, plan & provide basic care for assigned pediatric pt inc completion of ordered procedures & document.</p> <p>7. Observe/assist w pre or post-op care of peds pt.</p>	<p>08. As permitted by facility, demo ability to admin peds meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pt for responses & reactions to meds.</p> <p>09. Demo ability to calculate pediatric dosages of medications.</p> <p>10. Demo ability to plan/implement patient teaching for child/parent on assigned subject.</p> <p>11. Demo ability to ID/explain lab values related to pediatric health problems.</p> <p>12. Perform & document head-to-toe assessment on assigned child.</p> <p>13. Identify community resources available for pediatric pts w diabetes, cardiac, resp sensory D/Os, learning disabilities.</p> <p>14. Participate in assigned group case study: *Adolescent eating D/Os *Pediatric diabetes *Pediatric asthma *ADHD</p> <p>15. Tour pediatric D/O related facilities (if available)</p>	<p>CLINICAL</p> <p>PEDIATRIC NURSING</p>	<p>1. Demonstration</p> <p>2. Practice</p> <p>3. DIRECT PT CARE</p> <p>4. PROCEDURAL OBSERVATION</p>
			<p>EVALUATION</p> <p>1. Return Demos</p> <p>2. Role-playing</p> <p>3. Group presentation</p> <p>4. Instructor Observations</p> <p>5. Instructor Evaluations</p>

THEORY OBJECTIVES : PEDIATRIC NURSING

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. Describe clinical manifestations of common peds skin D/Os. 3. Discuss nursing interventions for pt w congenital hip dysplasia. 4. Describe clinical manifestations & medical management of child w GI system dysfunctions. 5. Discuss nursing interventions for peds congenital heart disease. 6. ID major alterations in respiratory function & specific nursing interventions for child w pneumonia. 7. ID methods of nursing assessment to detect alterations in sensory organs. 8. List five clinical manifestations of meningitis. 9. Describe nursing interventions for child w cast/corrective device. 10. State five physical & behavioral indicators that may arouse suspicion of child abuse. <ol style="list-style-type: none"> 1. ID six possible causes of cognitive impairment. 2. Describe clinical manifestations of Down syndrome. 3. Describe medical management & nursing interventions for child w a learning disability. 4. Describe four nursing interventions for child w ADHD. 5. ID six clinical manifestations of depression in children. 6. Discuss three nursing interventions for suicidal child. 	<p>PEDIATRIC NURSING CARE OF THE CHILD WITH PHYSICAL D/Os</p> <p>Skin D/Os</p> <p>Hip Dysplasia</p> <p>GI D/Os</p> <p>Congenital Heart Disease</p> <p>Pneumonia</p> <p>Sensory Organ Assessment</p> <p>Meningitis</p> <p>Orthopedic</p> <p>CARE OF CHILD W & MENTAL OR COGNITIVE D/Os</p> <p>Child Abuse Indicators</p> <p>Cognitive Impairment</p> <p>Down Syndrome</p> <p>Learning Disability</p> <p>ADHD</p> <p>Depression</p> <p>Suicide</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Videos/Tapes 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation 	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 72</p> <p>Study Guide</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 72</p> <p>Saunders NCLEX-PN Silvestri, 4th Ed Chapters: 35</p>

CLINICAL OBJECTIVES: Ride to Fly, 50 Narcissa, Rancho Palos Verdes, CA 90275

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>SEE CLINICAL PERFORMANCE OBJECTIVES)</p> <p>1. Tour child care facility and: identify/describe stages of development based on ages of children. identify safety measures in facility to prevent injuries to children. Note facility requirements for immunizations. Note facility caregiver requirements/ training.</p> <p>2. Tour a pediatric playroom in hospital or PD clinic & observe play as a part of therapy.</p> <p>3. Observe/assist w a physical assessment on one of the following pts: Toddler, pre-school, School-age, or adolescent.</p> <p>4. Observe/assist w a pediatric admission & discharge.</p> <p>5. Write a nursing care plan w 2 medical problems & one psychosocial problem on assigned peds pt.</p> <p>6. Demo ability to assess, plan & provide basic care for assigned pediatric pt inc completion of ordered procedures & document.</p> <p>7. Observe/assist w pre or post-op care for peds pt.</p>	<p>08. As permitted by facility, demo ability to admin peds meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pt for responses & reactions to meds.</p> <p>09. Demo ability to calculate pediatric dosages of medications.</p> <p>10. Demo ability to plan/implement patient teaching for child/parent on assigned subject.</p> <p>11. Demo ability to ID/explain lab values related to pediatric health problems.</p> <p>12. Perform & document head-to-toe assessment on assigned child.</p> <p>13. Identify community resources available for pediatric pts w diabetes, cardiac, resp sensory D/Os, learning disabilities.</p> <p>14. Participate in assigned group case study: *Adolescent eating D/Os *Pediatric diabetes *Pediatric asthma *ADHD</p> <p>15. Tour pediatric D/O related facilities (if available)</p>	<p>CLINICAL</p> <p>PEDIATRIC NURSING</p>	<p>1. Demonstration</p> <p>2. Practice</p> <p>3. DIRECT PT CARE</p> <p>4. PROCEDURAL OBSERVATION</p>
			<p>EVALUATION</p> <p>1. Return Demos</p> <p>2. Role-playing</p> <p>3. Group presentation</p> <p>4. Instructor Observations</p> <p>5. Instructor Evaluations</p>

THEORY OBJECTIVES : LEADERSHIP & SUPERVISION

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. Discuss three methods of applying for a job. 3. Discuss what can be expected from a job interview. 4. Discuss confidentiality & its legal implications. 5. List advantages of membership in nursing organizations. 6. Discuss career opportunities for the LVN. 7. Explain the structure & role of the charge nurse. 8. Discuss guidelines of effective leadership. 9. Discuss styles of leadership that may be used by the LVN. 10. Discuss duties of a nurse team leader. <ol style="list-style-type: none"> 1. ID strategies to prevent burnout. 2. Describe the Nurse Practice Act & its implications. 3. ID three important functions of a state board of nursing. 4. List four reasons a state board of nursing could revoke a nursing license. 5. Discuss the Computerized Adaptive Testing (CAT) for the National Council Licensure Examination (NCLEX) for the LVN candidate. 6. ID two reasons why an evaluation is important. 7. Discuss telephone manners in professionalism. 8. List three types of physician's orders & discuss the legal aspects of each. 9. List three ways you can ensure accuracy when transcribing physician's orders. 10. List the pertinent data necessary to compile & present an effective end-of-shift report. 	<p>LEADERSHIP & SUPERVISION</p> <p>Employment Confidentially Nursing Organizations Career Opportunities Charge Nurse Leadership Team Leading Nurse Practice Act State Board of Nursing CAT/NCLEX-PN Evaluations Telephone Manners MD's Orders End-Of-Shift Report</p>	<p>1. Lecture</p> <p>2. Discussion</p> <p>3. Videos/Tapes</p> <p>4. Transparencies</p> <p>5. Computer-assisted learning</p> <p>6. Reading</p> <p>7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing</p> <p>2. Case Studies</p> <p>3. Return Demos</p> <p>4. Role-playing</p> <p>5. Group presentations</p> <p>6. Instructor Observation</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 100, 101</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 100, 101</p> <p>Saunders NCLEX-PN Silvestri, 4th Ed Chapters: 1-5</p>

CLINICAL OBJECTIVES: Make-Up

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>SEE CLINICAL PERFORMANCE OBJECTIVES) MISSED DAY OBJECT.</p> <p>1. Observe/assist w prenatal physical exam.</p> <p>2. ID need for routine & special test for prenatal pt.</p> <p>3. Interview prenatal pt w attention to danger signs of pregnancy & common discomforts of pregnancy.</p> <p>4. Observe/assist a normal labor by providing support/comfort measures & appropriate nursing interventions.</p> <p>5. Observe/assist w initial assessment of newborn & document.</p> <p>6. Observe/assist in immediate care of newborn w attn to: methods to prevent heat loss, proper identification, maintaining airway, hgt & wgt.</p> <p>7. Observe/assist w care of high-risk newborn.</p>	<p>08. Tour child care facility and:</p> <p>*Identify/describe stages of development based on ages of children.</p> <p>*Identify safety measures in facility to prevent injuries to children.</p> <p>*Note facility requirements for immunizations.</p> <p>*Note facility caregiver requirements/training.</p>	<p>CLINICAL</p> <p>MAKE-UP DAY(S)</p> <p>MATERNITY NURSING</p> <p>HEALTH PROMOTION & PREGNANCY</p> <p>LABOR & DELIVERY</p> <p>CLINICAL MATERNITY NURSING CARE OF THE MOTHER & NEWBORN</p> <p>CARE OF THE HIGH-RISK MOTHER & NEWBORN</p> <p>PEDIATRIC NURSING</p>	<p>1. Demonstration</p> <p>2. Practice</p> <p>3. DIRECT PT CARE</p> <p>4. PROCEDURAL OBSERVATION</p>
		<p>EVALUATION</p> <p>1. Return Demos</p> <p>2. Role-playing</p> <p>3. Group presentation</p> <p>4. Instructor Observations</p> <p>5. Instructor Evaluations</p>	

THEORY OBJECTIVES : MEDICAL-SURGICAL NURSING

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Review all previous Med-Surg Material 2. Describe the process of cancer metastasis. 3. Discuss the basics of HIV pathophysiology. 4. Discuss *Alzheimer's Disease inc: *path/etiology *S/S *complications *med/surg tx *nsg interventions & *pt teaching. 5. Differentiate b/t *Myasthenia Gravis *Amyotrophic Lateral Sclerosis (ALS) & *Guillan-Barre Syndrome inc: *key nursing interventions. 6. Discuss *Herniated Disks inc: *S/S *med tx & *surg tx. 7. Differentiate b/t *Tension & *Migraine headaches inc: *S/S *med tx *nursing interventions & *pt teaching. 8. Discuss *Conjunctivitis, *Blepharitis, *Chalazion & *Keratitis inc: *pathophysiology *S/S *med tx *nsg intervenes *pt teaching. 9. Differentiate b/t breast surgeries of *Mastectomy *Reduction *Augmentation & *Reconstruction inc: *complications 10. Discuss *Prostatis, *Benign Prostatic Hyperplasia, & *Prostate Cancer inc: *patho/etiology *prevention *S/S 11. Differentiate b/t clinical manifestations of *Cushing's syndrome & those of *Addison's disease. 12. Explain how to test for Chvostek's sign & Trousseau's sign & the implications of these test. 13. Describe common D/Os of the stomach inc etiology, S/S, med/surg treatment, nursing interventions, pt teaching, & nutrition: * Gastritis *Gastroesophagal Reflex disease *Peptic ulcer disease 14. Describe various types of esophageal and gastric balloons used for bleeding esophageal varices 	<p>REVIEW</p> <ul style="list-style-type: none"> Endocrine Disorders Male Reproductive Disorders Female Reproductive Disorders Sensory Disorders Neurological Disorders Care of the Surgical Patient HIV/AIDS Oncology Integumentary Disorders Fluid-Electrolyte Disorders Musculoskeletal Disorders Respiratory Disorders Urinary Disorders Blood and Lymph Disorders GI Disorders Cardiovascular Disorders 	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Videos/Tapes 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation 	<p>Reading:</p> <p>NCLEX Review Packets Workbook Packets</p>

CLINICAL OBJECTIVES: Make-Up

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) MISSED DAY OBJECT. 1. Observe/assist w prenatal physical exam. 2. ID need for routine & special test for prenatal pt. 3. Interview prenatal pt w attention to: danger signs of pregnancy & common discomforts of pregnancy. 4. Observe/assist a normal labor by providing support/comfort measures & appropriate nursing interventions. 5. Observe/assist w initial assessment of newborn & document. 6. Observe/assist in immediate care of newborn w attn to: methods to prevent heat loss, proper identification, maintaining airway, hgt & wgt. 7. Observe/assist w care of high-risk newborn.	08. Tour child care facility and: *Identify/describe stages of development based on ages of children. *Identify safety measures in facility to prevent injuries to children. *Note facility requirements for immunizations. *Note facility caregiver requirements/training.	CLINICAL MAKE-UP DAY(S) MATERNITY NURSING HEALTH PROMOTION & PREGNANCY LABOR & DELIVERY	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
		CLINICAL MATERNITY NURSING CARE OF THE MOTHER & NEWBORN CARE OF THE HIGH-RISK MOTHER & NEWBORN PEDIATRIC NURSING	EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

THEORY OBJECTIVES : FUNDAMENTALS OF NURSING

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to</p> <ul style="list-style-type: none"> Summarize safety precautions that can be implemented to prevent falls. List 4 nursing interventions appropriate for individuals across the lifespan to ensure safety. Describe components of the following procedures: <ul style="list-style-type: none"> Oral hygiene Hair care Eye, ear, & nose care Shaving Nail care State the normal limits of each vital sign. Discuss moral, legal, & physical interventions of performing first aid. Describe nursing interventions for heat/cold emergencies. State advantages/disadvantages of each type of charting. Discuss the rationale for using the Physical Assessment Guide as a guideline when performing such assessments. Describe the common examination techniques of observation, inspection, palpation, percussion, and auscultation. State the correct procedure obtaining sputum specimens. List the correct steps when obtaining a urine specimen. 	<ul style="list-style-type: none"> Bandages & Binders Irrigations O2 Therapy Tracheostomy Pain Management Theories of Pain Wound Care Wound Healing Specimen Collection & Diagnostic Examinations Physical Assessment Implementing and Evaluating Care Physical Examinations Nurse-Patient Interview Types of Charting Priorities of Assessment Vital signs Overview of Patient Hygiene Patient Safety Overview Safety Reminder Devices 	<ul style="list-style-type: none"> 1.Lecture 2.Discussion 3.Videos/Tapes 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts <p>EVALUATION</p> <ul style="list-style-type: none"> 1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. instructor Observation 	<p>Reading:</p> <ul style="list-style-type: none"> NCLEX Review Packets Workbook Packets

CLINICAL OBJECTIVES: Make-Up

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) MISSED DAY OBJECT. 1. Observe/assist w prenatal physical exam. 2. ID need for routine & special test for prenatal pt 3. Interview prenatal pt w attention to: danger signs of pregnancy & common discomforts of pregnancy. 4. Observe/assist a normal labor by providing support/comfort measures & appropriate nursing interventions. 5. Observe/assist w initial assessment n newborn & document. 6. Observe/assist in immediate care of ewborn w attn to: methods to prevent eat loss, proper identification, maintaining irway, hgt & wgt. 7. Observe/assist w care of high-risk ewborn.	08. Tour child care facility and: *Identify/describe stages of development based on ages of children. *Identify safety measures in facility to prevent injuries to children. *Note facility requirements for immunizations. *Note facility caregiver requirements/ training.	CLINICAL MAKE-UP DAY(S) MATERNITY NURSING HEALTH PROMOTION & PREGNANCY LABOR & DELIVERY CLINICAL MATERNITY NURSING CARE OF THE MOTHER & NEWBORN CARE OF THE HIGH-RISK MOTHER & NEWBORN PEDIATRIC NURSING	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
		EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations	

2h Lesson Plans

INSTRUCTOR DAILY LESSON PLAN: **MEDICAL TERMINOLOGY**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Recognize word parts. 2. Know when to use a combining vowel 3. Recognize prefixes 4. Recognize suffixes 5. Pronounce terminology 	<p>MEDICAL TERMINOLOGY 6 hours</p> <p><u>4pm-5pm:</u> Intro to Medical Terminology Students cut out flashcards</p> <p><u>5pm-6pm:</u> Prefixes</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-7:30pm:</u> Suffixes</p> <p><u>7:30pm-8:30pm:</u> Workbook Activities</p> <p><u>8:30pm-9:30pm:</u> Students practice with each other</p> <p><u>9:30pm-10:30pm:</u> Game on Medical Terminology</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 2</p> <p>FLASH CARDS Tearout/Put in Rings</p> <p>Student Resources http://davisplus.fadavis.com/</p>

INSTRUCTOR DAILY LESSON PLAN: CPR/First Aid

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Perform all the skills for adult and pediatric life support.</p> <p>2. List three causes for stroke.</p> <p>3. Explain the usage and principles of the automated defibrillator.</p> <p>4. Demonstrate the following skills on the manikin:</p> <p>a. Mouth-to-mouth ventilation</p> <p>b. One-rescuer adult and pediatric CPR</p> <p>c. Two-rescuer adult and pediatric CPR</p> <p>d. Relieving foreign body airway obstruction</p> <p>e. Proper usage of barrier devices</p> <p>f. Principles and usage of the automated defibrillator</p>	<p>8 hours</p> <p>CPR/First Aid Certification</p> <p><u>8am-1pm:</u> CPR/First Aid Certification Instructor Leads Class</p> <p><u>1pm-1:30pm</u> Break</p> <p><u>1:30pm-3pm:</u> Video on CPR/First Aid</p> <p><u>3pm-4:30pm:</u> Workbook Activities</p>	<p>1. Lecture</p> <p>2. Discussion</p> <p>3. DVDs</p> <p>4. Transparencies</p> <p>5. Computer-assisted learning</p> <p>6. Reading</p> <p>7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing</p> <p>2. Case Studies</p> <p>3. Return Demos</p> <p>4. Role-playing</p> <p>5. Group presentations</p> <p>6. Instructor Observ.</p>	<p>Provided CPR book</p>

INSTRUCTOR DAILY LESSON PLAN: **MEDICAL TERMINOLOGY & ANATOMY AND PHYSIOLOGY**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Know how the human body is arranged 2. Be familiar with terminology associated with the cell level 3. Be familiar with terminology associated with the tissue level 4. Be familiar with organ and organ-system level 5. Be familiar with directional terms, body planes, body cavities, regions, and quadrants 6. Be familiar with abbreviations and discontinued abbreviations 7. Differentiate among sagittal, transverse, and frontal planes. 8. Define terms relating to body direction. 9. Identify/Describe the basic structural elements of the of the human cell and its functions. 10. Define contractility, conductivity, irritability, and reproduction in relation to the human cell. 11. Differentiate between RNA and DNA. 12. Compare/Contrast mitosis/meiosis. 13. List four major types of tissue with examples. 14. Identify the major organs that make up each body system. 	<p style="text-align: center;"><u>8am-10am</u> MEDICAL TERMINOLOGY Cell Level Tissue Level Organ Level Directional Terms Body Planes Body Cavities Body Regions Body Quadrants Abbreviations <u>10am-10:30am</u> Break <u>10:30am-2:30pm</u> ANATOMY & PHYSIOLOGY Elements, Compounds, and Mixtures Physical and Chemical changes Body Directions, Areas, and Regions Anatomic Position Body Planes, Positions, Cavities Cells Special Properties Cellular Structure and Function Cell Reproduction Tissues Organs and Systems</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p style="text-align: center;">EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading: Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 3 Appendix A, E</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 15, 16</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 15, 16</p>

INSTRUCTOR DAILY LESSON PLAN: ANATOMY & PHYSIOLOGY: The Integumentary System & Fluid and Electrolyte

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> Describe structures/main functions of the skin. Explains functions of keratin/melanin. Identify structures/functions of fingernail/townail. Compare/Contrast functions of glands: sudoriferous/sebaceous. Define/Example radiation, convection, evaporation, and conduction. Explain purpose of "goose bumps"/"goose flesh" Discuss skin's role in sensory awareness. Name five changes that occur in aging skin. Describe ways to protect skin from damage. Describe major electrolytes responsible for maintenance of neuronal/muscular activity. Nursing actions appropriate to maintain these electrolytes in balance. Describe major components and actions involved in maintaining acid-base balance, including significance of arterial blood gas values as an indicator of an imbalance. Explain why infants, young children, elderly are at risk for fluid and electrolyte imbalances. Identify functions of water. Name most important cation/anion in intracellular and extracellular fluid. Describe major electrolytes responsible for maintenance of neuronal/muscular activity. Nursing actions appropriate to maintain these electrolytes in balance. Differentiate freely permeable/selectively permeable membranes and factors affecting permeability. Contrast transportation of fluids by diffusion, osmosis, filtration, and active transport. Explain normal sources of water gain and mechanism of water loss. Identify normal input/output for an adult. 	<p>ANATOMY & PHYSIOLOGY 6 hours <u>4pm-6pm:</u> The Integumentary System Structure and Function Skin Accessory Structures System Physiology Protection Thermoregulation Vitamin D Production Communication and Sensory Awareness <u>6pm-6:30pm:</u> Break <u>6:30pm-8:30pm:</u> Effects of Aging Maintenance of Healthy Skin Fluid and Electrolyte Balance Homeostasis Fluid and Electrolyte Balance Water Intake and Output Acid-Base Balance Location of Fluids Overhydration and Edema <u>8:30pm-10:30pm:</u> Dehydration Water Electrolytes Fluid and Electrolyte transport Permeability of Membranes Passive Transport Active Transport</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> Classroom Testing Case Studies Return Demos Role-playing Group presentations Instructor Observ. 	<p>Reading: Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 4</p> <p>FLASH CARDS Practice subject matter plus previously learned terminology.</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 15, 16</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 15, 16</p>

INSTRUCTOR DAILY LESSON PLAN: **ANATOMY & PHYSIOLOGY: Musculoskeletal System**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. List the four classifications of bones according to shape. 2. Locate/Name the major bones of the body and describe their functions 3. Explain the function of red bone marrow. 4. Name three types of joints and give an example of each. 5. Differentiate between the axial/appendicular skeletons. 6. List the five divisions of the vertebral column and the number of vertebrae in each division. 7. Differentiate between an adult and an infant skull; identify the anterior/posterior fontanel on a newborn, explaining their functions. 8. Compare/Contrast skeletal, smooth, and cardiac muscles and their functions. 9. Identify/Functions of major muscle groups in the body. 10. State three factors that influence bone growth. 11. Explain the process by which muscles produce heat. 12. Explain the effects of overusing/underusing muscles. 13. differentiate between tendons/ligaments. 	<p>ANATOMY & PHYSIOLOGY 6 hours</p> <p><u>8am-10am</u> Video on Musculoskeletal System</p> <p><u>10am-10:30am:</u> Break</p> <p><u>10:30am-12:30pm</u> Structure and Function The Skeleton Bones Joints Divisions of the Skeleton Structure of Skeletal Muscles Major Muscles of the Body</p> <p><u>12:30pm-2:30pm:</u> System Physiology Formation of Bone Tissue Muscle Contractions Mobility Effects of Aging on the System</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 13</p> <p>FLASH CARDS Practice subject matter plus previous learned terminology.</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 18</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 18</p>

INSTRUCTOR DAILY LESSON PLAN: **ANATOMY & PHYSIOLOGY: Nervous System & Sensory System**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> Name/Describe the three parts of a neuron and how they work to transmit impulses. Give an example of a sensory/motor neuron, and interneuron impulse. List the primary functions of each of the four cerebral lobes. Explain how an injury to the cerebellum might manifest itself in an individual. Identify the role of the limbic system in maintaining a person's level of awareness. State the functions of the medulla, pons, and midbrain. Describe nursing considerations appropriate for a client with a brain stem dysfunction. Explain two functions of the spinal cord. Identify the three meninges. Describe the function of the cerebrospinal fluid. List the 12 cranial nerves and function of each including three functions of spinal nerves. <ol style="list-style-type: none"> Compare/Contrast the functions of the parasympathetic/sympathetic nervous system. Explain what is meant by the action potential of a nerve cell. Identify location of the receptors for each of the five senses and how the brain interprets the stimulus for each sense. Describe the major structures of the eye and their functions Trace the path of sound waves through the external, middle, and inner ear. Describe the amplification of sound waves. Explain how cerumen/ossicles, and eustachian tubes work in protecting the ear. Discuss how the organs of the inner ear work to provide a sense of balance. Identify the location of each type of taste bud on the tongue. 	<p>ANATOMY & PHYSIOLOGY</p> <p><u>8am-10am</u> The Nervous System <i>Structure and Function</i> Cells of the Nervous System Divisions of the Nervous System Central Nervous System Autonomic Nervous System</p> <p><u>10am-10:30am:</u> Break</p> <p><u>10:30am-11:30am:</u> <i>System Physiology</i> Transmission of Nerve Impulses Reflexes <i>Effects of Aging on the System</i></p> <p><u>11:30am-12:30pm:</u> The Sensory System The Eye The Ear Nerves and Muscles Balance and Equilibrium</p> <p><u>12:30pm-1:30pm:</u> Workbook</p> <p><u>1:30pm-2:30pm:</u> Videos</p>	<ol style="list-style-type: none"> Lecture Discussion DVDs Transparencies Computer-assisted learning Reading Handouts <p>EVALUATION</p> <ol style="list-style-type: none"> Classroom Testing Case Studies Return Demos Role-playing Group presentations Instructor Observ. 	<p>Reading:</p> <p>Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 5</p> <p>FLASH CARDS Practice subject matter plus previous learned terminology.</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 19</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 19</p>

INSTRUCTOR DAILY LESSON PLAN: **ANATOMY & PHYSIOLOGY: Endocrine System & Urinary System**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the location of insulin secretion and explain how insulin and glucagon regulate blood sugar levels. 2. Discuss the role of the thymus as an endocrine organ and its relationship to the body's immune response. 3. Identify/Functions of male/female sex hormones. 4. List/Functions of hormones secreted by non-endocrine glands or organs 5. Discuss negative/positive feedback in relation to the endocrine system. 6. Explain the role of prostaglandins in the body. 7. Describe effects of aging on the endocrine system. 1. Discuss the location of insulin secretion and explain how insulin and glucagon regulate blood sugar levels. 2. Discuss the role of the thymus as an endocrine organ and its relationship to the body's immune response. 3. Identify/Functions of male/female sex hormones. 4. List/Functions of hormones secreted by non-endocrine glands or organs. 5. Discuss negative/positive feedback in relation to the endocrine system. 6. Explain the role of prostaglandins in the body. 7. Describe effects of aging on the endocrine system. 3. Explain how the urinary system influences homeostasis. 4. Describe functions of the two hormones secreted by the kidneys. 3. Describe the formation of urine, including the concepts of glomerular filtration, tubular reabsorption, and tubular secretion. 3. Describe the chemical differences between plasma, glomerular filtrate, and urine. 10. Compare/Contrast micturition and incontinence. 	<p>ANATOMY & PHYSIOLOGY 6 hours <u>4pm-6pm:</u> The Endocrine System Structure and Function Pituitary Gland Thyroid Gland Parathyroids Adrenal Glands Gonads Pancreas Thymus <u>6pm-6:30pm:</u> Break <u>6:30pm-8pm:</u> Other Sites That Secrete Hormones System Physiology System Relationships Information Relay to Target Cells Effects of Aging on the System <u>8pm-10:30pm:</u> The Urinary System Structure and Function Kidneys Role of Hormones and Other Substances Renal Blood Flow System Physiology Blood Pressure Regulation Urine Formation Characteristics/Composition of Urine Micturition Effects of Aging on the System</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading: Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 12</p> <p>FLASH CARDS Practice subject matter plus previous learned terminology.</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 20</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 20</p>

INSTRUCTOR DAILY LESSON PLAN: ANATOMY & PHYSIOLOGY: Respiratory System & Cardiovascular System

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Differentiate between internal/external respiration. 2. Describe the anatomic relationships among the larynx, trachea, and esophagus. 3. Name/Describe four ways in which the respiratory system is protected. 4. Explain how the mechanisms of inspiration/expiration occur. 5. Describe/Function of pleura. 6. Describe/Function of breathing regulators. 7. Describe how the exchange of gases takes place in the alveoli of the lungs. 8. Describe/Nursing Implication of effects of aging on the respiratory system. 9. Describe the three major layers of the heart wall and how they relate to the pericardium. 10. Identify the chambers of the heart on an anatomical model, including the major vessels that enter and exit each chamber. <ol style="list-style-type: none"> 1. Define/Describe the function of the atrioventricular valves, semi-lunar valves, chordae tendineae, and papillary muscles. 2. Trace the path of blood through both sides of the heart, using correct terminology. 3. Identify the coronary arteries supplying the myocardium, specifying the location of each and the areas supplied; define collateral circulation. 4. Compare/Contrast the structure/function of arteries, capillaries, and veins. 5. Describe cardiac output, including the factors involved in its regulation 6. Differentiate between systolic/diastolic blood pressure, defining each term. 	<p>ANATOMY & PHYSIOLOGY 6 hours <u>8am-10am:</u> The Respiratory System Structure and Function Upper Respiratory Tract Lower Respiratory Tract <u>10am-11am:</u> System Physiology Breathing Internal (Tissue) and External Respiration Surfactant <u>11am-11:30am:</u> Break <u>11:30am-2:30pm:</u> Regulation of Acid-Base Balance Respiratory Reflexes Effects of Aging on the system The Cardiovascular System Heart Chambers and Valves Blood Vessels of the Heart Systemic Blood Vessels Arteries and Arterioles Capillaries Veins and Venules System Physiology Cardiac Conduction Cardiac Cycle Cardiac Output Blood Pressure Effects of Aging on the System</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading: Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 8</p> <p>FLASH CARDS Practice subject matter plus previous learned terminology.</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 25</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 25</p>

INSTRUCTOR DAILY LESSON PLAN: **ANATOMY & PHYSIOLOGY: Immune System & Hematologic and Lymphatic**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe/Functions of lymphocytes and where they are produced. 2. Differentiate between B cells and T cells (lymphocytes). 3. Describe two nursing implications related to a lack of or a decrease in antibody production for each of the five categories of antibodies. 4. Differentiate between nonspecific/specific immunity. 5. Compare/Contrast naturally/artificially acquired active/passive immunities. 6. Describe the process of antibody-mediated immunity. 7. Explain how the "lock-and-key" concept applies to the antigen-antibody complex. 8. List the three mechanisms antibodies use to destroy antigens. 9. Describe effects of aging on the immune system. 10. Describe the principal functions of the blood and its mechanisms to maintain homeostasis. 11. Identify the four plasma proteins and their chief functions. 12. Outline the structure/function of the red/white blood cells, and platelets. 13. Discuss the importance of chemotaxis/phagocytosis in fighting invading organisms. 14. Describe the mechanism of blood clotting. 15. Identify the four blood groups and the Rh factors. 16. Describe the blood groups that are considered the universal donor/recipient and state why this is so. 17. Describe lymphatic circulation/filtration role of the lymph nodes. 	<p>ANATOMY & PHYSIOLOGY 6 hours <i>The Immune System</i> <i>Structure and Function</i> <i>Bone and Marrow and Lymphocyte Production</i> Lymphocytes T Lymphocytes Other Lymphocytes <i>Lymphoid Organs</i> Primary (Central) Lymphoid Organs Peripheral (Secondary) Lymphoid Organs <i>The Mononuclear Phagocyte System</i> <i>System Physiology</i> Nonspecific Defense Mechanisms Specific Defense Mechanisms Antigen-Antibody Reaction <i>The Hematologic and Lymphatic System</i> <i>Structure and Function</i> Blood Plasma Formed Elements Blood Clotting and Hemorrhage Blood Groups Lymph Movement of Lymph Lymph Nodes and Nodules Lymphatic Organs <i>System Physiology</i> Blood Circulation Lymphatic Circulation <i>Effects of Aging on the System</i></p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading: Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 7</p> <p>FLASH CARDS Practice subject matter plus previous learned terminology.</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 23, 24</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 23, 24</p>

INSTRUCTOR DAILY LESSON PLAN: **ANATOMY & PHYSIOLOGY: Digestive System**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Trace the digestive pathway and function of each of the major organs of the GI tract. 2. Define/Processes of: mastication, deglutition, and peristalsis. 3. Explain the actions of hydrochloric acid (HCl), gastrin, intrinsic factor, cholecystokinin, and pancreatic juice in the process of digestion. 4. Explain functions of pancreas/gallbladder as they relate to digestion. 5. Describe functions of the liver. 	<p>ANATOMY & PHYSIOLOGY 6 hours</p> <p><u>4pm-5pm:</u> The Digestive System Structure and Function Mouth Teeth</p> <p><u>5pm-6pm:</u> Esophagus Stomach</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-7:30pm:</u> Small Intestine</p> <p><u>7:30pm-8:30pm:</u> Large Intestine</p> <p><u>8:30pm-9:30pm:</u> Accessory Organs</p> <p><u>9:30-10:30pm:</u> Video on Digestive System</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 9</p> <p>FLASH CARDS Practice subject matter plus previous learned terminology.</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 26</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 26</p>

INSTRUCTOR DAILY LESSON PLAN: **ANATOMY & PHYSIOLOGY: Digestive System & NUTRITION**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> Describe the physiology of digestion/absorption, including how carbohydrates, fats, and proteins are absorbed in the small intestine. Identify/Describe major categories of metabolism. Explain how the large intestine changes its contents into fecal material. Describe effects of aging on the digestive system. Define/Explain functions of each of the six classes of major nutrients Discuss concepts of MyPyramid Food Guidance System and its Education Framework, including dietary guidelines and levels of activity and Nutrition Facts Label on food products. List major dietary sources of carbohydrates and differentiate among monosaccharides, disaccharides, and polysaccharides. Differentiate between saturated/unsaturated fatty acids. Explain cholesterol, LDL, and HDL. Define amino acid. Differentiate between complete/incomplete proteins. Explain body's need/functions of water. List major minerals/trace minerals and state their functions. Identify symptoms of specific vitamin/mineral deficiencies. Name/Functions/Food Sources of fat-soluble/water-soluble vitamins. 	<p>ANATOMY & PHYSIOLOGY 6 hours</p> <p><u>8am-10am:</u> The Digestive System System Physiology Processes of Digestion Absorption in the Small Intestine</p> <p><u>10am-11am:</u> Absorption in the Large Intestine Metabolism Elimination</p> <p><u>11am-11:30am:</u> Break</p> <p><u>11:30am-12:30pm:</u> Effects of Aging on the System Basic Nutrition Nutrients</p> <p><u>12:30pm-1:30pm:</u> Dietary References and Terminology Food Pattern and Food Group Terms Kilocalories and Energy Enzymes and Digestion</p> <p><u>1:30pm-2:30pm:</u> Carbohydrates Fats (Lipids) Protein Water Minerals Vitamins</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 9</p> <p>FLASH CARDS Practice subject matter plus previous learned terminology.</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 26, 30</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 26, 30</p> <p>Introduction to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter: 15</p>

INSTRUCTOR DAILY LESSON PLAN: **NUTRITION**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <p>Discuss a healthy diet as it pertains to: BMI, obesity, and malnutrition.</p> <p>Identify special nutritional considerations related to infancy, childhood, adolescence, early/middle adulthood, and the elderly.</p>	<p>NUTRITION 6 Hours Basic Nutrition</p> <p><u>8am-10am</u> A Healthy Diet The Nutrition Facts Label Practice Using Facts Label</p> <p><u>10am-10:30am</u> Break</p> <p><u>10:30am-12:30pm</u> Nutrition Across the Lifespan Pregnancy Infancy Childhood Adolescence Early/Middle Adulthood Older Adulthood and Aging</p> <p><u>12:30pm-2:30pm</u> Group presentations</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 30</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 30</p> <p>Introduction to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter: 15</p>

INSTRUCTOR DAILY LESSON PLAN: NUTRITION

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Explain the influence of geographical regions on food choices. 2. Identify common dietary practices of several ethnic groups. 3. Define/Discuss acculturation. 4. Identify at least three dietary practices related to each of the following religions: Islam, Judaism, Mormon, and Roman Catholicism. 5. Name/Identify the four general types of vegetarian diets and foods eaten within each type of diet. 6. Describe how the lacto-ovo vegetarian can meet protein needs. 7. Relate the following factors to food choice: financial status, emotional state, social/physical factors, and ethnic heritage. 	<p style="text-align: center;">NUTRITION 6 hours</p> <p style="text-align: center;"><u>4pm-6pm:</u> Transcultural and Social Aspects of Nutrition Mypyramid Food Guidance System Regional Differences Ethnic Heritage Black Americans Hispanic Americans Middle Eastern Americans Native Americans</p> <p style="text-align: center;"><u>6pm-7pm:</u> Pot luck with discussion</p> <p style="text-align: center;"><u>7pm-8pm:</u> Religious Beliefs The Vegetarian Choice Benefits of the Vegetarian Choice Balancing the Vegetarian Diet</p> <p style="text-align: center;"><u>8pm-9pm:</u> Other Sociocultural Factors Social Factors Emotional Factors Food Fads and Fallacies Economic Conditions Physical Condition</p> <p style="text-align: center;"><u>9pm-10:30pm:</u> Workbook Activities</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p style="text-align: center;">EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 31</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 31</p>

INSTRUCTOR DAILY LESSON PLAN: **NUTRITION**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> Describe roles of the nurse in providing nutritional support to a client in acute care hospital, long-term care facility, and a home care setting. Identify rationale for ↑ or ↓ fluids/offering meal supplements. Identify/Nursing Interventions for reasons a client may need assistance with eating. Differentiate between the following diets: house diet, modified diet, and therapeutic diet. State five methods of modifying diets in terms of nutrients, consistency, or energy value. Differentiate between a clear liquid/full liquid diet. State rationale/limitations of each diet. Differentiate/Rationale/Limitations between a digestive soft diet and a mechanical soft diet. Differentiate/Rationale/Limitations between a high-residue/low-residue diet. Differentiate among following diets: fat controlled, low cholesterol, and limited saturated fats. Explain uses of low/high protein diets. <ol style="list-style-type: none"> Identify components of a mild/moderate/severe sodium-restricted diet. Differentiate between TPN and PPN. 	<p>NUTRITION 6 hours</p> <p><u>8am-10am:</u> Diet Therapy and Special Diets Helping the Client Meet Nutritional Needs Serving Food Providing Between-Meal Supplements and Snacks</p> <p><u>10am-10:30am:</u> Break</p> <p><u>10:30am-11:30am:</u> Encouraging Fluid Intake Restricting Fluid</p> <p><u>11:30am-12:30pm:</u> Pt. Teaching</p> <p><u>12:30pm-1:30pm:</u> Patient/Nurse Scenario Activity</p> <p><u>1:30pm-2:30pm:</u> Workbook Activities</p>	<ol style="list-style-type: none"> Lecture Discussion Videos/Tapes Transparencies Computer-assisted learning Reading Handouts <p>EVALUATION</p> <ol style="list-style-type: none"> Classroom Testing Case Studies Return Demos Role-playing Group presentations Instructor Observation 	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 32</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 32</p>

INSTRUCTOR DAILY LESSON PLAN: NUTRITION

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Differentiate/Rationale/Limitations between a digestive soft diet and a mechanical soft diet. 2. Differentiate/Rationale/Limitations between a high-residue/low-residue diet. 3. Differentiate among following diets: fat controlled, low cholesterol, and limited saturated fats. 4. Explain uses of low/high protein diets. 5. Identify components of a mild/moderate/severe sodium-restricted diet. 6. Differentiate between TPN and PPN. 	<p>NUTRITION 6 hours</p> <p><u>8am-10am:</u> The Client Who Needs Assistance With Eating Feeding the Client Documenting and Reporting</p> <p><u>10am-10:30am:</u> Break</p> <p><u>10:30am-12:30pm:</u> House Diets Modified Diets Consistency Modifications Energy Value Modifications Nutrient Modifications Diets Modified by Serving Size Diets Modified for Allergens</p> <p><u>12:30pm-2:30pm:</u> Nutritional Support Tube Feedings Nursing Considerations Intravenous Therapy Food and Medication Interactions</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Videos/Tapes 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation 	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 32</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 32</p>

INSTRUCTOR DAILY LESSON PLAN: NUTRITION & PSYCHOLOGY

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Review nutrition. 2. Define the most important terms/acronyms relating to mental health and its deviations. 3. Explain the normal role of defense mechanisms and the results when they are overused. 4. Differentiate between functional and organic mental illnesses. 5. List at least five organic causes of mental illness. 6. Describe the role of neuropsychological and neurodiagnostic testing in diagnosing mental illness. 7. List at least five general symptoms of a mental disorder. 8. Describe the diagnostic criteria for a mood disorder. 9. Explain the differences between a major depressive episode and dysthymia 10. Describe some of the typical behavioral characteristics of the person with bipolar disorder. <ol style="list-style-type: none"> 1. List/Describe at least four personality disorders, including common behaviors of people with borderline personality disorder. 2. Define/Symptoms of psychosis. 3. Describe the relationships between substance abuse/mental illness. 4. Identify/Roles of key members of the mental healthcare team. 	<p style="text-align: center;">6 hours</p> <p style="text-align: center;"><u>4pm-8pm:</u> Nutrition</p> <p>Review all previously learned information</p> <p style="text-align: center;"><u>8pm-8:30pm:</u> Break</p> <p style="text-align: center;"><u>8:30pm-9:30pm:</u> Psychiatric Nursing Mental Health Mental Illness Diagnosis Types</p> <p style="text-align: center;"><u>9:30pm-10:30pm:</u> The Mental Health Team Psychiatrist Nurse Other Team Members</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Videos/Tapes 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <hr/> <p style="text-align: center;">EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation 	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 32, 93</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 32, 93</p>

INSTRUCTOR DAILY LESSON PLAN: **PSYCHOLOGY (MENTAL HEALTH)**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe outpatient services commonly available for people with mental illnesses. 1. Identify structured living available to clients with mental disorders. 2. Discuss legal categories of admission to the acute mental healthcare setting. 3. Discuss therapies available to clients with mental illness. 4. Describe/Indications for Use/Nursing Implications for electroconvulsive therapy. 5. Identify/Examples of most commonly used classifications of medications in psychiatry. Describe/Undesireable side effects of neuroleptic therapy, including neuroleptic malignant syndrome 	<p>PSYCHOLOGY (MENTAL HEALTH) 6 Hours</p> <p><u>8am-9am:</u> Treatment Centers and Resources Methods of Psychiatric Therapy Psychotherapy</p> <p><u>9am-10am:</u> Verbal and Other Therapies</p> <p><u>10am-10:30am:</u> Break</p> <p><u>10:30am-11:30am:</u> Electroconvulsive Therapy Medication Therapy</p> <p><u>11:30am-12:30pm:</u> Side effects of neuroleptic therapy</p> <p><u>12:30pm-1:30pm:</u> Workbook Activities</p> <p><u>1:30pm-2:30pm:</u> Video on Working Psych Ward</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 93</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 93</p>

INSTRUCTOR DAILY LESSON PLAN: **PSYCHOLOGY (MENTAL HEALTH)**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ul style="list-style-type: none"> 1. Review last week's Psychology lesson. 2. Identify key drugs used in psychotherapy. 	<p>PSYCHOLOGY (MENTAL HEALTH) 6 Hours</p> <p><u>8am-10am:</u> Medication Therapy</p> <p><u>10am-12pm:</u> Jeopardy game using Psych info from previous lesson</p> <p><u>12pm-12:30pm:</u> Break</p> <p><u>12:30pm-1:30pm:</u> Student presentations</p> <p><u>1:30pm-2:30pm:</u> Drug review</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 93</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 93</p>

INSTRUCTOR DAILY LESSON PLAN: PSYCHOLOGY (MENTAL HEALTH)

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> List at least three criteria for a diagnosis of substance abuse and at least four additional criteria for a diagnosis of chemical dependency. Discuss three theories put forth as possible contributing factors to development of chemical dependency. Identify the most common characteristics of the chemically dependent person. List four specific steps in managing chemical dependency. Describe signs that you might see in a client that indicate substance abuse. Identify at least ten pertinent questions to ask in a nursing assessment for chemical dependency. Describe nursing measures in detoxification of at least 4 categories of chemicals, including alcohol. Explain the meaning of refeeding syndrome; describe precautions taken to avoid this condition. Identify and describe at least 3 programs or theories for the long-term treatment of chemical dependency. 	<p>PSYCHOLOGY (MENTAL HEALTH) 6 Hours</p> <p><u>4pm-6pm:</u> Substance Abuse</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-8pm</u> Chemical Abuse & Dependency</p> <p><u>8pm-10:30pm:</u> Nursing Care Measures Detoxification & Recovery</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 94</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 94</p>

INSTRUCTOR DAILY LESSON PLAN: PSYCHOLOGY (MENTAL HEALTH)

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ul style="list-style-type: none"> 1. List & describe 3 stages of unmanaged alcohol withdrawal. 2. Describe specific nursing care in alcohol withdrawal. 3. Describe the role of the codependent in alcoholism. Identify how the cycle of dependence is interrupted. 4. List the signs of abuse and withdrawal symptoms for sedatives, marijuana, narcotics, cocaine, hallucinogens, steroids, & nicotine. 5. Describe the adverse effects of methamphetamine abuse; identify nursing actions and precautions when dealing w/these clients. 6. Explain how opiate-blocker drugs are used in substance abuse programs. 7. Discuss dangers of abuse of hallucinogens. 8. Identify problems associated with drug abuse in pregnant women. 9. Discuss legal obligations of nurses who believe coworkers are abusing drug or alcohol. 	<p>PSYCHOLOGY (MENTAL HEALTH) 6 Hours</p> <p><u>8am-10am:</u> Alcohol Abuse & Dependence Abuse of Other Substances Special Abusers</p> <p><u>10am-10:30am:</u> Break</p> <p><u>10:30am-11:30am:</u> Withdrawal Symptoms</p> <p><u>11:30am-12:30pm:</u> Methamphetamine abuse</p> <p><u>12:30pm-1:30pm:</u> Opiate blocker drugs</p> <p><u>1:30pm-2:30pm:</u> Legal obligations</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 94</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 94</p>

INSTRUCTOR DAILY LESSON PLAN: Growth & Development

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ul style="list-style-type: none"> • List the characteristics/sequence of human growth and development. • Explain development regression. • Discuss Havighurst's theory of developmental tasks. • Describe/Challenges/Virtues of Erikson's stages of psycho-social development. • Explain the four stages of human cognitive development as described by Piaget. • Describe the role of play in childhood development. • Discuss importance of anticipatory guidance for caregivers as their children grow and progress to new developmental stages. • Discuss growth/development for infants, toddlers, preschoolers, and school-age children, highlighting key areas of concern. 	<p>GROWTH AND DEVELOPMENT 6 hours <u>4pm-6pm:</u> <i>Infancy and Childhood</i> <i>Growth and Development</i> Concepts of Growth and Development Influences on Growth and Development <u>6pm-6:30pm:</u> Break <u>6:30pm-7:30pm:</u> <i>Infancy: 1 to 12 Months</i> Physical Growth Psychosocial Development Cognitive and Motor Development Areas of Concern <u>7:30pm-8:30pm:</u> <i>Toddlerhood: 1 to 3 Years</i> Physical Growth Psychosocial Development Cognitive and Motor Development <u>8:30pm-9:30pm:</u> <i>Preschool: 3 to 6 Years</i> Physical Growth Psychosocial Development Cognitive and Motor Development <u>9:30pm-10:30pm</u> <i>School Age: 6 to 10 Years</i> Physical Growth Psychosocial Development Cognitive and Motor Development Areas of Concern</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 10</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 10</p>

INSTRUCTOR DAILY LESSON PLAN: Growth & Development

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Explain the term <i>puberty</i> and its relationship to adolescence. 2. Relate the theories of Havighurst, Erikson, and Piaget to adolescent growth and development. 3. Explain how skill development contributes to expanding cognition and decision-making. 4. Discuss the different stages of adolescence. 5. Describe the specific physical changes that occur between ages 11 and 20. 6. Discuss sexual development for boys and girls. 7. Identify the importance of relationships for adolescents. 8. Describe the cognitive, emotional, and moral development that occurs during adolescence. 9. Discuss appropriate discipline strategies for adolescents. 10. Design a plan for presenting information about human sexuality to adolescents. 	<p>GROWTH AND DEVELOPMENT 6 hours</p> <p><u>8am-10am:</u> Adolescence Growth and Development Theories Havighurst: Developmental Tasks Erikson: Psychosocial Development</p> <p><u>10am-10:30am:</u> Break</p> <p><u>10:30am-12:30pm:</u> Piaget: Cognitive Development Adolescent Growth and Development Characteristics of Developmental Stages Physical Growth Sexual Development</p> <p><u>12:30pm-2:30pm:</u> Psychosocial Development Food and Eating Habits Areas of Concern</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 11</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 11</p>

INSTRUCTOR DAILY LESSON PLAN: Growth & Development

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ul style="list-style-type: none"> • List Havighurst's developmental tasks for early and middle adulthood. • Describe Erikson's theory of psychosocial development as it applies to young and middle adults. • Compare Levinson's "individual life structure" theory with the theories of Havighurst and Erikson. • State Sheehy's "phases of adulthood." • Discuss the implications of life choices made during early adulthood. • Examine one aspect of life (e.g. vocation, intimate relationships) and apply it across middle adulthood. 	<p>GROWTH AND DEVELOPMENT 6 hours</p> <p><u>8am-10am:</u> Early and Middle Adulthood Adult Growth and Development Theories Havighurst: Developmental Tasks Erikson: Psychosocial Development</p> <p><u>10am-10:30am: Break</u></p> <p><u>10:30am-11:30am:</u> Levinson: Individual Life Structure Sheehy: Phases of Adulthood</p> <p><u>11:30am-12:30pm:</u> Development in Early Adulthood Development in Middle Adulthood Addressing Midlife Transitions Adjusting to Role Changes</p> <p><u>12:30pm-1:30pm:</u> Perceiving One's Own Mortality</p> <p><u>1:30pm-2:30pm:</u> Re-establishing Equilibrium Planning for Retirement</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 12</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 12</p>

INSTRUCTOR DAILY LESSON PLAN: **Growth & Development**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe Havighurst's developmental tasks related to older adulthood. 2. Explain the psychosocial development of older adults as defined by Erikson. 3. Discuss Levinson's and Sheehy's perspectives on older adulthood. 4. Identify positive factors in the development of the aging person. 5. List stressors for older adults. 6. Identify implications for society related to the increasing numbers of older adults. 7. Explain challenges for future healthcare related to changing demographics. 	<p>GROWTH AND DEVELOPMENT 6 hours</p> <p><u>4pm-5pm:</u> Older Adulthood and Aging Developmental Theories of Older Adulthood Havighurst: Developmental Tasks Erikson: Psychosocial Development</p> <p><u>5pm-6pm:</u> Levinson: Individual Life Structure Sheehy: Phases of Adulthood</p> <p><u>6pm-6:30pm: Break</u></p> <p><u>6:30pm-7:30pm:</u> Development in Older Adulthood Physical Changes Psychosocial Considerations</p> <p><u>7:30pm-8:30pm:</u> Areas of Concern Demographics and Population Trends</p> <p><u>8:30pm-9:30pm:</u> Workbook Activities</p> <p><u>9:30pm-10:30pm:</u> Video on Growth & Development</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 13</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 13</p>

INSTRUCTOR DAILY LESSON PLAN: GROWTH & DEVELOPMENT AND PHARMACOLOGY

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ul style="list-style-type: none"> Review Growth & Development Briefly state the historical uses of the household/apothecary systems of measurement in healthcare. State the value in each system that is still used in healthcare. Describe the most commonly used system of measurement in healthcare; state why this system is used almost exclusively. State the basis of metric measurement. Demonstrate the ability to convert among milligrams, grams, and kilograms. Demonstrate the ability to convert between kilograms/grams and pounds. Demonstrate the use of ratio and proportion to calculate medication dosages. Demonstrate the ability to multiply and divide simple fractions to calculate medication dosages. Read/Write decimals. Add, subtract, multiply, and divide decimals. Convert decimals to fractions. Convert common fractions to decimals. Convert percents to decimals. Convert fractions to percents. Convert percents to fractions. Convert decimals to percents. Convert temperature from the Fahrenheit scale to the Celsius scale and vice versa. 	<p>6 hours</p> <p><u>8am-12pm:</u> Growth & Development Review</p> <p><u>12pm-12:30pm: Break</u></p> <p><u>12:30pm-1pm:</u> PHARMACOLOGY Review of Mathematics Systems of Measurement The Metric System Conversion of Values Within the Metric System</p> <p><u>1pm-2pm:</u> Dosage Calculation Ratio and Proportion The Formula Method</p> <p><u>2pm-2:30pm:</u> Significant Figures Percentages Fahrenheit/Celsius</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Medical Terminology S. Eagle 2nd Ed., F.A. Davis Appendix: F</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 60</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 60</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapters 1-7</p>

INSTRUCTOR DAILY LESSON PLAN: PHARMACOLOGY

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define new terminology and acronyms. 2. Explain how the Controlled Substances Act regulates the storage of and accountability for specific medications. 3. Describe the proper procedure for monitoring schedule drugs in the healthcare facility. 4. Identify the five specific rights of clients as related to prescribed medications. 5. List at least three drug references and one drug-related Website that are commonly used by nurses. 6. Define what is meant by chemical, generic, official, and trade names when referring medications. 7. Describe at least five formats for oral medications. 8. List/Describe at least five different routes of medication administration. 9. Discuss at least six factors that influence the dosage of any specific medication. 10. Differentiate between prescribed and over-the-counter medications. 11. List the seven required components of a prescription. 	<p>PHARMACOLOGY 6 hours</p> <p><u>8am-9am:</u> Legal Aspects Federal Drug Standards Client Rights Nursing Considerations</p> <p><u>9am-10am:</u> Medication Preparations and Actions Medication Names Medication Actions Medication Forms</p> <p><u>10am-10:30am: Break</u></p> <p><u>10:30am-12pm:</u> Prescription of Medications Factors Affecting Medication Prescription</p> <p><u>12pm-1pm:</u> Prescriptions Verbal Orders</p> <p><u>1pm-2:30pm:</u> Workbook Practice</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 61</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 61</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapters 12</p>

INSTRUCTOR DAILY LESSON PLAN: PHARMACOLOGY

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ul style="list-style-type: none"> Describe the following classifications of medications, including the actions, possible side effects, adverse reactions, nursing considerations, and examples of each: antibiotics, analgesics and narcotics, hypnotics and sedatives. Describe medications that affect the integumentary, and nervous systems. Describe the following classifications of medications, including the actions, possible side effects, adverse reactions, nursing considerations, and examples of each: anticonvulsants, steroids 	<p>PHARMACOLOGY 6 hours</p> <p><u>4pm-5pm:</u> Classification of Medications Interactions Between Food and Medication Introduction to Drug Classifications</p> <p><u>5pm-6pm:</u> Antibiotics and Other Anti-Infective Agents Effectiveness Selection of the Appropriate Antibiotic</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-7:30pm:</u> Other Anti-Infectives Medications that Affect the Integumentary System</p> <p><u>7:30pm-8:30pm:</u> Medications that Affect the Nervous System</p> <p><u>8:30pm-9:30pm:</u> Analgesics Hypnotics and Sedatives</p> <p><u>9:30pm-10:30pm:</u> Anticonvulsants Adrenergic Medications</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapters 16, 18, 21, 27</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p>

INSTRUCTOR DAILY LESSON PLAN: PHARMACOLOGY

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <p>1. Describe medications that affect the endocrine, and sensory systems</p>	<p>PHARMACOLOGY 6 hours <i>Classification of Medications</i></p> <p><u>8am-9am:</u> Medications that Affect the Endocrine System</p> <p><u>9am-10am:</u> Thyroid Replacement Hormones</p> <p><u>10am-10:30am: Break</u></p> <p><u>10:30am-11:30am:</u> Steroids</p> <p><u>11:30am-12:30pm:</u> Insulin</p> <p><u>12:30pm-1:30pm:</u> Medications that Affect the Sensory System</p> <p>Medications Affecting the Eye</p> <p><u>1:30pm-2:30pm:</u> Workbook Activities</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapters 16, 18, 21, 27</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p>

INSTRUCTOR DAILY LESSON PLAN: PHARMACOLOGY

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ul style="list-style-type: none"> Describe the following classification of medications, including the actions, possible side effects, adverse reactions, nursing considerations, and examples of each: cardiotonics, antihypertensives Describe medications that affect the cardiovascular system and blood. 	<p>PHARMACOLOGY 6 hours</p> <p><u>8am-10am:</u> Medications that Affect the Cardiovascular System Cardiotonics, Antiarrhythmics Medications that Affect the Blood Vessels Antihypertensives</p> <p><u>10am-10:30am: Break</u> <u>10:30am-12:30pm:</u> Medications that Affect the Blood Iron Replacement Preparations, Vitamins Coagulants, Anticoagulants Blood Products</p> <p><u>12:30pm-2:30pm:</u> Antineoplastic Medications</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter 20</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p>

INSTRUCTOR DAILY LESSON PLAN: PHARMACOLOGY

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <p>1. Describe medications that affect the immune, respiratory, and gastrointestinal systems.</p>	<p>PHARMACOLOGY 6 hours</p> <p><u>4pm-5pm:</u> Medications that Affect the Immune System Immune Sera and Vaccines</p> <p><u>5pm-6pm:</u> Medications that Affect the Respiratory System Bronchodilators Antiasthmatic Medications Respiratory Stimulants, Antitussives</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-7:30pm:</u> Expectorants Antihistamines Decongestants</p> <p><u>7:30pm-8:30pm:</u> Medications that Affect the Gastrointestinal System Medications that Affect the Mouth and Teeth</p> <p><u>8:30pm-9:30pm:</u> Medications that Affect the Stomach Medications that Produce or Stop Vomiting</p> <p><u>9:30pm-10:30pm:</u> Medications that Affect the Intestine</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter 19, 26, 30</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p>

INSTRUCTOR DAILY LESSON PLAN: PHARMACOLOGY

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ul style="list-style-type: none"> Describe the following classification of medications, including the actions, possible side effects, adverse reactions, nursing considerations, and examples of diuretics. Describe client and family teaching concerning proper administration of prescribed medications. Discuss the implications associated with drug-resistant bacteria. Discuss the major side effects of prolonged steroid therapy. Describe the most common side effects of narcotics, hypnotics, and sedatives. Describe medications that affect the urinary tract, and reproductive systems. 	<p style="text-align: center;">PHARMACOLOGY 6 hours</p> <p style="text-align: center;"><u>8am-9am:</u> Medications that Affect the Urinary Tract Diuretics</p> <p>Medications that Affect the Muscle Tone of the Urinary Bladder</p> <p style="text-align: center;"><u>9am-10am:</u> Medications that Affect the Reproductive Systems Male Sex Hormones (Androgens) Ovarian Hormones</p> <p style="text-align: center;"><u>10am-10:30am:</u> Break</p> <p style="text-align: center;"><u>10:30am-11:30am:</u> Medications that Affect the Uterus Medications Used in Family Planning</p> <p style="text-align: center;"><u>11:30am-12:30pm:</u> Medications Used in Treating Sexually Transmitted Diseases (STDs)</p> <p style="text-align: center;"><u>12:30pm-1:30pm:</u> Medications Used to Treat Erectile Dysfunction</p> <p style="text-align: center;"><u>1:30pm-2:30pm:</u> Workbook Activities</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <hr/> <p style="text-align: center;">EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ. 	<p>Reading:</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter 28</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p>

INSTRUCTOR DAILY LESSON PLAN: PHARMACOLOGY

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Review and describe how medications are stored and supplied in healthcare facilities. 2. Discuss the importance of documenting medication administration in the medication administration record, the computerized record, or the client's chart. 3. Differentiate between STAT, PRN, and bedtime medications. 4. Discuss the importance of the "Six Rights" of medication administration, including steps to observe before administering medications. 5. Differentiate between desired and undesired effects, and local and systemic medication effects. 	<p>PHARMACOLOGY 6 hours Administration of Medications</p> <p><u>8am-9am:</u> Preparation for Administration Storage Dispensing and Supply Systems Medication Records Setting Up Medications</p> <p><u>9am-10am:</u> Safety "The "Five Rights, Plus One" Other Considerations in Giving Medications</p> <p><u>10am-10:30am:</u> Break</p> <p><u>10:30am-11:30am:</u> Client Teaching</p> <p><u>11:30am-12:30pm:</u> General Principles of Medication Administration Desired and Undesired Effects</p> <p><u>12:30pm-1:30pm:</u> Local and Systemic Effects Medication Administration to Children</p> <p><u>1:30pm-2:30pm:</u> Workbook Activities</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter 14</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 63</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 63</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter 14</p>

INSTRUCTOR DAILY LESSON PLAN: PHARMACOLOGY

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ul style="list-style-type: none"> 1. Explain what is meant by enteral and parenteral administration. 2. Demonstrate various methods of enteral medication administration. 3. Demonstrate the proper technique for administering subcutaneous, intramuscular, and intradermal injections. 4. Identify nursing considerations for the use of total parenteral nutrition. 5. Discuss the use of infusion pumps, piggyback administration of medications, and intermittent infusion devices such as heparin or saline locks. 	<p style="text-align: center;">PHARMACOLOGY 6 hours <i>Administration of Medications</i></p> <p style="text-align: center;"><u>4pm-6pm:</u> Enteral Versus Parenteral Administration Enteral Administration Methods Oral Administration Sublingual Administration Translingual Administration Buccal Administration</p> <p style="text-align: center;"><u>6pm-6:30pm:</u> Break</p> <p style="text-align: center;"><u>6:30pm-7:30pm:</u> ATI Pharmacology Video</p> <p style="text-align: center;"><u>7:30pm-8:30pm:</u> Classroom Demonstrations</p> <p style="text-align: center;"><u>8:30pm-9:30pm:</u> Workbook Activities</p> <p style="text-align: center;"><u>9:30pm-10:30pm:</u> Oral Quiz</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p style="text-align: center;">EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter 14</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 63</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 63</p>

INSTRUCTOR DAILY LESSON PLAN: PHARMACOLOGY

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Explain what is meant by enteral and parenteral administration. 2. Demonstrate various methods of enteral medication administration. 3. Demonstrate the proper technique for administering subcutaneous, intramuscular, and intradermal injections. 4. Identify nursing considerations for the use of total parenteral nutrition. 5. Discuss the use of infusion pumps, piggyback administration of medications, and intermittent infusion devices such as heparin or saline locks. 	<p style="text-align: center;">PHARMACOLOGY 4 hours <i>Administration of Medications</i></p> <p style="text-align: center;"><u>8am-9am:</u> Administration Through a Gastric Tube</p> <p style="text-align: center;"><u>9am-10am:</u> Rectal Administration</p> <p style="text-align: center;"><u>10am-11am:</u> Parenteral Administration Non-injection Methods</p> <p style="text-align: center;"><u>11am-12pm:</u> Administration by Injection Intravenous Administration</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p style="text-align: center;">EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter 14</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 63</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 63</p>

INSTRUCTOR DAILY LESSON PLAN: MAKE-UP

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <p>Make up all missed assignment/hours.</p>	<p>Assist students with missed assignments</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Lesson appropriate readings/assignments</p>

CDI SCHOOL OF NURSING
VOCATIONAL NURSING PROGRAM

THEORY

TERM 1

Week 1
Tuesday

INSTRUCTOR LESSON PLAN: Nursing Fundamentals: NCLEX Exam, Legal/Ethical Nursing

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe the NCLEX-PN examination. 2. Describe the historical background of nursing. 3. Identify names & accomplishments of contributors to nursing. 4. Define Nursing. 5. Discuss the status of nursing as a profession/discipline. 6. Describe the history of Vocational Nursing. 7. Differentiate between the roles of Registered Nurse, Vocational Nurse, & Certified Nurse Aide. 8. Discuss the professional status & role of the VN. 9. Discuss the future of nursing. 10. Discuss the future of Vocational Nursing. 11. Discuss the importance of licensure for VNs. 12. Differentiate between Malpractice & negligence. 13. Describe 3 factors that constitute an Informed Consent. 14. Describe ethical behavior vs. legal requirements. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p><u>4pm-5pm:</u> NCLEX-PN Exam Nursing History VN History</p> <p><u>5pm-6:30pm:</u> Legal-Ethical Aspects of Nursing Licensure Legal Issues Informed Consent Ethical Aspects</p> <p><u>6:30pm-7pm:</u> Break</p> <p><u>7pm-8:30pm:</u> Workbook Activities</p> <p><u>8:30pm-10:30pm:</u> Legal/Ethical NCLEX Questions Computer Activities</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Reading 4. Transparencies 5. Reading 6. Handouts <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation 	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 1-4</p> <p>Saunders Comprehensive Review for NCLEX-PN, 4th Ed. Ch. 1-5, 7</p>

INSTRUCTOR LESSON PLAN: Communicable Diseases

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Identify major purposes for washing hands. 2. Identify factors in the spread of disease. 3. List ways to kill microorganisms/control infection. 4. Discuss the difference between medical & surgical asepsis. 5. Describe recommended techniques for medical asepsis. 6. Explain the infection cycle. 7. Define nosocomial infections. 8. Identify factors that reduce the incidence of nosocomial infections. 9. Explain the conditions that promote the onset of nosocomial infections. 10. State 3 ways that standard precautions help stop the spread of infection. 11. List 5 major classifications of pathogens. 12. Discuss nursing interventions used to interrupt the sequence of the infectious process. 13. Define communicable disease. 14. Discuss the body's immunity to infection. 15. Discuss examples for preventing infections for each element in the chain of infection. 16. Discuss patient teaching for infection control. 	<p>COMMUNICABLE DISEASES: 6 hours</p> <p><u>8am-9am:</u> Medical Asepsis Techniques Infection Cycle</p> <p><u>9am-10am:</u> Nosocomial Infections Universal (Standard) Precautions</p> <p><u>10am-11am:</u> Classifications of Pathogens Communicable Diseases Immunity</p> <p><u>11am-12pm:</u> Infection Control</p> <p><u>12pm-12:30pm:</u> Break</p> <p><u>12:30pm-1:30pm:</u> Learning Games</p> <p><u>1:30pm-2:30pm:</u> Asepsis NCLEX Questions</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation 	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 40-42, 57</p> <p>Saunders Comprehensive Review for NCLEX-PN, 4th Ed. Ch. 14, 38</p>

INSTRUCTOR LESSON PLAN: NURSING FUNDAMENTALS: Patient Safety

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Summarize safety precautions that can be implemented to prevent falls. 2. List 4 nursing interventions appropriate for individuals across the lifespan to ensure safety. 3. Discuss safety concerns specific to the health care environment. 4. Describe safe & appropriate methods for application of safety reminder devices (SRDs). 5. Discuss nursing interventions specific to the patient requiring SRDs. 6. State the principles of body mechanics. 7. Explain the rationale for using appropriate body mechanics. 8. Describe methods to safely assist pts in mobility. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p><u>8am-9am:</u> Patient Safety Overview Safety Reminder Devices</p> <p><u>9am-9:30am:</u> Demonstrate Proper Body Mech.</p> <p><u>9:30am-10:30am:</u> Students practice body mech.</p> <p><u>10:30am-11am:</u> Patient Mobility</p> <p><u>11am-12pm:</u> Acting Out Scenarios</p> <p><u>12-12:30pm:</u> Break</p> <p><u>12pm-12:30pm:</u> Workbook Activities</p> <p><u>12:30pm-2:30pm:</u> Patient Safety NCLEX Questions</p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 38, 48</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed. Ch. 14, 18</p>

INSTRUCTOR LESSON PLAN: NURSING FUNDAMENTALS: Patient Hygiene

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> Describe the types of baths: <ul style="list-style-type: none"> Total / Complete Partial Shower Whirlpool Sitz Relaxing / Therapeutic Describe components of the following procedures: <ul style="list-style-type: none"> Oral hygiene Hair care Eye, ear, & nose care Shaving Nail care Describe the correct procedure for performing perineal care to: <ul style="list-style-type: none"> Male patients Female patients Discuss psychological concerns in providing perineal care. Explain the rationales for maintenance of appropriate & safe patient environments. Discuss methods for maintaining a safe patient environment. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p><u>4pm-5pm:</u> Overview of Patient Hygiene</p> <p><u>5pm-5:30pm:</u> Oral Hygiene</p> <p><u>5:30pm-6pm:</u> Hair Care, Shaving, Nail Care</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30-7:30pm:</u> Female Perineal Care</p> <p><u>7:30pm-8:30pm:</u> Male Perineal Care</p> <p><u>8:30pm-9:30pm:</u> Teacher/Student Demos</p> <p><u>9:30pm-10:30pm:</u> Pt. Hygiene NCLEX Questions</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 50</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed. Ch. 14</p>

INSTRUCTOR LESSON PLAN: COMMUNICATION

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> Describe each level of Maslow's hierarchy of needs. Describe the components of the communication process. Identify 6 techniques used for effective communication. Identify blocks to communication. Explain the purpose of communication between the nurse & the patient. Discuss how nurses can improve their interpersonal communication with patients. Describe blocks to communication which might occur with a patient with the following impairment: Cognitive Speech Visual Hearing Describe the purpose for interviewing in nursing. Identify data to be obtained in caring for a patient. Describe the sources of data in obtaining patient data. 	<p>COMMUNICATION: 6 hours</p> <p><u>8am-9am:</u> Maslow's Hierarchy</p> <p><u>9am-10am:</u> Communication Process</p> <p><u>10am-11am:</u> Communication techniques</p> <p><u>11am-12pm:</u> Physical Communication Blocks</p> <p><u>12pm-12:30pm:</u> Break</p> <p><u>12:30pm-1:30pm:</u> Read Scenarios</p> <p><u>1:30pm-2:30pm:</u> Student Demo Scenarios</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 44</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed. Ch. 62</p>

INSTRUCTOR LESSON PLAN: NURSING FUNDAMENTALS: Vital Signs

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. Discuss the importance of accurately assessing VS. 3. Identify guidelines for VS measurement. 4. List the various sites for temperature measurement. 5. List the various sites for pulse measurement. 6. Describe the procedure for determining respiratory rate. 7. Describe the procedure for taking blood pressure. 8. State the normal limits of each vital sign. 9. List the factors that affect vital signs readings. 10. Discuss methods by which the nurse can ensure accurate measurements of vital signs. 11. Identify the rationale for each step of the VS procedure. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p>8am-9am: What are Vital Signs?</p> <p>9am-10am: Normal Limits</p> <p>10am-11am: *Factors that affect vital sign readings</p> <p>11am-12pm: How to ensure accurate rdgs.</p> <p>12pm-12:30pm: Break</p> <p>12:30pm-2:30pm: *Practice on each other * Computer vital signs activities</p>	<p>1.Lecture 2.Discussion 3.DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 46</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4TH Ed. Ch. 28</p>

INSTRUCTOR LESSON PLAN: NURSING FUNDAMENTALS: Emergency First Aid

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. List the priorities of assessment in emergency situations. 3. Discuss moral, legal, & physical interventions of performing first aid. 4. List the reasons CPR should be performed. 5. Identify signs/symptoms of shock & treatment for same. 6. Identify emergency care for bleeding. 7. State the treatment for different types of poisoning. 8. Identify treatment for emergencies of bones, joints, & muscles. 9. Identify types of burns & treatment for same. 10. Describe nursing interventions for heat/cold emergencies. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p>4pm-5pm: Priorities of Assessment</p> <p>5pm-6pm: S/S of shock</p> <p>6pm-6:30pm: Break</p> <p>6:30pm-7:30pm: Video: Emergency First Aid</p> <p>7:30pm-8pm: Discussion</p> <p>8pm-9pm: Musculoskeletal Injuries</p> <p>9pm-10pm. Burns</p> <p>10pm-10:30pm: Thermal/Cold Injuries</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 43</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed. Ch. 16</p>

INSTRUCTOR LESSON PLAN: SKILLS LAB

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 01 Demonstrate beginning skills in measuring blood pressure. 02. Identify, describe & differentiate between systolic & diastolic pressures & Korotkoff sounds. 03. Identify the auscultatory gap. 04. Identify & describe pulse pressure. 05. Identify factors influencing BP. 06. Identify & use various methods of measuring BP: Automatic measuring devices Doppler Aneroid manometer Electronic digital sphygmomanometer 07 Assess BP in both arms. 08. Demonstrate beginning skills in obtaining correct blood pressure. 09 Demonstrate beginning skills in measuring a patient's height.	10. Demonstrate beginning skills in measuring a patient's weight. 11. Demo beginning skills in application of safety reminder devices: Waist restraints Hand restraints Wrist & ankle restraints Gait belt Jacket restraint (wheelchair & bed) 12. Demonstrate bedmaking utilizing correct body mechanics & medical asepsis: Occupied bed Unoccupied bed- open/closed Postoperative bed	SKILLS LAB VITAL SIGNS BLOOD PRESSURE VITAL SIGNS HEIGHT VITAL SIGNS WEIGHT BEDMAKING	1. Demonstration 2. Practice 3. Videos/Tapes 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts
			EVALUATION
			1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR LESSON PLAN: SKILLS LAB

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES)	09. Demonstrate how to use various lifts	SKILLS LAB Lifts	1. Demonstration
01. Demonstrate beginning skills in: Handwashing Gloving Gowning Masking	10. Demo beginning skills in the following procedures using a peer as a patient: Assisting with a shower Assisting with a tub bath Bedmaking (unoccupied) Bedmaking (occupied) Bed bath (complete) Bed bath (partial)	BASIC PATIENT Perineal Care Backrub Bedpan BASIC ASEPSIS ISOLATION Double Bagging Sterile Procedures ROM Transfer Techniques Body Mechanics	2. Practice 3. Videos/Tapes 4. Transparencies 5. Computer-assisted learning
02. Demonstrate how to apply: Mask Gloves Gowning Eye shields	11. Demonstrate ability to perform: Oral care Hair care Eye, ear, & nose care Shaving Nail care		6. Reading 7. Handouts
03. Demonstrate appropriate infection control measures related to pt care.			EVALUATION
04. Demonstrate beginning skills in: double-bagging techniques.			1. Return Demos
05. Demonstrate beginning skills in opening sterile packs.	12. Demonstrate ability to provide perineal care for both male & female patients.		2. Role-playing
06. Demonstrate how to perform: Range of Motion to joints	13. Demonstrate how to give backrub.		3. Group presentation
07. Demonstrate how to transfer Safe and comfortable positioning Safe and appropriate transferring & ambulation of patient	14. Demonstrate how to offer bedpan. Types of bedpans.		4. Instructor Observations
08. Demonstrate appropriate body mechanics while performing the above skills.			5. Instructor Evaluations

INSTRUCTOR LESSON PLAN: NURSING FUNDAMENTALS: Documentation

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. List five purposes for written patient records. 3. Describe the differences between traditional, problem-orientated, focus, and charting-by-exception medical records. 4. State advantages/disadvantages of each type of charting. 5. State important legal aspects of chart ownership, access, confidentiality, & patient care documentation. 6. Describe the purpose of & relationship between the Kardex & the nursing care plan. 7. Describe the basic guidelines & rules for charting. 8. Discuss the use of computers for documentation. 9. Describe long-term-health care (LTC) & home health care (HCC) documentation. 10. Describe common patient reactions to hospitalization & appropriate nursing interventions for same. 11. Discuss the nurse's responsibilities in performing an admission. 12. Describe how the nurse prepares a patient for transfer to another unit or facility. 13. Discuss discharge planning. 14. Explain how the nurse prepares a patient for discharge. 15. Identify AMA (Against Medical Advice) & the nurse's role when a patient leaves the hospital AMA. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p><u>4pm-5pm:</u> Purposes of documentation Types of Charting</p> <p><u>5pm-6pm:</u> Legal Aspects of Charting Kardex Charting Guidelines</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-8pm</u> Computer Documentation LTC/HHC Documentation</p> <p><u>8pm-10pm:</u> <i>Admission, Transfer, & Discharge</i> Admissions Transfers Discharge Planning AMA</p> <p><u>10pm-10:30pm:</u> Documentation NCLEX Questions</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 37 & 45</p> <p>Saunders Comprehensive Review for the NCLEX-PN,4th Ed. Pgs. 47, 48-54, 63-64, 184</p>

INSTRUCTOR LESSON PLAN: SKILLS LAB

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>(SEE CLINICAL PERFORMANCE OBJECTIVES)</p> <p>01. Practice all previously learned skills.</p> <p>02. Demonstrate ability to apply pressure to all pressure points for control of bleeding</p> <p>03. Demonstrate ability to place a body in position to control shock.</p> <p>04. Demonstrate appropriate emergency care of burns.</p> <p>05. Demonstrate ability to apply the following: Splints to limbs Neck injury collars Spinal injury backboards Bandages for limbs Ace wraps for sprains/strains</p> <p>06. Demonstrate ability to care for patients with: Spinal cord injuries Shock Hemorrhage Burns Musculoskeletal injuries Poisoning</p>	<p>07. Demonstrate beginning skills in measuring body temperature via oral, rectal, axillary & typanic.</p> <p>08. Identify normal body temperatures according to sites.</p> <p>09. Demonstrate beginning skills in taking of apical & radial pulses.</p> <p>10. Identify & locate major pulse points.</p> <p>11. Identify pulse volume variations</p> <p>12. Demonstrate beginning skills in obtaining a respiratory rate.</p> <p>13. Identify patterns of respirations.</p>	<p>SKILLS LAB FIRST AID VITAL SIGNS Temperature Pulse Respirations</p>	<p>1. Demonstration 2. Practice 3. Videos/Tapes 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p style="text-align: center;">EVALUATION</p> <p>1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations</p>

INSTRUCTOR LESSON PLAN: SKILLS LAB

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>(SEE CLINICAL PERFORMANCE OBJECTIVES)</p> <p>01. Practice all previously learned skills.</p> <p>02. Identify & locate commonly used veins for venipuncture.</p> <p>03. Demonstrate beginning skills in blood drawing techniques utilizing appropriate collection methods: Syringe & needle Vacutainer system Scalp vein needle</p> <p>04. Identify various types of blood collecting tubes and color coding use.</p> <p>05. Demonstrate labeling of collection tubes</p> <p>06. Demonstrate appropriate documentation for venipuncture procedure</p> <p>07. Practice venipunctures on peers, mannequin arm, or mannequin.</p>	<p>08. Demonstrate beginning skills in performing an electrocardiogram.</p> <p>09. Identify & locate leads & correct placement: Chest (precordial) V1-V6 Extremities (AVR, AVL, & AVF)</p> <p>10. Demonstrate appropriate documentation for EKG procedure.</p>	<p>SKILLS LAB</p> <p>EKG VENIPUNCTURE</p>	<p>1. Demonstration</p> <p>2. Practice</p> <p>3. Videos/Tapes</p> <p>4. Transparencies</p> <p>5. Computer-assisted learning</p> <p>6. Reading</p> <p>7. Handouts</p> <hr/> <p style="text-align: center;">EVALUATION</p> <p>1. Return Demos</p> <p>2. Role-playing</p> <p>3. Group presentation</p> <p>4. Instructor Observations</p> <p>5. Instructor Evaluations</p>

INSTRUCTOR LESSON PLAN: NURSING FUNDAMENTALS: Physical Assessment

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. Discuss the difference between a sign & a symptom (S/S). 3. Discuss frequently noted signs & symptoms of disease conditions. 4. List the cardinal signs of inflammation & infection. 5. Describe the nursing responsibilities when assisting the physician with the physical examination. 6. List & describe equipment & supplies necessary for the physical examination/assessment. 7. Explain the necessary skills for the physical examination or assessment. 8. Discuss the nurse-patient interview. 9. List the basic essentials for a patient's health history. 10. Discuss the sequence of steps when performing a nursing assessment. 11. Discuss the rationale for using the Physical Assessment Guide as a guideline when performing such assessments. 12. Discuss normal assessment findings in the head-to-toe assessment. 13. Describe documentation of the physical examination or nursing assessment. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p><u>4pm-5pm:</u> Signs/Symptoms Inflammation/Infection</p> <p><u>5pm-6pm:</u> Physical Examinations Nurse-Patient Interview</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-8pm:</u> Nursing Assessment Physical Assessment Guide</p> <p><u>8pm-10pm:</u> Exam/Assessment Documentation</p> <p><u>10pm-10:30pm:</u> NCLEX Questions</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 34, 35</p>

INSTRUCTOR LESSON PLAN: NURSING FUNDAMENTALS: Physical Assessment

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define at least 4 purposes of a nursing diagnosis. 2. Differentiate a nursing diagnosis from a medical diagnosis. 3. Discuss the rationale for using NANDA-approved nursing diagnoses. 4. Identify the three statements of a diagnostic statement and give at least two examples of a comprehensive diagnostic statement. 5. Discuss the following components of planning nursing care: setting priorities, establishing outcomes, and implementing nursing interventions 6. Develop examples of written nursing care plans using the Kardex method, standardized care plan, and a formal written, individualized care plan. 7. Explain the role of the VN in assessment & data collection. 8. Identify common risk factors for disease and illness. 9. State the rationale for obtaining a UA, CBC, Utox, or UPT 10. Describe the common examination techniques of observation, inspection, palpation, percussion, and auscultation. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p><u>8am-9am:</u> <i>Physical Assessment</i> Implementing and Evaluating Care</p> <p><u>9am-10am:</u> Documenting and Reporting</p> <p><u>10am-11am:</u> Contents of the Health Record Guidelines for Documentation</p> <p><u>11am-11:30am:</u> Reporting</p> <p>Break</p> <p><u>11:30am-1pm</u> Data Collection in Client Care</p> <p><u>1pm-2:30pm:</u> Workbook Activities</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 36, 37, 47</p>

INSTRUCTOR LESSON PLAN: NURSING FUNDAMENTAL: Specimen Collection

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. Explain rationales for collection of each specimen listed. 3. Discuss guidelines for specimen collection. 4. Identify role of the nurse when performing a specimen collecting procedure. 5. State appropriate labeling for a collected specimen. 6. Discuss patient teaching for diagnostic testing. 7. List the proper steps for teaching self-monitoring blood glucose. (SMBG) 8. Discuss the procedure for obtaining stool specimens. 9. State the correct procedure obtaining sputum specimens. 10. List the correct steps when obtaining a urine specimen. 11. List the nursing responsibilities for a glucose tolerance test. (GTT) 12. Identify procedures for performing a phlebotomy. 13. Identify procedures for performing an electrocardiogram. 14. Describe documentation of the patient's condition before, during, & after a laboratory diagnostic test. 15. Discuss nursing interventions necessary for proper preparations for a patient having a diagnostic examination. 16. List the diagnostic tests for which the nurse should determine whether the patient is allergic to iodine. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p><u>8am-9am:</u> <i>Specimen Collection & Diagnostic Examinations</i></p> <p><u>9am-10am:</u> SMBG, Stool Specimen</p> <p><u>10am-11am:</u> Sputum Specimen</p> <p><u>11am-11:30am:</u> Break</p> <p><u>11:30am-1pm:</u> Urine Specimen</p> <p><u>1pm-1:30pm:</u> GTT Phlebotomy EKG</p> <p><u>1:30pm-2:30pm:</u> Testing Documentation Patient Preparation Iodine Allergy</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 35, 52</p>

INSTRUCTOR LESSON PLAN: NURSING FUNDAMENTALS: Pain Management

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. Explain the nature of pain & types of pain. 3. Explain the theories of pain transmission & relationship of the gate control theory in selecting nursing interventions for pain relief. 4. Discuss the concept of making pain assessment the fifth vital sign. 5. Identify subjective & objective data in pain assessment. 6. Explain several scales used to identify intensity of pain. 7. Discuss responsibilities of the nurse in pain control. 8. Discuss guidelines for individualizing pain therapy. 9. Identify nursing interventions to control painful stimuli in the patient's environment. 10. Describe differences & similarities between sleep & rest. 11. Outline nursing interventions that promote sleep & rest. 12. Discuss the sleep cycle, differentiating between NREM & REM sleep. 13. Discuss the body's response during each stage of wound healing. 14. Identify common complications of wound healing. 15. Explain the procedure for application of sterile dry dressings & wet-to-dry dressings. 16. Discuss care of the patient with wound drainage system: Hemovac/Daval suction, T-tube drainage. 17. Identify procedure for performing sterile wound irrigation. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p><u>4pm-5pm:</u> <i>Pain Management</i> Theories of Pain</p> <p><u>5pm-6pm:</u> Pain Assessment Subjective/Objective Data Pain Scales</p> <p><u>6pm-6:30pm</u> Break</p> <p><u>6:30pm-8pm:</u> Nursing Responsibilities & Interventions in Pain Management</p> <p><u>8pm-9pm:</u> <i>Comfort, Rest, and Sleep</i> Sleep & Rest Nursing Interventions Sleep Cycles</p> <p><u>9pm-10:30pm</u> <i>Wound Care</i> Wound Healing Complications Sterile Dressings Drainage Systems Wound Irrigation</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading: Lippincott Williams & Wilkins 9th Edition Ch. 55, 58</p>

INSTRUCTOR LESSON PLAN: SKILLS LAB

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 01. Practice all previously learned skills. 02. Demonstrate beginning skills in preparing patients for diagnostic tests & examination including: Explanation of procedure Restrictions (NPO, laxatives, enemas, special diets) Various types of exam procedures & tests. Need for signed consent forms 03. Demonstration skills in specimen collection 04. Demonstrate proper documentation for collection of specimens. 05. Identify various types of urine specimens & collecting equipment: Midstream urine (clean catch) Sterile urine (catheter or catheter port) Residual urine 24 hour urine Dipstick urine	06. Demonstrate skills in measuring blood glucose levels: Self monitoring blood glucose (SMBG) devices Automatic lancet devices 07. Identify various types of stool specimens & collecting equipment: Stool for ova & parasites, culture & sensitivity, occult blood. Hemocult testing kit/ strips 08. Identify various types of sputum specimens & collecting equipment: Culture & sensitivity, TB, cytology. Expectoration Tracheal suction (closed method)	SKILLS LAB Blood Glucose Levels DIAGNOSTIC EXAM Stool Specimens Sputum Specimens SPECIMEN COLLECTION Urine Specimens	1. Demonstration 2. Practice 3. Videos/Tapes 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts
			EVALUATION
			1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR LESSON PLAN: PATIENT EDUCATION & Nursing Fundamentals

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. Identify the importance of transcultural nursing. 3. Describe ways that culture affects the individual. 4. List & discuss culturally related components involved in nursing assessments. 5. Explain how personal cultural beliefs & practices can affect nurse-patient/nurse-nurse relationships. 6. Identify & discuss cultural variables that may influence health behaviors. 7. Differentiate between complementary & alternative therapies & conventional medicine. 8. Describe how herbs differ from pharmaceuticals. 9. Explain why a good health history is important for a patient using complementary/alternative therapies. 10. Discuss the principles behind herbal, chiropractic, acupressure-acupuncture & massage therapies. 11. Explain the importance of patient education in today's healthcare climate. 12. Relate principles of adult education to patient teaching. 13. Identify common barriers to learning. 14. Explain the ways that learning varies throughout the life cycle. 15. Discuss the nurse's professional responsibilities related to the patient's teaching. 16. Describe teaching strategies that make learning meaningful to patients. 	<p><u>PATIENT EDUCATION:</u> 2 hours</p> <p><u>NURSING FUNDAMENTALS:</u> 4 hours</p> <p><u>4pm-5pm:</u> <i>Transcultural Healthcare</i> Culture Discussion</p> <p><u>5pm-6pm:</u> <i>Complementary & Alternative Therapies</i> Herbs Various Therapies</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-8pm:</u> <i>Patient Education:</i> Adult Education Learning Barriers</p> <p><u>8pm-9pm:</u> Nursing Responsibilities Teaching Strategies</p> <p><u>9pm-10:30pm:</u> Workbook Activities & NCLEX Questions</p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 8, 44</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed. Ch. 6</p>

INSTRUCTOR LESSON PLAN: SKILLS LAB

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 01. Practice all previously learned skills. 02. Demonstrate ability to perform the following on a mannequin utilizing medical /surgical asepsis: Wound care Wound irrigation Dressing changes (wet to dry, dry, wet, transparent, drain dressing) 03. Demonstrate ability to correctly document completion of the above procedures.	04. Demonstrate skills in application of: Bandages Binders-(T, chest, abdominal) TED hose Arm slings 05. Demonstrate skills applying: Compresses sterile & non-sterile hot & cold dry & wet 06. Demonstrate knowledge of IV procedure: Responsibilities of VN IV tubing/equipment (IVAC) Drip calculations 07. Demonstrate skills in administration of oxygen via delivery systems: Nasal cannula Face masks (Venturi, partial rebreather, nonbreathing) Transtracheal catheter Tracheal tube Endotracheal tube O2 set-up/care of equipment	SKILLS LAB WOUND CARE BANDAGING COMPRESSES IV THERAPY O2 ADMINISTRATION	1. Demonstration 2. Practice 3. Videos/Tapes 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor

INSTRUCTOR LESSON PLAN: Patient Education & NURSING FUNDAMENTALS

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. Explain how the concept of loss affects the grief reaction. 3. Identify how changes in the health care system affect nursing interventions for the dying client. 4. Describe the stages of dying. 5. Identify the needs of the grieving patient & family. 6. Recognize five aspects of human functioning & how each interacts with the others during the grieving/dying process. 7. Identify physical S/S of the near-death patient. 8. Discuss nursing interventions for the dying patient. 9. Describe techniques in assisting the dying patient to say good-bye. 10. List nursing interventions that may facilitate grieving in special circumstances (perinatal, pediatric, geriatric, suicide). 11. Describe nursing responsibilities in the care of the body after death. 12. Discuss approaches to facilitate the grieving process. 13. Explain concepts of euthanasia, DRN, organ donations, fraudulent methods of treatment, the Dying Person's Bill of Rights. 14. Discuss support for the grieving family. 15. Explain advance directions which include the living will and durable power-of-attorney. 	<p><u>NURSING FUNDAMENTALS:</u> 4 hours <u>Patient Education:</u> 2 hours</p> <p><u>4pm-5pm:</u> <i>Loss, Grief, Dying, and Death</i> Changes in Healthcare Stages of Grief & Dying</p> <p><u>5pm-6pm:</u> Supportive Care Special Supportive Care</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-8pm:</u> Postmortem Care Issues Related to Dying/Death</p> <p><u>8pm-9pm:</u> Advance Directives</p> <p><u>9pm-9:30pm:</u> Workbook Activities</p> <p><u>9:30pm-10pm:</u> Questions and Answers</p> <p><u>10pm-10:30pm:</u> NCLEX Questions</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott: Williams & Wilkins 9th Edition Ch. 14, 59, 99</p> <p>Saunders Comprehensive Review for the NCLEX-PN,4th Ed. Ch. 7, 65</p>

INSTRUCTOR LESSON PLAN: SKILLS LAB

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>(SEE CLINICAL PERFORMANCE OBJECTIVES)</p> <p>01. Practice all previously learned skills.</p> <p>02. Demo knowledge of & ability to intervene w grieving pt.</p> <p>03. Demo ability to care for dying pt.</p> <p>04. Demo ability to provide post-mortem care if possible.</p> <p>05. Demonstrate ability to provide care of the body after death including the following: Cleansing Removing equipment Positioning Labeling/disposition of personal belongings & valuables Family support/viewing Identification Autopsy restrictions Shroud application Mortician release Morgue transfer Documentation</p>	<p>06. Demonstrate how to administer enema</p> <p>Tap water emena Soap sod enema Fleets enema Harrish flush</p>	<p>SKILLS LAB</p> <p>ENEMA Post-mortem care</p>	<p>1. Demonstration</p> <p>2. Practice</p> <p>3. Videos/Tapes</p> <p>4. Transparencies</p> <p>5. Computer-assisted learning</p> <p>6. Reading</p> <p>7. Handouts</p> <hr/> <p style="text-align: center;">EVALUATION</p> <p>1. Return Demos</p> <p>2. Role-playing</p> <p>3. Group presentation</p> <p>4. Instructor Observations</p> <p>5. Instructor Evaluations</p>

INSTRUCTOR LESSON PLAN: SKILLS LAB

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>(SEE CLINICAL PERFORMANCE OBJECTIVES)</p> <p>01 Practice all previously learned skills.</p> <p>02 Demonstrate skills in care of tracheostomy, including suctioning. (mannequin) and how to clean trach site</p> <p>03 Demonstrate ability to remove: Staples Sutures Steri-Strips (mannequin)</p>		<p>SKILLS LAB</p> <p>Tracheostomy care</p> <p>REMOVAL OF STAPLES/SUTURES</p>	<p>1. Demonstration</p> <p>2. Practice</p> <p>3. Videos/Tapes</p> <p>4. Transparencies</p> <p>5. Computer-assisted learning</p> <p>6. Reading</p> <p>7. Handouts</p>
			<p style="text-align: center;">EVALUATION</p> <p>1. Return Demos</p> <p>2. Role-playing</p> <p>3. Group presentation</p> <p>4. Instructor Observations</p> <p>5. Instructor Evaluations</p>

INSTRUCTOR LESSON PLAN: NURSING PROCESS

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology 2. Describe the role of the VN in regard to the nursing process 3. Discuss the importance & function of Maslow's hierarchy of needs in the nursing process, 4. Identify, define & explain the use of each of the five phases of the nursing process. 5. List the elements of each of the five phases of the nursing process. 6. Describe the establishment of the database. 7. Define & describe data clustering & its use in the database. 8. Contrast & compare the nursing diagnosis with a medical diagnosis. 9. Discuss the steps used to formulate a nursing diagnosis. 10. Differentiate between types of health problems. 	<p><u>NURSING PROCESS:</u> 6 hours</p> <p><u>4pm-5pm:</u> Role of the VN</p> <p><u>5pm-6pm:</u> Phases of the Nursing Process</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-7:30pm:</u> Data Clustering</p> <p>Nursing Diagnoses vs. Medical Diagnosis</p> <p><u>7:30pm-8:30pm:</u> Critical Thinking</p> <p><u>8:30pm-9:30pm:</u> Scenarios</p> <p><u>9:30pm-10pm:</u> Scenario with Whole Class</p> <p><u>10pm-10:30pm:</u> NCLEX Questions</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 5, 33, 34, 35, 36, 37</p>

INSTRUCTOR LESSON PLAN: NURSING PROCESS

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe the development of patient-centered outcomes. 2. Discuss the creation of nursing orders. 3. Explain the evaluation of a nursing care plan. 4. Explain the activities of NANDA, NIC, & NOC. 5. Describe the use of clinical pathways in managed care. 6. Discuss critical thinking. 7. Describe & discuss the components of critical thinking in relation to problem-solving. 8. Discuss the use of critical thinking in nursing. 9. Demonstrate the nursing process by writing a nursing care plan when given a specific nursing diagnosis. 	<p><u>NURSING PROCESS:</u> 6 hours</p> <p><u>8am-9am:</u> Discuss pt. centered outcomes</p> <p><u>9am-10am:</u> NANDA, NIC, NOC</p> <p><u>10am-11am:</u> Use of clinical pathways</p> <p><u>11am-11:30am:</u> Break</p> <p><u>11:30am-1pm:</u> Critical Thinking Scenario Practice</p> <p><u>1pm-2pm:</u> ATI Video on Critical Thinking</p> <p><u>2pm-2:30pm:</u> NCLEX Practice</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 33, 34, 35, 36, 37</p>

INSTRUCTOR LESSON PLAN: SKILLS LAB

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES)		SKILLS LAB	1. Demonstration
01. Demonstrate skills in catheter care: Connection of tubing Emptying drainage bag Care of bag when ambulating Measuring & documenting intake & output Performing catheter/perineal care with documentation	05. Successfully practice & demonstrate all previously learned skills. Medical/surgical asepsis Double bagging Sterile procedures Basic patient care SRD Patient hygiene: baths, perineal, oral Bed making Positioning ROM Transferring/ambulation Infection control Patient safety Patient environment Body mechanics Basic first aid procedures Vital signs, height, weight Specimen collection Diagnostic test preparation SMBG Venipuncture EKGs Admission/discharge/transfers Wound care/dressings/irrigations Hemovacs & T-tubes Bandages/binders/TED hose Hot/cold compresses IV therapy	CATHERIZATION NGT INSERTION REVIEW OF SKILLS LAB PROCEDRS.	2. Practice 3. Videos/Tapes 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts
02. Demonstrate catheterization skills on mannequin. Male & female catheterization Indwelling Foley catheter Straight catheter Three-way indwelling irrigation catheter			EVALUATION
03. Demonstrate care of the following including documentation/I&O: Nasogastric tube (NG-tube) Gastric tube (G-tube)			1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations
04. Demonstrate insertion of NG tube on mannequin.			
	END OF SKILLS LAB SESSIONS		

INSTRUCTOR DAILY LESSON PLAN: GERONTOLOGICAL NURSING

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. Discuss health & wellness in the aging population of the U.S. in relation to the aims of Health People 2010. 3. Identify some common myths concerning older adults. 4. Describe biologic & psychosocial theories of aging. 5. Describe changes associated w/ aging in each body system. 6. Discuss methods of assessment used for body systems. 7. Identify nursing diagnoses appropriate to the older adult. 8. Describe appropriate nursing interventions for common health concerns of the older adult. 	<p>GERONTOLOGICAL NURSING: 6 hours</p> <p><u>4pm-5pm:</u> Myths of Aging</p> <p><u>5pm-6pm:</u> Theories of Aging</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-8pm:</u> Aging Body Systems Cardiovascular System</p> <p><u>8pm-8:30pm:</u> Respiratory System</p> <p><u>8:30pm-9pm:</u> Musculoskeletal System</p> <p><u>9pm-9:30pm:</u> Nervous System</p> <p><u>9:30pm-10pm:</u> Digestive System</p> <p><u>10pm-10:30pm:</u> Urinary System</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 	<p>Reading:</p> <p>Lippincott: Williams & Wilkins 9th Edition Ch. 13, 91, 92</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed Ch. 29</p>

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) START OF CLINICAL EXPERIENCES 01 Complete orientation to assigned clinical facility. 02 Demonstrate ability to perform head-to-toe assessment on assigned pts. 03. Demo ability to complete personal hygienic care including complete/partial bedbath, oral, & perineal care. 04. Demo ability to make occupied & unoccupied beds. 05 Demo ability to take & record VS. 06. Demo ability to measure blood glucose w equipment provided in clinical facility. 07. Demonstrate ability to provide appropriate skin care for assigned pt. 08 Demo ability to: document I & O, Document I & O Measure liquids Measure urine 09 Demo ability to remove/apply TED hose, binders, & bandages.	10. Demo ability to care for pt. w Foley catheter: Connection of tubing Care of bag when ambulatory Performing perineal/catheter care Documenting catheter care/perineal	CLINICAL Orientation Catheter Care Basic Pt Care I & O	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
	11. Demo ability to ambulate pts.		1. Return Demos
	12. Demo skills in hot & cold applications.		2. Role-playing
	13. Demonstrate appropriate preparation for tests & procedures.		3. Group presentation
	14. Demo ability to apply/remove SRDs.		4. Instructor Observations
	15. Demo ability to feet pts.		5. Instructor Evaluations
	16. Demo ability to do the following: Admission Transfer Discharge		
	17. Document all care given & procedures completed in appropriate & accurate manner.		
	18. Demonstrate ability to write a careplan to prevent skin breakdown		

INSTRUCTOR DAILY LESSON PLAN: GERONTOLOGICAL NURSING

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe how older adults differ from younger individuals in their responses to illness, medications & hospitalization. 2. Describe why finances & housing are major concerns for the older adult. 3. Identify changes that occur with aging in intelligence, learning & memory. 4. Describe common psychosocial events that occur to the older adult. 5. Describe ways to preserve dignity & to increase self-esteem of the older adult. 	<p>GERONTOLOGICAL NURSING: 6 hours</p> <p><u>4pm-5pm:</u> Sensory Organs & Aging Process</p> <p><u>5pm-7pm:</u> Assessment Methods for Cardiovascular, Respiratory, Musculoskeletal, Nervous, Digestive, Reproductive, Sensory Systems</p> <p><u>7pm-7:30pm:</u> Break</p> <p><u>7:30pm-9pm:</u> Changes in Intelligence, Learning, and Memory</p> <p><u>9pm-9:30pm:</u> Common psychosocial events that occur to older adult</p> <p><u>9:30pm-10pm:</u> Ways to preserve dignity & increase self-esteem</p> <p><u>10pm-10:30pm:</u> Workbook Activities</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 13, 91 92</p> <p>Saunders Comprehensive Review for NCLEX-PN, 4th Ed. Ch. 29</p>

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES)	09. Demo ability to assess sleep pattern assigned pt.	CLINICAL	1. Demonstration
01. Demo ability to perform head-to-toe assessment accurately & document findings.	10. Demo knowledge of & ability to intervene w grieving pt.	Dying Pt	2. Practice
02. Demo ability to plan care for assigned pt with minimal assistance.	11. Demo ability to care for dying pt.	Basic Patient Care	3. DIRECT PT CARE
03. Demo ability to evaluate care provided to assigned pt.	12. Demo ability to provide post-mortem care if possible.	Pain	4. PROCEDURAL OBSERVATION
04. Demo ability to identify psychological aspects of assigned pt: Coping mechanisms Abnormal behavior Depressive syndromes Symptoms of stress	13. Demo sensitivity to cultural aspects of pt/family by completing assessment form showing recognition of: Problem related to cultural/ethnic differences Notation of pt's response to medical tx	Cultural Aspects	
05. Demo ability to write plan of care for one psychosocial problem identified in assigned pt.	14. Include in assessment recognition of G&D phase	Documentation	EVALUATION
06. Demo ability to identify pain response in assigned pt.	15. Present case history in post-conference w emphasis upon cultural aspects & age of pt.		1. Return Demos
07. Demo ability to intervene appropriate to pain response in assigned pt.	16. Document care given & any nursing intervention performed.		2. Role-playing
08. Demo ability to write plan of care for pt in pain.			3. Group presentation
			4. Instructor Observations
			5. Instructor Evaluations

INSTRUCTOR DAILY LESSON PLAN: REHABILITATION NURSING

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. Define the philosophy of rehabilitation nursing. 3. Describe the interdisciplinary rehabilitation team concept & functions of each team member. 4. Discuss specialized practice characteristics of the rehab nurse. 5. Discuss two major disabling conditions. 6. Provide nursing diagnoses, goals, interventions, & evaluations/outcome criteria for two major disabling conditions. 7. Discuss importance of returning home & preparing for community reentry. 8. Recognize importance & significance of family-centered care in rehabilitation. 9. Recognize the uniqueness of pediatric & gerontologic rehabilitation nursing. 10. Describe settings of long-term care services. 11. Identify patients of long-term care services. 12. Discuss federal & state regulation related to long-term care. 13. Identify sources of reimbursement for LTC services. 14. Define chronic & acute health services. 15. Describe goals of LTC services. 16. Describe LTC nursing services. 17. Describe services available from each type of agency: 18. Home health, Hospice, Adult day care, Assisted living, Continuing care community, & Long-term care. 19. Describe how HHC differs from community/public health care services. 20. List three types of home health agencies. 21. Summarize governmental financing for home health nursing. 	<p>REHABILITATION NURSING: 6 hours</p> <p><u>4pm-5pm:</u> Rehabilitation Rehab Team Rehab Nurse</p> <p><u>5pm-6pm:</u> Major Disabling D/O Family-Centered Care Ped/Gerontologic Rehab Nsg</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-7:30pm:</u> Long-Term Care (LTC) LTC Settings/Patients Regulations/Reinbursement LTC Goals</p> <p><u>7:30pm-9pm:</u> Agency Services Home Health Care (HHC) Types of HHC Agencies</p> <p><u>9pm-10pm:</u> Gov't Financing Cultural Considerations Service Components</p> <p><u>10pm-10:30pm:</u> Role of the VN Nursing Process Reimbursement</p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 95, 96, 98</p>

STUDENT DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES)	09. Demo ability to take & record VS.	CLINICAL	1. Demonstration
01. Demo ability to perform head-to-toe assessment accurately & document findings.	10. Demo ability to measure blood glucose w equipment provided in clinical facility.	Basic Pt Care	2. Practice
02. Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis.	11. Demonstrate ability to provide appropriate skin care for assigned pt.		3. DIRECT PT CARE
03. Document care given appropriately & accurately according to facility charting standards.	12. Complete & present case study as assigned in post-conference.		4. PROCEDURAL OBSERVATION
04. Demo ability to perform decubitus wound care.	13. Demo ability to care for pt. w Foley catheter: Connection of tubing Care of bag when ambulatory Performing perineal/catheter care Documenting catheter care/perineal care	Documentation	
05. Demo ability to change dressing utilizing sterile technique.	14. Demo ability to apply/remove SRDs.		
06. Demo ability to identify & write one pt problem utilizing NANDA Dx for basic pt problems.	15. Demo ability to get pts up in wheelchair, bedside chair or toilet, & ambulate utilizing walkers, canes, & gait belts.	Pt Problem	
07. Demo ability to care for pt w: Nasogastric tube Gastric tube		NG/G Tubes	
08. Demo ability to perform tube feedings on pts w NG or G tubes.			
			EVALUATION
			1. Return Demos
			2. Role-playing
			3. Group presentation
			4. Instructor Observations
			5. Instructor Evaluations

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 01. Demo ability to perform head-to-toe assessment accurately & document findings. 02. Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis. 03. Document care given appropriately & accurately according to facility charting standards. 04. Demo ability to assess one of each of the following: Pts w fluid & electrolyte imbalance Elderly pts w fluid and/or electrolyte probs. 05. Demo ability to plan & provide care for one pt w fluid/electrolyte imbalance. 06. Demo ability to identify/write one medical & two psychosocial/cultural problems for one pt w fluid/electrolyte problems; Identify pt problems Identify NANDA Dx Identify influencing factors Identify short term & long term goals	07. Administer meds in timely, accurate & appropriate manner w demo of knowledge key aspects of drugs given. 08. Observe IV & document following: Type of IV IV flow rate Condition of IV site 09. Demo ability to correctly discontinue an IV 10. Demo ability to teach pt/family one aspect of fluid/electrolyte balance 11. Demo ability to perform tube feedings on pts w NG & G tubes. 12. Demo ability to perform measurement of blood glucose (SMBG) on assigned pts & report & chart results. 13. Demo ability to perform decubitus & wound care utilizing correct aseptic techniques. 14. Demo ability to perform dressing changes utilizing sterile techniques.	CLINICAL Fluid/Electrolyte Disorders	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR DAILY LESSON PLAN: FLUID & ELECTROLYTE DISORDERS

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define the pH scale & its meaning for acids/bases neutralization. 2. Differentiate between the role of the buffers, lungs, & kidneys in maintenance of acid-base balance. 3. Describe the four major types of acid-base imbalance & discuss the appropriate nursing interventions for each. 4. Discuss the role of the nursing process for fluid, electrolyte & acid-base balances/imbbalances. 5. Identify specific disorders from the body systems that can cause/contribute to fluid, electrolyte, & acid-base imbalances: 6. Discuss how the very young, the very old, and the obese patient are at risk for fluid volume deficit. 	<p>MED/SURG. NURSING: 6 hours</p> <p><u>4pm-4:30pm:</u> Chloride Imbalances</p> <p><u>4:30pm-5pm:</u> Magnesium Imbalances</p> <p><u>5pm-5:30pm:</u> Phosphorus Imbalances</p> <p><u>5:30pm-6pm:</u> pH Scale</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-9pm:</u> Acid-Base Imbalances: Respiratory Acidosis/Alkalosis Metabolic Acidosis/Alkalosis</p> <p><u>9pm-10pm:</u> Buffer Systems</p> <p><u>10pm-10:30pm:</u> Nursing Process System D/Os Fluid Problems</p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 75</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed. Ch. 9, 10</p>

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>(SEE CLINICAL PERFORMANCE OBJECTIVES)</p> <p>01. Demo ability to perform head-to-toe assessment accurately & document findings.</p> <p>02. Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis.</p> <p>03. Document care given appropriately & accurately according to facility charting standards.</p> <p>04. Demo ability to assess one of each of the following: Pts w fluid & electrolyte imbalance Elderly pts w fluid and/or electrolyte probs.</p> <p>05. Demo ability to plan & provide care for one pt w fluid/electrolyte imbalance.</p> <p>06. Demo ability to identify/write one medical & two psychosocial/cultural problems for one pt w fluid/electrolyte problems; Identify pt problems Identify NANDA Dx Identify influencing factors Identify short term & long term goals</p>	<p>07. Administer oral meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given.</p> <p>08. Observe IV & document following: Type of IV IV flow rate Condition of IV site</p> <p>09. Demo ability to correctly discontinue an IV</p> <p>10. Demo ability to teach pt/family one aspect of fluid/electrolyte balance.</p> <p>11. Demo ability to perform tube feedings on pts w NG & G tubes.</p> <p>12. Demo ability to perform measurement of blood glucose (SMBG) on assigned pts & report & chart results.</p> <p>13. Demo ability to perform decubitus & care utilizing correct aseptic techniques.</p> <p>14. Demo ability to perform dressing changes utilizing sterile techniques.</p>	<p>CLINICAL</p> <p>Fluid/Electrolyte Disorders</p>	<p>1. Demonstration</p> <p>2. Practice</p> <p>3. DIRECT PT CARE</p> <p>4. PROCEDURAL OBSERVATION</p> <hr/> <p style="text-align: center;">EVALUATION</p> <p>1. Return Demos</p> <p>2. Role-playing</p> <p>3. Group presentation</p> <p>4. Instructor Observations</p> <p>5. Instructor Evaluations</p>

INSTRUCTOR DAILY LESSON PLAN: INTEGUMENTARY DISORDERS

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> Review A&P of the skin. Define key terminology. Describe general nursing assessment of the skin. Discuss use of the nursing process in caring for pts w/ skin disorders. ID characteristics of lesions of the skin. Discuss following infectious skin D/Os: <ul style="list-style-type: none"> *Viral: Herpes simplex & Herpes zoster *Bacterial: Impetigo *Fungal: Tineas-capitis, corporis, curis, & pedis *Parasitic: Pediculosis & Scabies Discuss inflammatory skin D/Os: <ul style="list-style-type: none"> *Dermatitis *Urticaria *Eczema *Acne *Psoriasis Discuss skin tumors inc malignant & benign lesions: <ul style="list-style-type: none"> *Melanoma *Skin carcinomas *Cysts *Keratosis *Keloid *Nevi *Warts State the pathophysiology involved in a burn injury. ID the classification of burn injuries. Discuss the different types of skin grafts & related nursing care. Discuss the following steps of burn care w appropriate nursing interventions & rationales: <ul style="list-style-type: none"> *Emergent *Acute *Rehabilitative Discuss considerations when caring for older adults w skin D/Os. Review appropriate pharmacology for skin D/Os. 	<p><u>MED/SURG. NURSING:</u> 6 hours</p> <p><u>4pm-5pm:</u> Integumentary (Skin) Disorders A&P Overview Nursing Assessment Nursing Process</p> <p><u>5pm-6pm:</u> Skin Lesions</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-7:30pm:</u> Infectious Skin D/Os Inflammatory Skin D/Os</p> <p><u>7:30pm-8:30pm</u> Skin Tumors</p> <p><u>8:30pm-9:30pm</u> Burns Burn Classifications Skin Grafts Burn Care</p> <p><u>9:30pm-10:30pm:</u> Older Adult Considerations Pharmacology Overview</p>	<ol style="list-style-type: none"> Lecture Discussion Videos/Tapes/DVDs Transparencies Computer-assisted learning Reading Handouts <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> Classroom Testing Case Studies Return Demos Role-playing Group presentations Instructor Observation 	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 74</p> <p>Saunders Comprehensive Review for the NCLEX-PN 4th Ed. Ch. 35, 40</p>

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	
(SEE CLINICAL PERFORMANCE OBJECTIVES)		CLINICAL	1. Demonstration	
01. Demo ability to perform head-to-toe assessment accurately & document findings.	07. Demo ability to perform dressing changes utilizing sterile techniques.	Skin Disorders	2. Practice	
02. Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis.	08. Demo ability to teach pt/family one aspect of integumentary/skin care for a skin D/O or condition incl treatment.		3. DIRECT PT CARE	
03. Document care given appropriately & accurately according to facility charting standards.	09. Participate in group case study on: Pt with extensive burns.		4. PROCEDURAL OBSERVATION	
04. Demo ability to assess each of the following: Skin condition Decubitus condition & stages Skin wound (surgical/infection) Burns	10. Administer oral meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given.		EVALUATION	
05. Demo ability to plan/provide care for pt w above conditions.	11. Administer IM & SQ meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given.		1. Return Demos	
06. Demo ability to perform decubitus & wound care utilizing correct aseptic techniques.	12. Observe IV & document following: Type of IV IV flow rate Condition of IV site		2. Role-playing	
	13. Demo ability to correctly discontinue IV.		3. Group presentation	
	14. Demo ability to perform measurement of blood glucose (SMBG) on assigned pts & report & chart results.		4. Instructor Observations	
			5. Instructor Evaluations	

INSTRUCTOR DAILY LESSON PLAN: **Musculoskeletal Disorders**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Review A&P of musculoskeletal system. 2. Define key terminology. 3. Describe the following conditions: Lordosis, Scoliosis, & Kyphosis. 4. List diagnostic procedures pertinent to muscl/skel function. 5. Compare methods for assessing circulation, nerve damage, & infection in clients w/ traumatic insult to musculoskeletal 	<p><u>MED/SURG. NURSING:</u> 6 hours</p> <p><u>4pm-5pm:</u> Review A&P</p> <p><u>5pm-6pm:</u> Lordosis, Scoliosis, Kyphosis</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-8pm:</u> Laboratory Tests Radiography MRI Arthrocentesis Arthroscopy Biopsy</p> <p><u>8pm-9pm:</u> Neurocirculatory Assessment S/S of Infection</p> <p><u>9pm-10pm:</u> Musculoskeletal D/Os Video</p> <p><u>10pm-10:30pm:</u> NCLEX Practice Questions</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation 	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 76</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed. Ch. 36, 58</p>

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>(SEE CLINICAL PERFORMANCE OBJECTIVES)</p> <p>01. Demo ability to perform head-to-toe assessment accurately & document findings.</p> <p>02 Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis</p> <p>03 Document care given appropriately & accurately according to facility charting standards.</p> <p>04 Demo ability to assess pts w one of each of the following: Arthritic D/Os (all types) Musculoskeletal injuries (Fx, etc) Osteomyelitis Osteoporosis Spinal/vertebral D/Os</p> <p>05. Demo ability to plan & provide care for pts w above D/Os incl: Positioning, Mobility, Skin care, Neurovascular checks, Nutritional aspects.</p>	<p>06. Demo ability to identify/write 2 medical & 2 psychosocial problems & prioritize appropriate nursing interventions.</p> <p>07. Demo ability to provide pt teaching to pt/ family on pain management techniques.</p> <p>08. Demo ability to identify & explain abnormal lab values.</p> <p>09. Administer oral meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given.</p> <p>10. Administer IM & SQ meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given.</p>	<p>CLINICAL</p> <p>Musculoskeletal Disorders</p>	<p>1. Demonstration</p> <p>2. Practice</p> <p>3. DIRECT PT CARE</p> <p>4. PROCEDURAL OBSERVATION</p> <hr/> <p style="text-align: center;">EVALUATION</p> <p>1. Return Demos</p> <p>2. Role-playing</p> <p>3. Group presentation</p> <p>4. Instructor Observations</p> <p>5. Instructor Evaluations</p>

INSTRUCTOR DAILY LESSON PLAN: **Musculoskeletal Disorders**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> List four health lifestyle measures to reduce risk of developing osteoporosis. List two types of skin & skeletal traction. List four nursing interventions appropriate to bone cancer. Describe the phenomenon of phantom pain. Compare the medical regimens for clients w gouty arthritis, rheumatoid arthritis, & osteoarthritis. Discuss nursing interventions appropriate for RA clients. 	<p><u>MED/SURG. NURSING:</u> 6 hours</p> <p><u>4pm-5pm:</u> Osteoporosis Vitamin & Calcium</p> <p><u>5pm-6pm:</u> Skin traction Skeletal traction</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-8pm:</u> Bone Cancer Phantom Pain</p> <p><u>8pm-10:30pm:</u> Gouty Arthritis Rheumatoid Arthritis Osteoarthritis Nursing Interventions</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> Classroom Testing Case Studies Return Demos Role-playing Group presentations Instructor Observation 	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 76</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed. Ch. 36, 58</p>

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 01. Demo ability to perform head-to-toe assessment accurately & document findings. 02. Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis. 03. Document care given appropriately & accurately according to facility charting standards. 04. Demo ability to assess pts w one of each of the following: Arthritic D/Os (all types) Musculoskeletal injuries (Fx, etc) Osteomyelitis Osteoporosis Spinal/vertebral D/Os 05. Demo ability to plan & provide care for pts w above D/Os incl: Positioning, Mobility, Skin care, Neurovascular checks, Nutritional aspects.	06. Demo ability to identify/write 2 medical & 2 psychosocial problems & prioritize appropriate nursing interventions. 07. Demo ability to provide pt teaching family on pain management techniques. 08. Demo ability to identify & explain abnormal lab values. 09. Administer oral meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given. 10. Administer IM & SQ meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given.	CLINICAL Musculoskeletal Disorders	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR DAILY LESSON PLAN: NCLEX REVIEW: (4 hours)

NCLEX REVIEW ACTIVITIES

Activities:

1. Students silently and individually take NCLEX practice exams on the following subjects:
 - * Fundamentals
 - * Integumentary Disorders
 - * Fluid-Electrolyte Disorders
 - * Musculoskeletal Disorders
2. Instructor reviews answers.
3. Instructor reviews questions that students got wrong.

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES)		CLINICAL	1. Demonstration
01 Demo ability to perform head-to-toe assessment accurately & document findings	07. Administer meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given		2. Practice
02 Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis.	08. Observe IV & document following: Type of IV IV flow rate Condition of IV site	Fluid/Electrolyte Disorders Review	3. DIRECT PT CARE
03. Document care given appropriately & accurately according to facility charting standards.	09. Demo ability to correctly discontinue an IV		4. PROCEDURAL OBSERVATION
04. Demo ability to assess one of each of the following: Pts w fluid & electrolyte imbalance Elderly pts w fluid and/or electrolyte probs.	10. Demo ability to teach pt/family one aspect of fluid/electrolyte balance.		
05. Demo ability to plan & provide care for one pt w fluid/electrolyte imbalance.	11. Demo ability to perform tube feedings on pts w NG & G tubes.		EVALUATION
06 Demo ability to identify/write one medical & two psychosocial/cultural problems for one pt w fluid/electrolyte problems; Identify pt problems Identify NANDA Dx Identify influencing factors Identify short term & long term goals	12. Demo ability to perform measurement of blood glucose (SMBG) on assigned pts & report & chart results.		1. Return Demos
	13. Demo ability to perform decubitus & wound care utilizing correct aseptic techniques.		2. Role-playing
	14. Demo ability to perform dressing changes utilizing sterile techniques.		3. Group presentation
			4. Instructor Observations
			5. Instructor Evaluations

INSTRUCTOR DAILY LESSON PLAN: ATI REVIEW (4 hours)

NCLEX REVIEW ACTIVITIES

Activities:

1. Students silently and individually take ATI practice exams and tutorials on the following subjects:
 - * Fundamentals
 - * Integumentary Disorders
 - * Fluid-Electrolyte Disorders
 - * Musculoskeletal Disorders
2. Instructor reviews answers.
3. Instructor reviews questions that students got wrong.

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES)		CLINICAL	1. Demonstration
01. Demo ability to perform head-to-toe assessment accurately & document findings.	07. Demo ability to perform dressing changes utilizing sterile techniques.		2. Practice
02. Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis.	08. Demo ability to teach pt/family one aspect of integumentary/skin care for a skin D/O or condition incl treatment.	Skin Disorders Review	3. DIRECT PT CARE
03. Document care given appropriately & accurately according to facility charting standards.	09. Participate in group case study on: Pt with extensive burns.		4. PROCEDURAL OBSERVATION
04. Demo ability to assess each of the following: Skin condition Decubitus condition & stages Skin wound (surgical/infection) Burns	10. Administer oral meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given.		
05. Demo ability to plan/provide care for pt w above conditions.	11. Administer IM & SQ meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given.		
06. Demo ability to perform decubitus & wound care utilizing correct aseptic techniques.	12. Observe IV & document following: Type of IV IV flow rate Condition of IV site		
	13. Demo ability to correctly discontinue IV.		
	14. Demo ability to perform measurement of blood glucose (SMBG) on assigned pts & report & chart results.		
			EVALUATION
			1. Return Demos
			2. Role-playing
			3. Group presentation
			4. Instructor: Observations
			5. Instructor: Evaluations

INSTRUCTOR DAILY LESSON PLAN: ATI REVIEW: (2 hours)

NCLEX REVIEW ACTIVITIES

Activities:

1. Students take Proctored ATI Fundamentals Exam.

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>(SEE CLINICAL PERFORMANCE OBJECTIVES)</p> <p>01 Demo ability to perform head-to-toe assessment accurately & document findings.</p> <p>02 Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis.</p> <p>03. Document care given appropriately & accurately according to facility charting standards.</p> <p>04. Demo ability to assess pts w one of each of the following: Arthritic D/Os (all types) Musculoskeletal injuries (Fx, etc) Osteomyelitis Osteoporosis Spinal/vertebral D/Os</p> <p>05 Demo ability to plan & provide care for pts w above D/Os incl: Positioning, Mobility, Skin care, Neurovascular checks, Nutritional aspects.</p>	<p>06. Demo ability to identify/write 2 med 2 psychosocial problems & prioritize appropriate nursing interventions.</p> <p>07. Demo ability to provide pt teaching to pt/ family on pain management techniques.</p> <p>08. Demo ability to identify & explain abnormal lab values.</p> <p>09. Administer oral meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given.</p> <p>10. Administer IM & SQ meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given.</p>	<p>CLINICAL</p> <p>Musculoskeletal Disorders Review</p>	<p>1. Demonstration</p> <p>2. Practice</p> <p>3. DIRECT PT CARE</p> <p>4. PROCEDURAL OBSERVATION</p>
			<p style="text-align: center;">EVALUATION</p> <p>1. Return Demos</p> <p>2. Role-playing</p> <p>3. Group presentation</p> <p>4. Instructor Observations</p> <p>5. Instructor Evaluations</p>

INSTRUCTOR DAILY LESSON PLAN: ATI REVIEW (3 hours)

NCLEX REVIEW ACTIVITIES

Activities:

1. Students spend 1.5 hours practicing new NCLEX questions.
2. Instructor spends 1.5 hours reviewing NCLEX questions with students.

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>(SEE CLINICAL PERFORMANCE OBJECTIVES)</p> <p>01. Demo ability to perform head-to-toe assessment accurately & document findings.</p> <p>02 Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis.</p> <p>03 Document care given appropriately & accurately according to facility charting standards.</p> <p>04 Demo ability to assess pts w one of each of the following: Arthritic D/Os (all types) Musculoskeletal injuries (Fx, etc) Osteomyelitis Osteoporosis Spinal/vertebral D/Os</p> <p>05. Demo ability to plan & provide care for pts w above D/Os incl: Positioning, Mobility, Skin care, Neurovascular checks, Nutritional aspects.</p>	<p>06. Demo ability to identify/write 2 medical & 2 psychosocial problems & prioritize appropriate nursing interventions.</p> <p>07. Demo ability to provide pt teaching family on pain management techniques.</p> <p>08. Demo ability to identify & explain abnormal lab values.</p> <p>09. Administer oral meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given.</p> <p>10. Administer IM & SQ meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given.</p>	<p>CLINICAL</p> <p>Musculoskeletal Disorders Review</p>	<p>1. Demonstration</p> <p>2. Practice</p> <p>3. DIRECT PT CARE</p> <p>4. PROCEDURAL OBSERVATION</p> <hr/> <p style="text-align: center;">EVALUATION</p> <p>1. Return Demos</p> <p>2. Role-playing</p> <p>3. Group presentation</p> <p>4. Instructor Observations</p> <p>5. Instructor Evaluations</p>

INSTRUCTOR DAILY LESSON PLAN: **MAKE-UP (2 hours)**

MAKE-UP ACTIVITIES

Activities:

1. Students have this time to make-up any work from days/times absent.
2. Students must come in to school and make-up appropriate days/subjects.
3. If lab was missed, instructor must work with student in lab on appropriate skills.
4. If clinical was missed, instructor must lead student in appropriate clinical skills at clinical location.

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>(SEE CLINICAL PERFORMANCE OBJECTIVES)</p> <p>MAKE-UP DAY. STUDENT MUST WORK ON MISSED DAY SKILL(S).</p> <p>01. Demo ability to perform head-to-toe assessment accurately & document findings.</p> <p>02. Demo ability to plan care for assigned pt with minimal assistance.</p> <p>03. Demo ability to evaluate care provided to assigned pt.</p> <p>04. Demo ability to identify psychological aspects of assigned pt: Coping mechanisms Abnormal behavior Depressive syndromes Symptoms of stress</p> <p>05. Demo ability to write plan of care for one psychosocial problem identified in assigned pt.</p>		<p>CLINICAL</p> <p>Basic Pt Care for Make-up Day</p>	<p>1. Demonstration</p> <p>2. Practice</p> <p>3. DIRECT PT CARE</p> <p>4. PROCEDURAL OBSERVATION</p> <hr/> <p style="text-align: center;">EVALUATION</p> <p>1. Return Demos</p> <p>2. Role-playing</p> <p>3. Group presentation</p> <p>4. Instructor Observations</p> <p>5. Instructor Evaluations</p>

INSTRUCTOR LESSON PLAN: Digestive Disorders

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> Review A&P of gastrointestinal system. Define key terminology. List the various tests used to identify D/Os of the GI system & describe their key nursing interventions . Upper GI, Endoscopy, Ba swallow, Bernstein test, Sigmoid/ Colonoscopy, Lower GI, Abd flat plate, Stool specimen. Describe the aging process & the GI system. Discuss eating D/Os incl nursing interventions: *Anoxeria *Bulimia *Obesity Describe common D/Os of the mouth inc: *Candidiasis *Ca of oral cavity Describe common D/Os of the stomach inc etiology, S/S, med/surg treatment, nursing interventions, pt teaching, & nutrition: * Gastritis *Gastroesophagel Reflex disease *Peptic ulcer disease Describe gastric surgeries, possible complications incl post-operative nursing responsibilities. 	<p>MED/SURG. NURSING: 6 hours Digestive Disorders (D/O)</p> <p><u>4pm-5pm:</u> Diagnostic Tests Laboratory Studies Radiographic Evaluations Endoscopic Procedures</p> <p><u>5pm-6pm:</u> Med/Surg. Treatments Biopsy GI Intubation Gastric Suction NG Tube Irrigation Gastric Lavage Enteral Nutrition Parenteral Nutrition</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-8pm:</u> Gastric Surgery Fecal Diversions Continent Fecal Diversions Abdominal Paracentesis</p> <p><u>8pm-9pm:</u> Eating Disorders Anorexia, Bulimia, Cbesity</p> <p><u>9pm-10:30pm:</u> Disorders of the Mouth</p>	<ol style="list-style-type: none"> Lecture Discussion DVDs Transparencies Computer-assisted learning Reading Handouts <p>EVALUATION</p> <ol style="list-style-type: none"> Classroom Testing Case Studies Return Demos Role-playing Group presentations Instructor Observation 	<p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 87 Review: Chapter 26</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 87</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapter 46, 47</p> <p>Intro to Pharmacology Asperheim, 11th Edition Chapter 26</p> <p>Medical Terminology Eagle, 1st Edition Chapter 6</p> <p>ATI DVD Volume 3 ATI Adult Med/Surg Book Unit 7, Chapters 61-77</p>

CLINICAL
8 hours

TERM 2

Week 23
Saturday & Sunday

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) START OF TERM 2 CLINICAL EXPERIENCES 01. Demo ability to assess assigned pts w:: *GI D/Os *Bowel surgery (pre/post-op) *Scheduled for GI related tests *Pancreatic D/O *Gallbladder D/O *Liver D/O 02. Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures & documentation. 03. Demo ability to ID & write one medical & two psychosocial problems for pt w GI & GI related D/Os. 04. Demo ability to teach pt/family one aspect related to GI D/O. 05. Demo skills in: *Enema administration *NG/G tubes: feedings & irrigations *N/G tube insertion *Gastric suctioning/care *T-tube care *Inake/output 06. Demo skills in care of ostomies.	07. Demo ability to ID/explain lab values related to GI D/Os. 08. Observe IV's & document following: *Type of IV fluid *Flow rate *Condition of IV site 09. Demo ability to D/C IVs appropriately. 10. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds. 11. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 12. Participate in assigned group case studies: *Hepatitis *Cirrhosis *Peptic ulcer disease *Pancreatitis 13. Observe GI Lab (if available)	CLINICAL GI D/Os	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR LESSON PLAN

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> Describe common D/Os of the lower GI tract incl etiology, S/S, med/surg treatment, nursing interventions, pt teaching, & nutrition: *Appendicitis *Peritonitis *Diverticulosis *Diverticulitis *Crohn's disease *Ulcerative colitis *Irritable bowel syndrome *Abdominal hernias *Absorption D/Os *Intestinal obstructions *Hemorrhoids *Anal fissures Discuss nursing care of the ostomy patient incl location of stoma & type of effluent, ostomy management, nursing interventions, pt teaching, & body image problems. Review appropriate pharmacology for GI D/Os. 	<p>MED/SURG. NURSING: 6 hours Digestive Disorders</p> <p><u>4pm-5pm:</u> Review Disorders of the Mouth Candida Albicans Cancer of the Mouth</p> <p><u>5pm-6pm:</u> D/Os of the Esophagus</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-7:30pm:</u> D/Os of the Stomach GERD Peptic Ulcers Gastric Surgery</p> <p><u>7:30pm-8:30pm:</u> D/Os of the Intestines Appendicitis Peritonitis Diverticulosis</p> <p><u>8:30pm-9:30pm:</u> Crohn's Disease Ulcerative Colitis Colorectal Cancer</p> <p><u>9:30pm-10:30pm:</u> GI Disorders Video</p>	<ol style="list-style-type: none"> Lecture Discussion DVDs Transparencies Computer-assisted learning Reading Handouts <p>EVALUATION</p> <ol style="list-style-type: none"> Classroom Testing Case Studies Return Demos Role-playing Group presentations Instructor Observation 	<p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 87 Review: Chapter 26</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 87</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapter 46, 47</p> <p>Intro to Pharmacology Asperheim, 11th Edition Chapter 26</p> <p>Medical Terminology Eagle, 1st Edition Chapter 6</p> <p>ATI DVD Volume 3 ATI Adult Med/Surg Book Unit 7, Chapters 61-77</p>

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) START OF TERM 2 CLINICAL EXPERIENCES 01 Demo ability to assess assigned pts w: *GI D/Os *Bowel surgery (pre/post-op) *Scheduled for GI related tests *Pancreatic D/O *Gallbladder D/O *Liver D/O 02 Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures & documentation. 03. Demo ability to ID & write one medical & two psychosocial problems for pt w GI & GI related D/Os. 04. Demo ability to teach pt/family one aspect related to GI D/O. 05 Demo skills in: *Enema administration *NG/G tubes: feedings & irrigations *N/G tube insertion *Gastric suctioning/care *T-tube care *Inake/output 06. Demo skills in care of ostomies.	07. Demo ability to ID/explain lab values related to GI D/Os. 08. Observe IV's & document following: *Type of IV fluid *Flow rate *Condition of IV site 09. Demo ability to D/C IVs appropriately. 10. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds. 11. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 12. Participate in assigned group case studies: *Hepatitis *Cirrhosis *Peptic ulcer disease *Pancreatitis 13. Observe GI Lab (if available)	CLINICAL GI D/Os	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
	EVALUATION		

INSTRUCTOR LESSON PLAN

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> Describe the nurse's role in caring for the client with stomatitis. Discuss 3 nursing considerations related to the care of GERD. Discuss 3 nursing considerations related to the care of peptic ulcers. 	<p>MED/SURG. NURSING: 6 hours Digestive Disorders</p> <p><u>4pm-6pm:</u> Review the following: Disorders (D/O) of the Mouth D/Os of the Esophagus D/Os of the Stomach</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-7:30pm:</u> Workbook Activities</p> <p><u>7:30pm-8:30pm:</u> Watch ATI Digestive D/O Video & Discuss</p> <p><u>8:30pm-9:30pm:</u> Review the following: Colostomy Ileostomy</p> <p><u>9:30pm-10:30pm</u> NCLEX Practice Questions</p>	<ol style="list-style-type: none"> Lecture Discussion DVDs Transparencies Computer-assisted learning Reading Handouts <p>EVALUATION</p> <ol style="list-style-type: none"> Classroom Testing Case Studies Return Demos Role-playing Group presentations Instructor Observation 	<p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 87 Review: Chapter 26</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 87</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapter 46, 47</p> <p>Intro to Pharmacology Asperheim, 11th Edition Chapter 26</p> <p>Medical Terminology Eagle, 1st Edition Chapter 6</p> <p>ATI DVD Volume 3 ATI Adult Med/Surg Book Unit 7, Chapters 61-77</p>

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) START OF TERM 2 CLINICAL EXPERIENCES 01. Demo ability to assess assigned pts w: *GI D/Os *Bowel surgery (pre/post-op) *Scheduled for GI related tests *Pancreatic D/O *Gallbladder D/O *Liver D/O 02 Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures & documentation. 03 Demo ability to ID & write one medical & two psychsoc problems for pt w GI & GI related D/Os. 04. Demo ability to teach pt/family one aspect related to GI D/O. 05. Demo skills in: *Enema administration *NG/G tubes: feedings & irrigations *N/G tube insertion *Gastric suctioning/care *T-tube care *Inake/output 06 Demo skills in care of ostomies.	07. Demo ability to ID/explain lab values. related to GI D/Os. 08. Observe IV's & document following: *Type of IV fluid *Flow rate *Condition of IV site 09. Demo ability to D/C IVs appropriately. 10. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds. 11. Administer at least two insulin injections per wek on assigned pts inc observation of pts for reaction. 12. Participate in assigned group case studies: *Hepatitis *Cirrhosis *Peptic ulcer disease *Pancreatitis 13. Observe GI Lab (if available)	CLINICAL GI D/Os	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
	EVALUATION		

INSTRUCTOR LESSON PLAN

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> Identify commonly used diagnostic tests for D/Os of the liver, gallbladder, and pancreas: *Lab tests, *UGI series, *LGI series, *Oral cholecystogram, *CT scan *Liver Scan, *Endoscopic exams, *Liver biopsy Describe common disorders of the liver including etiology, S/S, med/surg treatment, complications, nursing interventions, pt teaching Discuss modes of transmission of the major types of viral hepatitis Describe various types of esophageal and gastric balloons used for bleeding esophageal varices Describe common D/Os of the pancreas including etiology, S/S, med/surg treatment, complications, pt teaching, and nutrition: Pancreatitis, Pancreatic cancer Review the endocrine pancreatic D/O of diabetes Review pharmacology for the endocrine pancreatic D/O of diabetes inc insulin administration Describe the gall bladder D/Os of Cholecystitis and cholelithiasis in terms of: Etiology, Pathophysiology, S/S, nutrition: Review appropriate pharmacology for liver, gall bladder, and pancreatic D/Os 	<p>MED/SURG. NURSING: 6 hours Digestive Disorders</p> <p>4pm-5pm: Aging Process <u>Diagnostic Tests</u> 5pm-6pm: Liver Disorders Viral Hepatitis Transmission <u>6pm-6:30pm:</u> Break <u>6:30pm-8pm:</u> Balloon Tamponades Pancreatic D/Os <u>8pm-9pm:</u> Diabetes Review <u>9pm-10pm:</u> Hyper/Hypoglycemic Agents Gall Bladder D/Os <u>10pm-10:30pm:</u> Pharmacology Overview</p>	<p>1.Lecture 2.Discussion 3. DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 87 Review: Chapter 26</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 87</p> <p>Comprehensive Review NCLEX-PN,Silvestri, 4th Ed., Chapter 46, 47</p> <p>Intro to Pharmacology Asperheim, 11th Edition Chapter 26</p> <p>Medical Terminology Eagle, 1st Edition Chapter 6</p> <p>ATI DVD Volume 3 ATI Adult Med/Surg Book Unit 7, Chapters 61-77</p>

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) START OF TERM 2 CLINICAL EXPERIENCES 01. Demo ability to assess assigned pts w: *GI D/Os *Bowel surgery (pre/post-op) *Scheduled for GI related tests *Pancreatic D/O *Gallbladder D/O *Liver D/O 02. Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures & documentation. 03. Demo ability to ID & write one medical & two psychosocial problems for pt w GI & GI related D/Os. 04. Demo ability to teach pt/family one aspect related to GI D/O. 05. Demo skills in: *Enema administration *NG/G tubes: feedings & irrigations *N/G tube insertion *Gastric suctioning/care *T-tube care *Inake/output 06. Demo skills in care of ostomies.	07. Demo ability to ID/explain lab values related to GI D/Os. 08. Observe IV's & document following: *Type of IV fluid *Flow rate *Condition of IV site 09. Demo ability to D/C IVs appropriately. 10. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds. 11. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 12. Participate in assigned group case studies: *Hepatitis *Cirrhosis *Peptic ulcer disease *Pancreatitis 13. Observe GI Lab (if available)	CLINICAL GI D/Os	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR LESSON PLAN

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> Review A&P of the blood & lymph systems. Define key terminology. List common diagnostic tests for evaluation of blood & lymph D/Os, & discuss significance of results. Compare & contrast the different types of Anemia in terms of *Pathophysiology *Med treatment *Nursing interventions *Pt teaching *Nutrition. Compare & contrast the coagulation D/Os of *DIC *Thrombocytopenia *Hemophilia in terms of: Pathophysiology Med tx Nurs interventions & pt teaching. Discuss pathophysiology, med tx, & nursing interventions for Acute & Chronic Leukemia. Discuss Multiple Myeloma inc med tx& nursing interventions. Differentiate b/t Hodgkin's Disease & non-Hodgkin's lymphomas & related medical tx & nursing interventions. Discuss nursing interventions for pts w Lymphedema. Review appropriate pharmacology for blood & lymph D/Os. 	<p>MED/SURG NURSING: 6 hours <i>Blood & Lymph D/Os</i></p> <p><u>4pm-5pm:</u> Diagnostic Tests Blood Typing Complete Blood Count Coagulation Studies Other Hematologic Studies</p> <p><u>5pm-6pm:</u> Common Treatments Transfusions of Colloid Sol. Transfusions:Blood Product Bone Marrow & Peripheral Stem Cell Transplantations</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-7pm:</u> Review Nursing Process</p> <p><u>7pm-8pm:</u> Hematologic System D/Os Red Blood Cell D/Os</p> <p><u>8pm-9pm:</u> White Blood Cell D/Os</p> <p><u>9pm-10pm:</u> Platelets & Clotting D/Os</p> <p><u>10pm-10:30pm:</u> Lymphatic System D/Os</p>	<ol style="list-style-type: none"> Lecture Discussion DVDs Transparencies Computer-Assisted learning Reading Handouts <p>EVALUATION</p> <ol style="list-style-type: none"> Classroom Testing Case Studies Return Demos Role-playing Group presentations Instructor Observation 	<p>EXAM 1: Med-Surg Nursing: Gastrointestinal System D/Os & Liver, Gallbladder, and Pancreatic D/Os</p> <p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 81 Review Chapter 23</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 81</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapter 42</p> <p>ATI Adult Med/Surg. Book Unit 10, Chapter 104-110</p>

CDI SCHOOL OF NURSING
VOCATIONAL NURSING PROGRAM

CLINICAL
8 hours

TERM 2

Week 27
Saturday & Sunday

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 01 Demo ability to assess assigned pts w: *Blood D/Os *Lymph D/Os *GI D/Os 02. Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures & documentation. 03. Demo ability to ID & write one medical & two psychosocial problems for pt w blood/lymph D/Os & GI related D/Os. 04. Demo ability to teach pt/family one aspect related to blood D/O, lymph D/O, &/or GI D/O. 05. Demo ability to ID/explain lab values related to blood/lymph & GI D/Os. 06 Observe IV's & document following: *Type of IV fluid *Flow rate *Condition of IV site 07 Demo ability to D/C IVs appropriately.	08. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds. 09. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 10. Participate in assigned group case studies: *Splenectomy *Leukemia *Hemophilia 11. Observe blood transfusion process (if available)	CLINICAL	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
		BLOOD/LYMPH D/Os	EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR DAILY LESSON PLAN: **MEDICAL TERMINOLOGY**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Recognize word parts. 2. Know when to use a combining vowel 3. Recognize prefixes 4. Recognize suffixes 5. Pronounce terminology 	<p>MEDICAL TERMINOLOGY 6 hours</p> <p><u>4pm-5pm:</u> Intro to Medical Terminology Students cut out flashcards</p> <p><u>5pm-6pm:</u> Prefixes</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-7:30pm:</u> Suffixes</p> <p><u>7:30pm-8:30pm:</u> Workbook Activities</p> <p><u>8:30pm-9:30pm:</u> Students practice with each other</p> <p><u>9:30pm-10:30pm:</u> Game on Medical Terminology</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 2</p> <p>FLASH CARDS Tearout/Put in Rings</p> <p>Student Resources http://davisplus.fadavis.com/</p>

INSTRUCTOR DAILY LESSON PLAN: CPR/First Aid

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<ol style="list-style-type: none"> 1. Perform all the skills for adult and pediatric life support. 2. List three causes for stroke. 3. Explain the usage and principles of the automated defibrillator. 4. Demonstrate the following skills on the manikin: <ol style="list-style-type: none"> a. Mouth-to-mouth ventilation b. One-rescuer adult and pediatric CPR c. Two-rescuer adult and pediatric CPR d. Relieving foreign body airway obstruction e. Proper usage of barrier devices f. Principles and usage of the automated defibrillator 	<p style="text-align: center;">8 hours CPR/First Aid Certification</p> <p style="text-align: center;"><u>8am-1pm:</u> CPR/First Aid Certification Instructor Leads Class</p> <p style="text-align: center;"><u>1pm-1:30pm</u> Break</p> <p style="text-align: center;"><u>1:30pm-3pm:</u> Video on CPR/First Aid</p> <p style="text-align: center;"><u>3pm-4:30pm:</u> Workbook Activities</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <hr/> <p style="text-align: center;">EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ. 	<p>Provided CPR book</p>

INSTRUCTOR DAILY LESSON PLAN: MEDICAL TERMINOLOGY & ANATOMY AND PHYSIOLOGY

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Know how the human body is arranged 2. Be familiar with terminology associated with the cell level 3. Be familiar with terminology associated with the tissue level 4. Be familiar with organ and organ-system level 5. Be familiar with directional terms, body planes, body cavities, regions, and quadrants 6. Be familiar with abbreviations and discontinued abbreviations 7. Differentiate among sagittal, transverse, and frontal planes. 8. Define terms relating to body direction. 9. Identify/Describe the basic structural elements of the of the human cell and its functions. 10. Define contractility, conductivity, irritability, and reproduction in relation to the human cell. 11. Differentiate between RNA and DNA. 12. Compare/Contrast mitosis/meiosis. 13. List four major types of tissue with examples. 14. Identify the major organs that make up each body system 	<p style="text-align: center;"><u>8am-10am</u> MEDICAL TERMINOLOGY Cell Level Tissue Level Organ Level Directional Terms Body Planes Body Cavities Body Regions Body Quadrants Abbreviations <u>10am-10:30am</u> Break <u>10:30am-2:30pm</u> ANATOMY & PHYSIOLOGY Elements, Compounds, and Mixtures Physical and Chemical changes Body Directions, Areas, and Regions Anatomic Position Body Planes, Positions, Cavities Cells Special Properties Cellular Structure and Function Cell Reproduction Tissues Organs and Systems</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 3 Appendix A, E</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 15, 16</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 15, 16</p>

INSTRUCTOR DAILY LESSON PLAN: **ANATOMY & PHYSIOLOGY: The Integumentary System & Fluid and Electrolyte**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe structures/main functions of the skin. 2. Explains functions of keratin/melanin. 3. Identify structures/functions of fingernail/townail. 4. Compare/Contrast functions of glands: sudoriferous/sebaceous. 5. Define/Example radiation, convection, evaporaiton, and conduction. 6. Explain purpose of "goose bumps"/"goose flesh" 7. Discuss skin's role in sensory awareness. 8. Name five changes that occur in aging skin. 9. Describe ways to protect skin from damage. 10. Describe major electrolytes responsible for maintenance of neuronal/muscular activity. Nursing actions appropriate to maintain these electrolytes in balance. 11. Describe major components and actions involved in maintaining acid-base balance, including significance of arterial blood gas values as an indicator of an imbalance. 12. Explain why infants, young children, elderly are at risk for fluid and electrolyte imbalances. 13. Identify functions of water. 14. Name most important cation/anion in intracellular and extra-cellular fluid. 15. Describe major electrolytes responsible for maintenance of neuronal/muscular activity. Nursing actions appropriate to maintain these electrolytes in balance. 16. Differentiate freely permeable/selectively permeable membranes and factors affecting permeability. 17. Contrast transportation of fluids by diffusion, osmosis, filtration, and active transport. 18. Explain normal sources of water gain and mechanism of water loss. Identify normal input/output for an adult. 	<p>ANATOMY & PHYSIOLOGY 6 hours <u>4pm-6pm:</u> The Integumentary System Structure and Function Skin Accessory Structures System Physiology Protection Thermoregulation Vitamin D Production Communication and Sensory Awareness <u>6pm-6:30pm:</u> Break <u>6:30pm-8:30pm:</u> Effects of Aging Maintenance of Healthy Skin Fluid and Electrolyte Balance Homeostasis Fluid and Electrolyte Balance Water Intake and Output Acid-Base Balance Location of Fluids Overhydration and Edema <u>8:30pm-10:30pm:</u> Dehydration Water Electrolytes Fluid and Electrolyte transport Permeability of Membranes Passive Transport Active Transport</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading: Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 4</p> <p>FLASH CARDS Practice subject matter plus previously learned terminology.</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 15, 16</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 15, 16</p>

INSTRUCTOR DAILY LESSON PLAN: **ANATOMY & PHYSIOLOGY: Musculoskeletal System**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. List the four classifications of bones according to shape. 2. Locate/Name the major bones of the body and describe their functions. 3. Explain the function of red bone marrow. 4. Name three types of joints and give an example of each. 5. Differentiate between the axial/appendicular skeletons. 6. List the five divisions of the vertebral column and the number of vertebrae in each division. 7. Differentiate between an adult and an infant skull; identify the anterior/posterior fontanelles on a newborn, explaining their functions. 8. Compare/Contrast skeletal, smooth, and cardiac muscles and their functions. 9. Identify/Functions of major muscle groups in the body. 10. State three factors that influence bone growth. 11. Explain the process by which muscles produce heat. 12. Explain the effects of overusing/underusing muscles. 13. Differentiate between tendons/ligaments. 	<p>ANATOMY & PHYSIOLOGY 6 hours</p> <p><u>8am-10am</u> Video on Musculoskeletal System</p> <p><u>10am-10:30am:</u> Break</p> <p><u>10:30am-12:30pm</u> Structure and Function The Skeleton Bones Joints Divisions of the Skeleton Structure of Skeletal Muscles Major Muscles of the Body</p> <p><u>12:30pm-2:30pm:</u> System Physiology Formation of Bone Tissue Muscle Contractions Mobility Effects of Aging on the System</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 13</p> <p>FLASH CARDS Practice subject matter plus previous learned terminology.</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 18</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 18</p>

INSTRUCTOR DAILY LESSON PLAN: **ANATOMY & PHYSIOLOGY: Nervous System & Sensory System**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Name/Describe the three parts of a neuron and how they work to transmit impulses. 2. Give an example of a sensory/motor neuron, and interneuron impulse. 3. List the primary functions of each of the four cerebral lobes. 4. Explain how an injury to the cerebellum might manifest itself in an individual. 5. Identify the role of the limbic system in maintaining a person's level of awareness. 6. State the functions of the medulla, pons, and midbrain. Describe nursing considerations appropriate for a client with a brain stem dysfunction. 7. Explain two functions of the spinal cord. 8. Identify the three meninges. 9. Describe the function of the cerebrospinal fluid. 10. List the 12 cranial nerves and function of each including three functions of spinal nerves. 11. Compare/Contrast the functions of the parasympathetic/sympathetic nervous system. 12. Explain what is meant by the action potential of a nerve cell. 13. Identify location of the receptors for each of the five senses and how the brain interprets the stimulus for each sense. 14. Describe the major structures of the eye and their functions 15. Trace the path of sound waves through the external, middle, and inner ear. Describe the amplification of sound waves. 16. Explain how cerumen/ossicles, and eustachian tubes work in protecting the ear. 17. Discuss how the organs of the inner ear work to provide a sense of balance. 18. Identify the location of each type of taste bud on the tongue. 	<p>ANATOMY & PHYSIOLOGY</p> <p><u>8am-10am</u> The Nervous System <i>Structure and Function</i> Cells of the Nervous System <i>Divisions of the Nervous System</i> Central Nervous System Autonomic Nervous System</p> <p><u>10am-10:30am:</u> Break</p> <p><u>10:30am-11:30am:</u> <i>System Physiology</i> Transmission of Nerve Impulses Reflexes <i>Effects of Aging on the System</i></p> <p><u>11:30am-12:30pm:</u> The Sensory System The Eye The Ear Nerves and Muscles Balance and Equilibrium</p> <p><u>12:30pm-1:30pm:</u> Workbook</p> <p><u>1:30pm-2:30pm:</u> Videos</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 5</p> <p>FLASH CARDS Practice subject matter plus previous learned terminology.</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 19</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 19</p>

INSTRUCTOR DAILY LESSON PLAN: **ANATOMY & PHYSIOLOGY: Endocrine System & Urinary System**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the location of insulin secretion and explain how insulin and glucagon regulate blood sugar levels. 2. Discuss the role of the thymus as an endocrine organ and its relationship to the body's immune response. 3. Identify/Functions of male/female sex hormones. 4. List/Functions of hormones secreted by non-endocrine glands or organs 5. Discuss negative/positive feedback in relation to the endocrine system. 6. Explain the role of prostaglandins in the body. 7. Describe effects of aging on the endocrine system. 1. Discuss the location of insulin secretion and explain how insulin and glucagon regulate blood sugar levels. 2. Discuss the role of the thymus as an endocrine organ and its relationship to the body's immune response. 3. Identify/Functions of male/female sex hormones. 4. List/Functions of hormones secreted by non-endocrine glands or organs. 5. Discuss negative/positive feedback in relation to the endocrine system. 6. Explain the role of prostaglandins in the body. 7. Describe effects of aging on the endocrine system. 3. Explain how the urinary system influences homeostasis. 4. Describe functions of the two hormones secreted by the kidneys. 8. Describe the formation of urine, including the concepts of glomerular filtration, tubular reabsorption, and tubular secretion. 9. Describe the chemical differences between plasma, glomerular filtrate, and urine. 10. Compare/Contrast micturition and incontinence. 	<p>ANATOMY & PHYSIOLOGY 6 hours <u>4pm-6pm:</u> The Endocrine System Structure and Function Pituitary Gland Thyroid Gland Parathyroids Adrenal Glands Gonads Pancreas Thymus <u>6pm-6:30pm:</u> Break <u>6:30pm-8pm:</u> Other Sites That Secrete Hormones System Physiology System Relationships Information Relay to Target Cells Effects of Aging on the System <u>8pm-10:30pm:</u> The Urinary System Structure and Function Kidneys Role of Hormones and Other Substances Renal Blood Flow System Physiology Blood Pressure Regulation Urine Formation Characteristics/Composition of Urine Micturition Effects of Aging on the System</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading: Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 12</p> <p>FLASH CARDS Practice subject matter plus previous learned terminology.</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 20</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 20</p>

INSTRUCTOR DAILY LESSON PLAN: **ANATOMY & PHYSIOLOGY: Respiratory System & Cardiovascular System**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Differentiate between internal/external respiration. 2. Describe the anatomic relationships among the larynx, trachea, and esophagus. 3. Name/Describe four ways in which the respiratory system is protected. 4. Explain how the mechanisms of inspiration/expiration occur. 5. Describe/Function of pleura. 6. Describe/Function of breathing regulators. 7. Describe how the exchange of gases takes place in the alveoli of the lungs. 8. Describe/Nursing Implication of effects of aging on the respiratory system. 9. Describe the three major layers of the heart wall and how they relate to the pericardium. 10. Identify the chambers of the heart on an anatomical model, including the major vessels that enter and exit each chamber. 11. Define/Describe the function of the atrioventricular valves, semi-lunar valves, chordae tendineae, and papillary muscles. 12. Trace the path of blood through both sides of the heart, using correct terminology. 13. Identify the coronary arteries supplying the myocardium, specifying the location of each and the areas supplied; define collateral circulation. 14. Compare/Contrast the structure/function of arteries, capillaries, and veins. 15. Describe cardiac output, including the factors involved in its regulation. 16. Differentiate between systolic/diastolic blood pressure, defining each term. 	<p>ANATOMY & PHYSIOLOGY 6 hours <u>8am-10am:</u> The Respiratory System Structure and Function Upper Respiratory Tract Lower Respiratory Tract <u>10am-11am:</u> System Physiology Breathing Internal (Tissue) and External Respiration Surfactant <u>11am-11:30am:</u> Break <u>11:30am-2:30pm:</u> Regulation of Acid-Base Balance Respiratory Reflexes Effects of Aging on the system The Cardiovascular System Heart Chambers and Valves Blood Vessels of the Heart Systemic Blood Vessels Arteries and Arterioles Capillaries Veins and Venules System Physiology Cardiac Conduction Cardiac Cycle Cardiac Output Blood Pressure Effects of Aging on the System</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ. 	<p>Reading: Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 8</p> <p>FLASH CARDS Practice subject matter plus previous learned terminology.</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 25</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 25</p>

INSTRUCTOR DAILY LESSON PLAN: ANATOMY & PHYSIOLOGY: Immune System & Hematologic and Lymphatic

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe/Functions of lymphocytes and where they are produced. 2. Differentiate between B cells and T cells (lymphocytes). 3. Describe two nursing implications related to a lack of or a decrease in antibody production for each of the five categories of antibodies. 4. Differentiate between nonspecific/specific immunity. 5. Compare/Contrast naturally/artificially acquired active/passive immunities. 6. Describe the process of antibody-mediated immunity. 7. Explain how the "lock-and-key" concept applies to the antigen-antibody complex. 8. List the three mechanisms antibodies use to destroy antigens. 9. Describe effects of aging on the immune system. 10. Describe the principal functions of the blood and its mechanisms to maintain homeostasis. 11. Identify the four plasma proteins and their chief functions. 12. Outline the structure/function of the red/white blood cells, and platelets. 13. Discuss the importance of chemotaxis/phagocytosis in fighting invading organisms. 14. Describe the mechanism of blood clotting. 15. Identify the four blood groups and the Rh factors. 16. Describe the blood groups that are considered the universal donor/recipient and state why this is so. 17. Describe lymphatic circulation/filtration role of the lymph nodes. 	<p>ANATOMY & PHYSIOLOGY 6 hours The Immune System <i>Structure and Function</i> <i>Bone and Marrow and Lymphocyte Production</i> Lymphocytes T Lymphocytes Other Lymphocytes <i>Lymphoid Organs</i> Primary (Central) Lymphoid Organs Peripheral (Secondary) Lymphoid Organs <i>The Mononuclear Phagocyte System</i> <i>System Physiology</i> Nonspecific Defense Mechanisms Specific Defense Mechanisms Antigen-Antibody Reaction The Hematologic and Lymphatic System <i>Structure and Function</i> Blood Plasma Formed Elements Blood Clotting and Hemorrhage Blood Groups <i>Lymph</i> Movement of Lymph Lymph Nodes and Nodules Lymphatic Organs <i>System Physiology</i> Blood Circulation Lymphatic Circulation <i>Effects of Aging on the System</i></p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ. 	<p>Reading: Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 7</p> <p>FLASH CARDS Practice subject matter plus previous learned terminology.</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 23, 24</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 23, 24</p>

INSTRUCTOR DAILY LESSON PLAN: **ANATOMY & PHYSIOLOGY: Digestive System**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> Trace the digestive pathway and function of each of the major organs of the GI tract. Define/Processes of: mastication, deglutition, and peristalsis. Explain the actions of hydrochloric acid (HCl), gastrin, intrinsic factor, cholecystokinin, and pancreatic juice in the process of digestion. Explain functions of pancreas/gallbladder as they relate to digestion. Describe functions of the liver. 	<p>ANATOMY & PHYSIOLOGY 6 hours</p> <p><u>4pm-5pm:</u> The Digestive System Structure and Function Mouth Teeth</p> <p><u>5pm-6pm:</u> Esophagus Stomach</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-7:30pm:</u> Small Intestine</p> <p><u>7:30pm-8:30pm:</u> Large Intestine</p> <p><u>8:30pm-9:30pm:</u> Accessory Organs</p> <p><u>9:30-10:30pm:</u> Video on Digestive System</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 9</p> <p>FLASH CARDS Practice subject matter plus previous learned terminology.</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 26</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 26</p>

INSTRUCTOR DAILY LESSON PLAN: **ANATOMY & PHYSIOLOGY: Digestive System & NUTRITION**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> Describe the physiology of digestion/absorption, including how carbohydrates, fats, and proteins are absorbed in the small intestine. Identify/Describe major categories of metabolism. Explain how the large intestine changes its contents into fecal material. Describe effects of aging on the digestive system. Define/Explain functions of each of the six classes of major nutrients. Discuss concepts of MyPyramid Food Guidance System and its Education Framework, including dietary guidelines and levels of activity and Nutrition Facts Label on food products. List major dietary sources of carbohydrates and differentiate among monosaccharides, disaccharides, and polysaccharides. Differentiate between saturated/unsaturated fatty acids. Explain cholesterol, LDL, and HDL. Define amino acid. Differentiate between complete/incomplete proteins. Explain body's need/functions of water. List major minerals/trace minerals and state their functions. Identify symptoms of specific vitamin/mineral deficiencies. Name/Functions/Food Sources of fat-soluble/water-soluble vitamins. 	<p>ANATOMY & PHYSIOLOGY 6 hours</p> <p><u>8am-10am:</u> The Digestive System System Physiology Processes of Digestion Absorption in the Small Intestine</p> <p><u>10am-11am:</u> Absorption in the Large Intestine Metabolism Elimination</p> <p><u>11am-11:30am:</u> Break</p> <p><u>11:30am-12:30pm:</u> Effects of Aging on the System Basic Nutrition Nutrients</p> <p><u>12:30pm-1:30pm:</u> Dietary References and Terminology Food Pattern and Food Group Terms Kilocalories and Energy Enzymes and Digestion</p> <p><u>1:30pm-2:30pm:</u> Carbohydrates Fats (Lipids) Protein Water Minerals Vitamins</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading: Medical Terminology S. Eagle 2nd Ed., F.A. Davis Chapter 9</p> <p>FLASH CARDS Practice subject matter plus previous learned terminology.</p> <p>Student Resources http://davisplus.fadavis.com/</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 26, 30</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 26, 30</p> <p>Introduction to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter: 15</p>

INSTRUCTOR DAILY LESSON PLAN: **NUTRITION**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <p>1. Discuss a healthy diet as it pertains to: BMI, obesity, and malnutrition.</p> <p>2. Identify special nutritional considerations related to infancy, childhood, adolescence, early/middle adulthood, and the elderly.</p>	<p>NUTRITION 6 Hours Basic Nutrition</p> <p><u>8am-10am</u> A Healthy Diet The Nutrition Facts Label Practice Using Facts Label <u>10am-10:30am</u> Break <u>10:30am-12:30pm</u> Nutrition Across the Lifespan Pregnancy Infancy Childhood Adolescence Early/Middle Adulthood Older Adulthood and Aging <u>12:30pm-2:30pm</u> Group presentations</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 30</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 30</p> <p>Introduction to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter: 15</p>

INSTRUCTOR DAILY LESSON PLAN: NUTRITION

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Explain the influence of geographical regions on food choices. 2. Identify common dietary practices of several ethnic groups. 3. Define/Discuss acculturation. 4. Identify at least three dietary practices related to each of the following religions: Islam, Judaism, Mormon, and Roman Catholicism. 5. Name/Identify the four general types of vegetarian diets and foods eaten within each type of diet. 6. Describe how the lacto-ovo vegetarian can meet protein needs. 7. Relate the following factors to food choice: financial status, emotional state, social/physical factors, and ethnic heritage. 	<p>NUTRITION 6 hours</p> <p><u>4pm-6pm:</u> Transcultural and Social Aspects of Nutrition Mypyramid Food Guidance System Regional Differences Ethnic Heritage Black Americans Hispanic Americans Middle Eastern Americans Native Americans</p> <p><u>6pm-7pm:</u> Pot luck with discussion</p> <p><u>7pm-8pm:</u> Religious Beliefs The Vegetarian Choice Benefits of the Vegetarian Choice Balancing the Vegetarian Diet</p> <p><u>8pm-9pm:</u> Other Sociocultural Factors Social Factors Emotional Factors Food Fads and Fallacies Economic Conditions Physical Condition</p> <p><u>9pm-10:30pm:</u> Workbook Activities</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 31</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 31</p>

INSTRUCTOR DAILY LESSON PLAN: **NUTRITION**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe roles of the nurse in providing nutritional support to a client in acute care hospital, long-term care facility, and a home care setting. 2. Identify rationale for ↑ or ↓ fluids/offering meal supplements. 3. Identify/Nursing Interventions for reasons a client may need assistance with eating. 4. Differentiate between the following diets: house diet, modified diet, and therapeutic diet. 5. State five methods of modifying diets in terms of nutrients, consistency, or energy value. 6. Differentiate between a clear liquid/full liquid diet. State rationale/limitations of each diet. 7. Differentiate/Rationale/Limitations between a digestive soft diet and a mechanical soft diet. 8. Differentiate/Rationale/Limitations between a high-residue/low-residue diet. 9. Differentiate among following diets: fat controlled, low cholesterol, and limited saturated fats. 10. Explain uses of low/high protein diets. <ol style="list-style-type: none"> 1. Identify components of a mild/moderate/severe sodium-restricted diet. 2. Differentiate between TPN and PPN. 	<p>NUTRITION 6 hours</p> <p><u>8am-10am:</u> Diet Therapy and Special Diets Helping the Client Meet Nutritional Needs Serving Food Providing Between-Meal Supplements and Snacks</p> <p><u>10am-10:30am:</u> Break</p> <p><u>10:30am-11:30am:</u> Encouraging Fluid Intake Restricting Fluid</p> <p><u>11:30am-12:30pm:</u> Pt. Teaching</p> <p><u>12:30pm-1:30pm:</u> Patient/Nurse Scenario Activity</p> <p><u>1:30pm-2:30pm:</u> Workbook Activities</p>	<p>1. Lecture</p> <p>2. Discussion</p> <p>3. Videos/Tapes</p> <p>4. Transparencies</p> <p>5. Computer-assisted learning</p> <p>6. Reading</p> <p>7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing</p> <p>2. Case Studies</p> <p>3. Return Demos</p> <p>4. Role-playing</p> <p>5. Group presentations</p> <p>6. Instructor Observation</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 32</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 32</p>

INSTRUCTOR DAILY LESSON PLAN: **NUTRITION**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1 Differentiate/Rationale/Limitations between a digestive soft diet and a mechanical soft diet. 2 Differentiate/Rationale/Limitations between a high-residue/low-residue diet. 3 Differentiate among following diets: fat controlled, low cholesterol, and limited saturated fats. 4 Explain uses of low/high protein diets. 5 Identify components of a mild/moderate/severe sodium-restricted diet. 6 Differentiate between TPN and PPN. 	<p style="text-align: center;">NUTRITION 6 hours</p> <p style="text-align: center;"><u>8am-10am:</u> The Client Who Needs Assistance With Eating Feeding the Client Documenting and Reporting</p> <p style="text-align: center;"><u>10am-10:30am:</u> Break</p> <p style="text-align: center;"><u>10:30am-12:30pm:</u> House Diets Modified Diets Consistency Modifications Energy Value Modifications Nutrient Modifications Diets Modified by Serving Size Diets Modified for Allergens</p> <p style="text-align: center;"><u>12:30pm-2:30pm:</u> Nutritional Support Tube Feedings Nursing Considerations Intravenous Therapy Food and Medication Interactions</p>	<ol style="list-style-type: none"> 1.Lecture 2.Discussion 3.Videos/Tapes 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts <hr/> <p style="text-align: center;">EVALUATION</p> <ol style="list-style-type: none"> 1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation 	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 32</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 32</p>

INSTRUCTOR DAILY LESSON PLAN: NUTRITION & PSYCHOLOGY

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Review nutrition. 2. Define the most important terms/acronyms relating to mental health and its deviations. 3. Explain the normal role of defense mechanisms and the results when they are overused. 4. Differentiate between functional and organic mental illnesses. 5. List at least five organic causes of mental illness. 6. Describe the role of neuropsychological and neurodiagnostic testing in diagnosing mental illness. 7. List at least five general symptoms of a mental disorder. 8. Describe the diagnostic criteria for a mood disorder. 9. Explain the differences between a major depressive episode and dysthymia 10. Describe some of the typical behavioral characteristics of the person with bipolar disorder. 11. List/Describe at least four personality disorders, including common behaviors of people with borderline personality disorder. 12. Define/Symptoms of psychosis. 13. Describe the relationships between substance abuse/mental illness. 14. Identify/Roles of key members of the mental healthcare team. 	<p>6 hours</p> <p><u>4pm-8pm:</u> Nutrition</p> <p>Review all previously learned information</p> <p><u>8pm-8:30pm:</u> Break</p> <p><u>8:30pm-9:30pm:</u> Psychiatric Nursing Mental Health Mental Illness Diagnosis Types</p> <p><u>9:30pm-10:30pm:</u> The Mental Health Team Psychiatrist Nurse Other Team Members</p>	<p>1.Lecture</p> <p>2.Discussion</p> <p>3.Videos/Tapes</p> <p>4.Transparencies</p> <p>5.Computer-assisted learning</p> <p>6.Reading</p> <p>7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing</p> <p>2.Case Studies</p> <p>3.Return Demos</p> <p>4.Role-playing</p> <p>5.Group presentations</p> <p>6. Instructor Observation</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 32, 93</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter: 32, 93</p>

INSTRUCTOR DAILY LESSON PLAN: **PSYCHOLOGY (MENTAL HEALTH)**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> Describe outpatient services commonly available for people with mental illnesses. Identify structured living available to clients with mental disorders. Discuss legal categories of admission to the acute mental healthcare setting. Discuss therapies available to clients with mental illness. Describe/Indications for Use/Nursing Implications for electroconvulsive therapy. Identify/Examples of most commonly used classifications of medications in psychiatry. Describe/Undesireable side effects of neuroleptic therapy, including neuroleptic malignant syndrome 	<p>PSYCHOLOGY (MENTAL HEALTH) 6 Hours</p> <p><u>8am-9am:</u> Treatment Centers and Resources Methods of Psychiatric Therapy Psychotherapy</p> <p><u>9am-10am:</u> Verbal and Other Therapies</p> <p><u>10am-10:30am:</u> Break</p> <p><u>10:30am-11:30am:</u> Electroconvulsive Therapy Medication Therapy</p> <p><u>11:30am-12:30pm:</u> Side effects of neuroleptic therapy</p> <p><u>12:30pm-1:30pm:</u> Workbook Activities</p> <p><u>1:30pm-2:30pm:</u> Video on Working Psych Ward</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 93</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 93</p>

INSTRUCTOR DAILY LESSON PLAN: **PSYCHOLOGY (MENTAL HEALTH)**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Review last week's Psychology lesson. 2. Identify key drugs used in psychotherapy. 	<p>PSYCHOLOGY (MENTAL HEALTH) 6 Hours</p> <p><u>8am-10am:</u> Medication Therapy</p> <p><u>10am-12pm:</u> Jeopardy game using Psych info from previous lesson</p> <p><u>12pm-12:30pm:</u> Break</p> <p><u>12:30pm-1:30pm:</u> Student presentations</p> <p><u>1:30pm-2:30pm:</u> Drug review</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ. 	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 93</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 93</p>

INSTRUCTOR DAILY LESSON PLAN: PSYCHOLOGY (MENTAL HEALTH)

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> List at least three criteria for a diagnosis of substance abuse and at least four additional criteria for a diagnosis of chemical dependency. Discuss three theories put forth as possible contributing factors to development of chemical dependency. Identify the most common characteristics of the chemically dependent person. List four specific steps in managing chemical dependency. Describe signs that you might see in a client that indicate substance abuse. Identify at least ten pertinent questions to ask in a nursing assessment for chemical dependency. Describe nursing measures in detoxification of at least 4 categories of chemicals, including alcohol. Explain the meaning of refeeding syndrome; describe precautions taken to avoid this condition. Identify and describe at least 3 programs or theories for the long-term treatment of chemical dependency. 	<p>PSYCHOLOGY (MENTAL HEALTH) 6 Hours</p> <p><u>4pm-6pm:</u> Substance Abuse</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-8pm</u> Chemical Abuse & Dependency</p> <p><u>8pm-10:30pm:</u> Nursing Care Measures Detoxification & Recovery</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 94</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 94</p>

INSTRUCTOR DAILY LESSON PLAN: PSYCHOLOGY (MENTAL HEALTH)

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. List & describe 3 stages of unmanaged alcohol withdrawal. 2. Describe specific nursing care in alcohol withdrawal. 3. Describe the role of the codependent in alcoholism. Identify how the cycle of dependence is interrupted. 4. List the signs of abuse and withdrawal symptoms for sedatives, cannabis, narcotics, cocaine, hallucinogens, steroids, & nicotine. 5. Describe the adverse effects of methamphetamine abuse; identify nursing actions and precautions when dealing w/these clients. 6. Explain how opiate-blocker drugs are used in substance abuse programs 7. Discuss dangers of abuse of hallucinogens. 8. Identify problems associated with drug abuse in pregnant women. 9. Discuss legal obligations of nurses who believe coworkers are abusing drug or alcohol. 	<p>PSYCHOLOGY (MENTAL HEALTH) 6 Hours</p> <p><u>8am-10am:</u> Alcohol Abuse & Dependence Abuse of Other Substances Special Abusers</p> <p><u>10am-10:30am:</u> Break</p> <p><u>10:30am-11:30am:</u> Withdrawal Symptoms</p> <p><u>11:30am-12:30pm:</u> Methamphetamine abuse</p> <p><u>12:30pm-1:30pm:</u> Opiate blocker drugs</p> <p><u>1:30pm-2:30pm:</u> Legal obligations</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 94</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 94</p>

INSTRUCTOR DAILY LESSON PLAN: **Growth & Development**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. List the characteristics/sequence of human growth and development. 2. Explain development regression. 3. Discuss Havighurst's theory of developmental tasks. 4. Describe/Challenges/Virtues of Erikson's stages of psycho-social development. 5. Explain the four stages of human cognitive development as described by Piaget. 6. Describe the role of play in childhood development. 7. Discuss importance of anticipatory guidance for caregivers as their children grow and progress to new developmental stages. 8. Discuss growth/development for infants, toddlers, preschoolers, and school-age children, highlighting key areas of concern. 	<p>GROWTH AND DEVELOPMENT 6 hours <u>4pm-6pm:</u> <i>Infancy and Childhood</i> <i>Growth and Development</i> Concepts of Growth and Development Influences on Growth and Development <u>6pm-6:30pm:</u> Break <u>6:30pm-7:30pm:</u> <i>Infancy: 1 to 12 Months</i> Physical Growth Psychosocial Development Cognitive and Motor Development Areas of Concern <u>7:30pm-8:30pm:</u> <i>Toddlerhood: 1 to 3 Years</i> Physical Growth Psychosocial Development Cognitive and Motor Development <u>8:30pm-9:30pm:</u> <i>Preschool: 3 to 6 Years</i> Physical Growth Psychosocial Development Cognitive and Motor Development <u>9:30pm-10:30pm</u> <i>School Age: 6 to 10 Years</i> Physical Growth Psychosocial Development Cognitive and Motor Development Areas of Concern</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading: Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 10</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 10</p>

INSTRUCTOR DAILY LESSON PLAN: **Growth & Development**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Explain the term <i>puberty</i> and its relationship to adolescence. 2. Relate the theories of Havighurst, Erikson, and Piaget to adolescent growth and development. 3. Explain how skill development contributes to expanding cognition and decision-making. 4. Discuss the different stages of adolescence. 5. Describe the specific physical changes that occur between ages 11 and 20. 6. Discuss sexual development for boys and girls. 7. Identify the importance of relationships for adolescents. 8. Describe the cognitive, emotional, and moral development that occurs during adolescence. 9. Discuss appropriate discipline strategies for adolescents. 10. Design a plan for presenting information about human sexuality to adolescents. 	<p>GROWTH AND DEVELOPMENT 6 hours</p> <p><u>8am-10am:</u> Adolescence Growth and Development Theories Havighurst: Developmental Tasks Erikson: Psychosocial Development</p> <p><u>10am-10:30am:</u> Break</p> <p><u>10:30am-12:30pm:</u> Piaget: Cognitive Development Adolescent Growth and Development Characteristics of Developmental Stages Physical Growth Sexual Development</p> <p><u>12:30pm-2:30pm:</u> Psychosocial Development Food and Eating Habits Areas of Concern</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ. 	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 11</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 11</p>

INSTRUCTOR DAILY LESSON PLAN: **Growth & Development**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. List Havighurst's developmental tasks for early and middle adulthood. 2. Describe Erikson's theory of psychosocial development as it applies to young and middle adults. 3. Compare Levinson's "individual life structure" theory with the theories of Havighurst and Erikson. 4. State Sheehy's "phases of adulthood." 5. Discuss the implications of life choices made during early adulthood. 6. Examine one aspect of life (e.g. vocation, intimate relationships) and apply it across middle adulthood. 	<p>GROWTH AND DEVELOPMENT 6 hours</p> <p><u>8am-10am:</u> Early and Middle Adulthood Adult Growth and Development Theories Havighurst: Developmental Tasks Erikson: Psychosocial Development</p> <p><u>10am-10:30am: Break</u></p> <p><u>10:30am-11:30am:</u> Levinson: Individual Life Structure Sheehy: Phases of Adulthood</p> <p><u>11:30am-12:30pm:</u> Development in Early Adulthood Development in Middle Adulthood Addressing Midlife Transitions Adjusting to Role Changes</p> <p><u>12:30pm-1:30pm:</u> Perceiving One's Own Mortality</p> <p><u>1:30pm-2:30pm:</u> Re-establishing Equilibrium Planning for Retirement</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 12</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 12</p>

SKILLS LAB OBJECTIVES: FUND OF NSG / SKILLS LABORATORY / DIAG EXAM / SPECIMEN COLLECTION

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 1 Practice all previously learned skills. 2 Demo knowledge of & ability to intervene w grieving pt. 3 Demo ability to care for dying pt. 4 Demo ability to provide post-mortem care if possible. 5 Demonstrate ability to provide care of the body after death including the following: Cleansing Removing equipment Positioning Labeling/disposition of personal belongings & valuables Family support/viewing Identification Autopsy restrictions Shroud application Mortician release Morgue transfer Documentation	06. Demonstrate how to administer enema Tap water emena Soap sod enema Fleets enema Harrish flush	SKILLS LAB ENEMA Post-mortem care	1. Demonstration 2. Practice 3. Videos/Tapes 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <hr/> EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

SKILLS LAB OBJECTIVES: TRACH CARE, REMOVING STAPLES/SUTURES

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Practice all previously learned skills. 2. Demonstrate skills in care of tracheostomy, including suctioning, (mannequin) and how to clean trach site 3. Demonstrate ability to remove: Staples Sutures Steri-Strips (mannequin)		SKILLS LAB Tracheostomy care REMOVAL OF STAPLES/SUTURES	1. Demonstration 2. Practice 3. Videos/Tapes 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <hr/> EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

THEORY OBJECTIVES: NURSING PROCESS

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology 2. Describe the role of the VN in regard to the nursing process 3. Discuss the importance & function of Maslow's hierarchy of needs in the nursing process, 4. Identify, define & explain the use of each of the five phases of the nursing process. 5. List the elements of each of the five phases of the nursing process. 6. Describe the establishment of the database. 7. Define & describe data clustering & its use in the database. 8. Contrast & compare the nursing diagnosis with a medical diagnosis. 9. Discuss the steps used to formulate a nursing diagnosis. 10. Differentiate between types of health problems. 	<p><u>NURSING PROCESS:</u> 6 hours</p> <p><i>The Nursing Process & Critical Thinking</i> Role of the VN Phases of the Nursing Process Database Data Clustering Nursing Diagnoses</p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 5, 33, 34, 35, 36, 37</p>

THEORY OBJECTIVES: NURSING PROCESS

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ul style="list-style-type: none"> Describe the development of patient-centered outcomes. Discuss the creation of nursing orders. Explain the evaluation of a nursing care plan. Explain the activities of NANDA, NIC, & NOC. Describe the use of clinical pathways in managed care. Discuss critical thinking. Describe & discuss the components of critical thinking in relation to problem-solving. Discuss the use of critical thinking in nursing. Demonstrate the nursing process by writing a nursing care plan when given a specific nursing diagnosis. 	<p><u>NURSING PROCESS:</u> 6 hours</p> <p><i>The Nursing Process & Critical Thinking</i> Clinical Pathways</p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 33, 34, 35, 36, 37</p>

SKILLS LAB OBJECTIVES: FUNDAMENTALS OF NURSING / SKILLS LABORATORY

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES)		SKILLS LAB	1. Demonstration
1. Demonstrate skills in catheter care: Connection of tubing Emptying drainage bag Care of bag when ambulating Measuring & documenting intake & output Performing catheter/perineal care with documentation	05. Successfully practice & demonstrate all previously learned skills. Medical/surgical asepsis Double bagging Sterile procedures Basic patient care SRD Patient hygiene: baths, perineal, oral Bed making Positioning ROM Transferring/ambulation Infection control Patient safety Patient environment Body mechanics Basic first aid procedures Vital signs, height, weight Specimen collection Diagnostic test preparation SMBG Venipuncture EKGs Admission/discharge/transfers Wound care/dressings/irrigations Hemovacs & T-tubes Bandages/binders/TED hose Hot/cold compresses IV therapy	CATHERIZATION NGT INSERTION END OF SKILLS LAB PROCEDRS.	2. Practice 3. Videos/Tapes 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts
2. Demonstrate catheterization skills on mannequin: Male & female catheterization Indwelling Foley catheter Straight catheter Three-way indwelling irrigation catheter			EVALUATION
3. Demonstrate care of the following including documentation/I&O: Nasogastric tube (NG-tube) Gastric tube (G-tube)			1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations
4. Demonstrate insertion of NG tube on mannequin.			
	END OF SKILLS LAB SESSIONS		

INSTRUCTOR DAILY LESSON PLAN: GERONTOLOGICAL NURSING

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ul style="list-style-type: none"> Define key terminology. Discuss health & wellness in the aging population of the U.S. in relation to the aims of Health People 2010. Identify some common myths concerning older adults. Describe biologic & psychosocial theories of aging. Describe changes associated w/ aging in each body system. Discuss methods of assessment used for body systems. Identify nursing diagnoses appropriate to the older adult. Describe appropriate nursing interventions for common health concerns of the older adult. 	<p><u>GERONTOLOGICAL NURSING:</u> 6 hours</p> <p><i>Gerontology Health Promotion & Care of the Older Adult</i> Theories of Aging Aging Body Systems</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 13, 91, 92</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed Ch. 29</p>

CLINICAL OBJECTIVES: Playa del Rey Care & Rehab Center, 7716 Manchester Ave., Playa del Rey, CA 90293

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) START OF CLINICAL EXPERIENCES 1. Complete orientation to assigned clinical facility. 2. Demonstrate ability to perform head-to-toe assessment on assigned pts. 3. Demo ability to complete personal hygienic care including complete/partial bedbath, oral, & perineal care. 4. Demo ability to make occupied & unoccupied beds. 5. Demo ability to take & record VS. 6. Demo ability to measure blood glucose w equipment provided in clinical facility. 7. Demonstrate ability to provide appropriate skin care for assigned pt. 8. Demo ability to: document I & O, Document I & O Measure liquids Measure urine 9. Demo ability to remove/apply TED hose, binders, & bandages.	10. Demo ability to care for pt. w Foley catheter: Connection of tubing Care of bag when ambulatory Performing perineal/catheter care Documenting catheter care/perineal care 11. Demo ability to ambulate pts. 12. Demo skills in hot & cold applications. 13. Demonstrate appropriate preparation for tests & procedures. 14. Demo ability to apply/remove SRDs. 15. Demo ability to feet pts. 16. Demo ability to do the following: Admission Transfer Discharge 17. Document all care given & procedures completed in appropriate & accurate manner. 18. Demonstrate ability to write a careplan to prevent skin breakdown.	CLINICAL Orientation Catheter Care Basic Pt Care I & O	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR DAILY LESSON PLAN: GERONTOLOGICAL NURSING

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ul style="list-style-type: none"> Describe how older adults differ from younger individuals in their responses to illness, medications & hospitalization. Describe why finances & housing are major concerns for the older adult. Identify changes that occur with aging in intelligence, learning & memory. Describe common psychosocial events that occur to the older adult. Describe ways to preserve dignity & to increase self-esteem of the older adult. 	<p>GERONTOLOGICAL NURSING: 6 hours</p> <p><i>Gerontological Health Promotion & Care of the Older Adult</i> Health Care Security Concerns Psychosocial Changes</p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 13, 91, 92</p> <p>Saunders Comprehensive Review for NCLEX-PN, 4th Ed. Ch. 29</p>

CLINICAL OBJECTIVES: Sunnyside Nursing Center, 22617 S. Vermont Ave., Torrance, CA 90502

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 01. Demo ability to perform head-to-toe assessment accurately & document findings. 02. Demo ability to plan care for assigned pt with minimal assistance. 03. Demo ability to evaluate care provided to assigned pt. 04. Demo ability to identify psychological aspects of assigned pt: Coping mechanisms Abnormal behavior Depressive syndromes Symptoms of stress 05. Demo ability to write plan of care for one psychosocial problem identified in assigned pt. 06. Demo ability to identify pain response in assigned pt. 07. Demo ability to intervene appropriate to pain response in assigned pt. 08. Demo ability to write plan of care for pt in pain.	09. Demo ability to assess sleep pattern in assigned pt. 10. Demo knowledge of & ability to intervene w grieving pt. 11. Demo ability to care for dying pt. 12. Demo ability to provide post-mortem care if possible. 13. Demo sensitivity to cultural aspects of pt/family by completing assessment form showing recognition of: Problem related to cultural/ethnic differences Notation of pt's response to medical tx 14. Include in assessment recognition of G&D phase 15. Present case history in post-conference w emphasis upon cultural aspects & age of pt. 16. Document care given & any nursing intervention performed.	CLINICAL Dying Pt Basic Patient Care Pain Cultural Aspects Documentation	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR DAILY LESSON PLAN: REHABILITATION NURSING

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ul style="list-style-type: none"> Define key terminology. Define the philosophy of rehabilitation nursing. Describe the interdisciplinary rehabilitation team concept & functions of each team member. Discuss specialized practice characteristics of the rehab nurse. Discuss two major disabling conditions. Provide nursing diagnoses, goals, interventions, & evaluations/outcome criteria for two major disabling conditions. Discuss importance of returning home & preparing for community reentry. Recognize importance & significance of family-centered care in rehabilitation. Recognize the uniqueness of pediatric & gerontologic rehabilitation nursing. Describe settings of long-term care services. 1. Identify patients of long-term care services. 2. Discuss federal & state regulation related to long-term care. 3. Identify sources of reimbursement for LTC services. 4. Define chronic & acute health services. 5. Describe goals of LTC services. 6. Describe LTC nursing services. 7. Describe services available from each type of agency: 8. Home health, Hospice, Adult day care, Assisted living, Continuing care community, & Long-term care. 9. Describe how HHC differs from community/public health care services. 0. List three types of home health agencies. Summarize governmental financing for home health nursing. 	<p>REHABILITATION NURSING: 6 hours</p> <p><i>Rehabilitation</i> Rehab Team Rehab Nurse Major Disabling D/O Family-Centered Care Ped/Gerontologic Rehab Nsg Long-Term Care (LTC) LTC Settings/Patients Regulations/Reimbursement LTC Goals Agency Services Home Health Care (HHC) Types of HHC Agencies Gov't Financing Cultural Considerations Service Components Role of the VN Nursing Process Reimbursement</p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 95, 96, 98</p>

INSTRUCTOR DAILY LESSON PLAN: FLUID & ELECTROLYTE DISORDERS

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ul style="list-style-type: none"> 1. Define key terminology. 2. List, describe, & compare the body fluid compartments. 3. Discuss the importance of a balanced fluid intake & output in the human body. 4. List the most important fluids & electrolytes in each fluid compartment, & identify which are anions & cations. 5. Identify signs/symptoms of fluid volume overload & deficit in the body. 6. Discuss active & passive transport processes, & give two examples of each. 7. Discuss the role of specific electrolytes in maintaining homeostasis. 8. Describe the cause & effect of deficits & excesses of: Sodium Potassium Chloride Calcium Magnesium Phosphorus Bicarbonate 	<p><u>MED/SURG. NURSING:</u> 6 hours</p> <p><i>Fluid & Electrolyte Disorders</i> Fluid Compartments Fluid I & O Fluid Balance Fluid/Electrolyte Movement Electrolytes Electrolyte Imbalances</p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 75</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed. Ch. 9, 10</p>

CLINICAL OBJECTIVES: Sunnyside Nursing Center, 22617 S. Vermont Ave., Torrance, CA 90502

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) 1 Demo ability to perform head-to-toe assessment accurately & document findings. 2 Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis. 3 Document care given appropriately & accurately according to facility charting standards. 4 Demo ability to assess one of each of the following: pts w fluid & electrolyte imbalance Elderly pts w fluid and/or electrolyte probs. 5 Demo ability to plan & provide care for the pt w fluid/electrolyte imbalance. 6 Demo ability to identify/write one medical & two psychosocial/cultural problems for one pt w fluid/electrolyte problems; identify pt problems identify NANDA Dx identify influencing factors identify short term & long term goals	07. Administer meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given. 08. Observe IV & document following: Type of IV IV flow rate Condition of IV site 09. Demo ability to correctly discontinue an IV 10. Demo ability to teach pt/family one aspect of fluid/electrolyte balance. 11. Demo ability to perform tube feedings on pts w NG & G tubes. 12. Demo ability to perform measurement of blood glucose (SMBG) on assigned pts & report & chart results. 13. Demo ability to perform decubitus & wound care utilizing correct aseptic techniques. 14. Demo ability to perform dressing changes utilizing sterile techniques.	CLINICAL Fluid/Electrolyte Disorders	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR DAILY LESSON PLAN: FLUID & ELECTROLYTE DISORDERS

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ul style="list-style-type: none"> Define the pH scale & its meaning for acids/bases neutralization. Differentiate between the role of the buffers, lungs, & kidneys in maintenance of acid-base balance. Describe the four major types of acid-base imbalance & discuss the appropriate nursing interventions for each. Discuss the role of the nursing process for fluid, electrolyte & acid-base balances/imbbalances. Identify specific disorders from the body systems that can cause/contribute to fluid, electrolyte, & acid-base imbalances: Discuss how the very young, the very old, and the obese patient are at risk for fluid volume deficit. 	<p><u>MED/SURG. NURSING:</u> 6 hours</p> <p><i>Fluid & Electrolyte Disorders</i> pH Acid-Base Imbalances Nursing Process System D/Os Fluid Problems</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6. Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 75</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed. Ch. 9, 10</p>

Week 14

Saturday

Sunday (No Class)

CLINICAL OBJECTIVES: Sunnyside Nursing Center, 22617 S. Vermont Ave., Torrance, CA 90502

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>SEE CLINICAL PERFORMANCE OBJECTIVES)</p> <p>1 Demo ability to perform head-to-toe assessment accurately & document findings</p> <p>2 Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis</p> <p>3. Document care given appropriately & accurately according to facility charting standards.</p> <p>4 Demo ability to assess one of each of the following: Pts w fluid & electrolyte imbalance Elderly pts w fluid and/or electrolyte probs.</p> <p>5 Demo ability to plan & provide care for the pt w fluid/electrolyte imbalance.</p> <p>6 Demo ability to identify/write one medical problem & two psychosocial/cultural problems for one pt w fluid/electrolyte problems; Identify pt problems Identify NANDA Dx Identify influencing factors Identify short term & long term goals</p>	<p>07. Administer oral meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given.</p> <p>08. Observe IV & document following: Type of IV IV flow rate Condition of IV site</p> <p>09. Demo ability to correctly discontinue an IV</p> <p>10. Demo ability to teach pt/family one aspect of fluid/electrolyte balance.</p> <p>11. Demo ability to perform tube feedings on pts w NG & G tubes.</p> <p>12. Demo ability to perform measurement of blood glucose (SMBG) on assigned pts & report & chart results.</p> <p>13. Demo ability to perform decubitus & care utilizing correct aseptic techniques.</p> <p>14. Demo ability to perform dressing changes utilizing sterile techniques.</p>	<p>CLINICAL</p> <p>Fluid/Electrolyte Disorders</p>	<p>1. Demonstration</p> <p>2. Practice</p> <p>3. DIRECT PT CARE</p> <p>4. PROCEDURAL OBSERVATION</p> <hr/> <p style="text-align: center;">EVALUATION</p> <p>1. Return Demos</p> <p>2. Role-playing</p> <p>3. Group presentation</p> <p>4. Instructor Observations</p> <p>5 Instructor Evaluations</p>

INSTRUCTOR DAILY LESSON PLAN: INTEGUMENTARY DISORDERS

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <p>Review A&P of the skin. Define key terminology. Describe general nursing assessment of the skin. Discuss use of the nursing process in caring for pts w/ skin disorders. ID characteristics of lesions of the skin. Discuss following infectious skin D/Os: *Viral: Herpes simplex & Herpes zoster *Bacterial: Impetigo *Fungal: Tineas-capitis, corporis, curis, & pedis *Parasitic: Pediculosis & Scabies Discuss inflammatory skin D/Os: *Dermatitis *Urticaria *Ecxema *Acne *Psoriasis Discuss skin tumors inc malignant & benign lesions: *Melanoma *Skin carcinomas *Cysts *Keratosis *Keloid *Nevi *Warts State the pathophysiology involved in a burn injury. 1. ID the classification of burn injuries. 2. Discuss the different types of skin grafts & related nursing care. 3. Discuss the following steps of burn care w appropriate nursing interventions & rationales: *Emergent *Acute *Rehabilitative 4. Discuss considerations when caring for older adults w skin D/Os. 5. Review appropriate pharmacology for skin D/Os.</p>	<p><u>MED/SURG. NURSING:</u> 6 hours</p> <p><i>Integumentary (Skin) Disorders</i> A&P Overview Nursing Assessment Nursing Process Skin Lesions Infectious Skin D/Os Inflammatory Skin D/Os Skin Tumors Burns Burn Classifications Skin Grafts Burn Care Older Adult Considerations Pharmacology Overview</p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading: Lippincott Williams & Wilkins 9th Edition Ch. 74</p> <p>Saunders Comprehensive Review for the NCLEX-PN 4th Ed. Ch. 35, 40</p>

CLINICAL OBJECTIVES: Sunnyside Nursing Center, 22617 S. Vermont Ave., Torrance, CA 90502

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to perform head-to-toe assessment accurately & document findings. 2. Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis. 3. Document care given appropriately & accurately according to facility charting standards. 4. Demo ability to assess each of the following: Skin condition Decubitus condition & stages Skin wound (surgical/infection) Burns 5. Demo ability to plan/provide care for pt w above conditions. 3. Demo ability to perform decubitus & wound care utilizing correct aseptic techniques.	07. Demo ability to perform dressing changes utilizing sterile techniques. 08. Demo ability to teach pt/family one aspect of integumentary/skin care for a skin D/O or condition incl treatment. 09. Participate in group case study on: Pt with extensive burns. 10. Administer oral meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given. 11. Administer IM & SQ meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given. 12. Observe IV & document following: Type of IV IV flow rate Condition of IV site 13. Demo ability to correctly discontinue IV. 14. Demo ability to perform measurement of blood glucose (SMBG) on assigned pts & report & chart results.	CLINICAL Skin Disorders	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION <hr/> EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR DAILY LESSON PLAN: **Musculoskeletal Disorders**

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ul style="list-style-type: none"> List four health lifestyle measures to reduce risk of developing osteoporosis. List two types of skin & skeletal traction. List four nursing interventions appropriate to bone cancer. Describe the phenomenon of phantom pain. Compare the medical regimens for clients w gouty arthritis, rheumatoid arthritis, & osteoarthritis. Discuss nursing interventions appropriate for RA clients. 	<p><u>MED/SURG. NURSING:</u> 6 hours</p> <p><i>Musculoskeletal Disorders (D/Os)</i> <i>Part II</i></p> <ul style="list-style-type: none"> Osteoporosis Traction Bone Cancer Phantom Pain Types of Arthritis Rheumatoid Arthritis 	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <ul style="list-style-type: none"> 1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation 	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 76</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed. Ch. 36, 58</p>

CLINICAL OBJECTIVES: Sunnyside Nursing Center, 22617 S. Vermont Ave., Torrance, CA 90502

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to perform head-to-toe assessment accurately & document findings. 2. Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis. 3. Document care given appropriately & accurately according to facility charting standards. 4. Demo ability to assess pts w one of each of the following: Arthritic D/Os (all types) Musculoskeletal injuries (Fx, etc) Osteomyelitis Osteoporosis Spinal/vertebral D/Os 5. Demo ability to plan & provide care for pts w above D/Os incl: Positioning, Mobility, Skin care, Neurovascular checks, Nutritional aspects.	06. Demo ability to identify/write 2 medical & 2 psychosocial problems & prioritize appropriate nursing interventions. 07. Demo ability to provide pt teaching to pt/family on pain management techniques. 08. Demo ability to identify & explain abnormal lab values. 09. Administer oral meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given. 10. Administer IM & SQ meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given.	CLINICAL Musculoskeletal Disorders	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION <hr/> EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR DAILY LESSON PLAN: **NCLEX REVIEW**

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <p>1. Students silently and individually take NCLEX practice exams on the following subjects:</p> <ul style="list-style-type: none"> * Fundamentals * Integumentary Disorders * Fluid-Electrolyte Disorders * Musculoskeletal Disorders 	<p><u>ATI NCLEX REVIEW</u> (4 hours)</p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	

CLINICAL OBJECTIVES: Sunnyside Nursing Center, 22617 S. Vermont Ave., Torrance, CA 90502

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>(SEE CLINICAL PERFORMANCE OBJECTIVES)</p> <p>01. Demo ability to perform head-to-toe assessment accurately & document findings.</p> <p>02. Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis.</p> <p>03. Document care given appropriately & accurately according to facility charting standards.</p> <p>04. Demo ability to assess one of each of the following Pts w fluid & electrolyte imbalance Elderly pts w fluid and/or electrolyte probs.</p> <p>05. Demo ability to plan & provide care for one pt w fluid/electrolyte imbalance.</p> <p>06. Demo ability to identify/write one medical & two psychosocial/cultural problems for one pt w fluid/electrolyte problems; Identify pt problems Identify NANDA Dx Identify influencing factors Identify short term & long term goals</p>	<p>07. Administer meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given.</p> <p>08. Observe IV & document following: Type of IV IV flow rate Condition of IV site</p> <p>09. Demo ability to correctly discontinue an IV</p> <p>10. Demo ability to teach pt/family one aspect of fluid/electrolyte balance.</p> <p>11. Demo ability to perform tube feedings on pts w NG & G tubes.</p> <p>12. Demo ability to perform measurement of blood glucose (SMBG) on assigned pts & report & chart results.</p> <p>13. Demo ability to perform decubitus & wound care utilizing correct aseptic techniques.</p> <p>14. Demo ability to perform dressing changes utilizing sterile techniques.</p>	<p>CLINICAL</p> <p>Fluid/Electrolyte Disorders Review</p>	<p>1. Demonstration</p> <p>2. Practice</p> <p>3. DIRECT PT CARE</p> <p>4. PROCEDURAL OBSERVATION</p>
			<p>EVALUATION</p> <p>1. Return Demos</p> <p>2. Role-playing</p> <p>3. Group presentation</p> <p>4. Instructor Observations</p> <p>5. Instructor Evaluations</p>

INSTRUCTOR DAILY LESSON PLAN: NCLEX REVIEW

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ul style="list-style-type: none"> * Students silently and individually take NCLEX practice exams on the following subjects: * Fundamentals * Integumentary Disorders * Fluid-Electrolyte Disorders * Musculoskeletal Disorders 	<p><u>ATI NCLEX REVIEW</u> (4 hours)</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	

CLINICAL OBJECTIVES: Sunnyside Nursing Center, 22617 S. Vermont Ave., Torrance, CA 90502

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to perform head-to-toe assessment accurately & document findings. 2. Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis 3. Document care given appropriately & accurately according to facility charting standards. 4. Demo ability to assess each of the following: Skin condition Decubitus condition & stages Skin wound (surgical/infection) Burns 5. Demo ability to plan/provide care for pt w above conditions. 6. Demo ability to perform decubitus & wound care utilizing correct aseptic techniques.	07. Demo ability to perform dressing changes utilizing sterile techniques. 08. Demo ability to teach pt/family one aspect of integumentary/skin care for a skin D/O or condition incl treatment. 09. Participate in group case study on: Pt with extensive burns. 10. Administer oral meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given. 11. Administer IM & SQ meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given. 12. Observe IV & document following: Type of IV IV flow rate Condition of IV site 13. Demo ability to correctly discontinue IV. 14. Demo ability to perform measurement of blood glucose (SMBG) on assigned pts & report & chart results.	CLINICAL Skin Disorders Review	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR DAILY LESSON PLAN: NCLEX REVIEW

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <p>Students silently and individually take NCLEX practice exams on the following subjects:</p> <ul style="list-style-type: none"> * Fundamentals * Integumentary Disorders * Fluid-Electrolyte Disorders * Musculoskeletal Disorders 	<p><u>ATI NCLEX REVIEW</u> (4 hours)</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	

CLINICAL OBJECTIVES: Sunnyside Nursing Center, 22617 S. Vermont Ave., Torrance, CA 90502

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to perform head-to-toe assessment accurately & document findings. 2. Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis 3. Document care given appropriately & accurately according to facility charting standards. 4. Demo ability to assess pts w one of each of the following: Arthritic D/Os (all types) Musculoskeletal injuries (Fx, etc) Osteomyelitis Osteoporosis Spinal/vertebral D/Os 5. Demo ability to plan & provide care for pts w above D/Os incl: Positioning, Mobility, Skin care, Neurovascular checks, Nutritional aspects.	06. Demo ability to identify/write 2 medical & 2 psychosocial problems & prioritize appropriate nursing interventions. 07. Demo ability to provide pt teaching to pt/family on pain management techniques. 08. Demo ability to identify & explain abnormal lab values. 09. Administer oral meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given 10. Administer IM & SQ meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given.	CLINICAL Musculoskeletal Disorders Review	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION
			1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR DAILY LESSON PLAN: **NCLEX REVIEW**

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ul style="list-style-type: none"> * Students silently and individually take NCLEX practice exams on the following subjects: * Fundamentals * Integumentary Disorders * Fluid-Electrolyte Disorders * Musculoskeletal Disorders 	<p><u>ATI NCLEX REVIEW</u> (4 hours)</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	

CLINICAL OBJECTIVES: Sunnyside Nursing Center, 22617 S. Vermont Ave., Torrance, CA 90502

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to perform head-to-toe assessment accurately & document findings 2. Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis. 3. Document care given appropriately & accurately according to facility charting standards. 4. Demo ability to assess pts w one of each of the following: Arthritic D/Os (all types) Musculoskeletal injuries (Fx, etc) Osteomyelitis Osteoporosis Spinal/vertebral D/Os 5. Demo ability to plan & provide care for pts w above D/Os incl: Positioning, Mobility, Skin care, Neurovascular checks, Nutritional aspects.	06. Demo ability to identify/write 2 medical & 2 psychosocial problems & prioritize appropriate nursing interventions 07. Demo ability to provide pt teaching to pt/family on pain management techniques. 08. Demo ability to identify & explain abnormal lab values. 09. Administer oral meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given. 10. Administer IM & SQ meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given.	CLINICAL Musculoskeletal Disorders Review	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

THEORY OBJECTIVES

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> Review A&P of gastrointestinal system. Define key terminology. List the various tests used to identify D/Os of the GI system & describe their key nursing interventions. Upper GI, Endoscopy, Ba swallow, Bernstein test, Sigmoid/Colonscopy, Lower GI, Abd flat plate, Stool specimen. Describe the aging process & the GI system. Discuss eating D/Os incl nursing interventions: <ul style="list-style-type: none"> *Anoxeria *Bulimia *Obesity Describe common D/Os of the mouth inc: <ul style="list-style-type: none"> *Candidiasis *Ca of oral cavity Describe common D/Os of the stomach inc etiology, S/S, med/surg treatment, nursing interventions, pt teaching, & nutrition: <ul style="list-style-type: none"> * Gastritis *Gastroesophagal Reflex disease *Peptic ulcer disease Describe gastric surgeries, possible complications incl post-operative nursing responsibilities. 	<p>MED/SURG. NURSING: 6 hours Digestive Disorders (D/O)</p> <p>A&P Overview</p> <p>Diagnostic Tests</p> <p>Aging Process & GI System</p> <p>Eating D/Os</p> <p>Oral D/Os</p> <p>Gastric D/Os</p> <p>Gastric Surgery</p>	<ol style="list-style-type: none"> Lecture Discussion DVDs Transparencies Computer-assisted learning Reading Handouts <p>EVALUATION</p> <ol style="list-style-type: none"> Classroom Testing Case Studies Return Demos Role-playing Group presentations Instructor Observation 	<p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 87 Review: Chapter 26</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 87</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapter 46, 47</p> <p>Intro to Pharmacology Asperheim, 11th Edition Chapter 26</p> <p>Medical Terminology Eagle, 1st Edition Chapter 6</p> <p>ATI DVD Volume 3 ATI Adult Med/Surg Book Unit 7. Chapters 61-77</p>

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) START OF TERM 2 CLINICAL EXPERIENCES 1. Demo ability to assess assigned pts w: GI D/Os Bowel surgery (pre/post-op) Scheduled for GI related tests Pancreatic D/O Gallbladder D/O Liver D/O 2. Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures & documentation. 3. Demo ability to ID & write one medical order for two psychsoc problems for pt w GI & GI related D/Os. 4. Demo ability to teach pt/family one concept related to GI D/O. 5. Demo skills in: Enema administration NG/G tubes: feedings & irrigations NG tube insertion Gastric suctioning/care T-tube care Stoma care/output 6. Demo skills in care of ostomies.	07. Demo ability to ID/explain lab values related to GI D/Os. 08. Observe IV's & document following: *Type of IV fluid *Flow rate *Condition of IV site 09. Demo ability to D/C IVs appropriately. 10. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds. 11. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 12. Participate in assigned group case studies: *Hepatitis *Cirrhosis *Peptic ulcer disease *Pancreatitis 13. Observe GI Lab (if available)	CLINICAL GI D/Os	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

THEORY OBJECTIVES

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <p>Describe common D/Os of the lower GI tract incl etiology, S/S, med/surg treatment, nursing interventions, pt teaching, & nutrition: *Appendicitis *Peritonitis *Diverticulosis *Diverticulitis *Crohn's disease *Ulcerative colitis *Irritable bowel syndrome *Abdominal hernias *Absorption D/Os *Intestinal obstructions *Hemorrhoids *Anal fissures</p> <p>Discuss nursing care of the ostomy patient incl location of stoma & type of effluent, ostomy management, nursing interventions, pt teaching, & body image problems.</p> <p>Review appropriate pharmacology for GI D/Os.</p>	<p><u>MED/SURG. NURSING:</u> 6 hours <i>Digestive Disorders</i></p> <p>Lower GI Tract D/Os</p> <p>Ostomies</p> <p>Pharmacology Overview</p>	<p>1.Lecture 2.Discussion 3. DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading: Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 87 Review: Chapter 26</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 87</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapter 46, 47</p> <p>Intro to Pharmacology Asperheim, 11th Edition Chapter 26</p> <p>Medical Terminology Eagle, 1st Edition Chapter 6</p> <p>ATI DVD Volume 3 ATI Adult Med/Surg Book Unit 7, Chapters 61-77</p>

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) PART OF TERM 2 CLINICAL EXPERIENCES 1. Demo ability to assess assigned pts w: GI D/Os Bowel surgery (pre/post-op) Scheduled for GI related tests Pancreatic D/O Gallbladder D/O Liver D/O 2. Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures & documentation. 3. Demo ability to ID & write one medical order for two psychosocial problems for pt w renal & GI related D/Os. 4. Demo ability to teach pt/family one concept related to GI D/O. 5. Demo skills in: Enema administration NG/G tubes: feedings & irrigations N/G tube insertion Gastric suctioning/care T-tube care Stoma care/output 6. Demo skills in care of ostomies.	07. Demo ability to ID/explain lab values related to GI D/Os. 08. Observe IV's & document following: *Type of IV fluid *Flow rate *Condition of IV site 09. Demo ability to D/C IVs appropriately. 10. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds. 11. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 12. Participate in assigned group case studies: *Hepatitis *Cirrhosis *Peptic ulcer disease *Pancreatitis 13. Observe GI Lab (if available)	CLINICAL GI D/Os	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

THEORY OBJECTIVES

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> Describe the nurse's role in caring for the client with stomatitis. Discuss 3 nursing considerations related to the care of GERD. Discuss 3 nursing considerations related to the care of peptic ulcers. 	<p><u>MED/SURG. NURSING:</u> 6 hours <i>Digestive Disorders</i></p> <p><i>Disorders (D/O) of the Mouth</i> <i>D/Os of the Esophagus</i> <i>D/Os of the Stomach</i></p>	<p>1.Lecture 2.Discussion 3. DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> Classroom Testing Case Studies Return Demos Role-playing Group presentations Instructor Observation 	<p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 87 Review: Chapter 26</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 87</p> <p>Comprehensive Review NCLEX-PN,Silvestri, 4th Ed., Chapter 46, 47</p> <p>Intro to Pharmacology Asperheim, 11th Edition Chapter 26</p> <p>Medical Terminology Eagle, 1st Edition Chapter 6</p> <p>ATI DVD Volume 3 ATI Adult Med/Surg Book Unit 7, Chapters 61-77</p>

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) START OF TERM 2 CLINICAL EXPERIENCES 1. Demo ability to assess assigned pts w: GI D/Os Bowel surgery (pre/post-op) Scheduled for GI related tests Pancreatic D/O Gallbladder D/O Liver D/O 2. Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures & documentation. 3. Demo ability to ID & write one medical history & two psychosocial problems for pt w GI & GI related D/Os. 4. Demo ability to teach pt/family one concept related to GI D/O. 5. Demo skills in: Enema administration NG/G tubes: feedings & irrigations V/G tube insertion Gastric suctioning/care T-tube care Stoma/output 6. Demo skills in care of ostomies.	07. Demo ability to ID/explain lab values related to GI D/Os. 08. Observe IV's & document following: *Type of IV fluid *Flow rate *Condition of IV site 09. Demo ability to D/C IVs appropriately. 10. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds. 11. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 12. Participate in assigned group case studies: *Hepatitis *Cirrhosis *Peptic ulcer disease *Pancreatitis 13. Observe GI Lab (if available)	CLINICAL GI D/Os	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

THEORY OBJECTIVES

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ul style="list-style-type: none"> 1. Identify commonly used diagnostic tests for D/Os of the liver, gallbladder, and pancreas: *Lab tests, *UGI series, *LGI series, Oral cholecystogram, *CT scan *Liver Scan, *Endoscopic exams, *Liver biopsy 2. Describe common disorders of the liver including etiology, S/S, med/surg treatment, complications, nursing interventions, pt teaching 3. Discuss modes of transmission of the major types of viral hepatitis 4. Describe various types of esophageal and gastric balloons used for bleeding esophageal varices 5. Describe common D/Os of the pancreas including etiology, S/S, med/surg treatment, complications, pt teaching, and nutrition: Pancreatitis, Pancreatic cancer 6. Review the endocrine pancreatic D/O of diabetes 7. Review pharmacology for the endocrine pancreatic D/O of diabetes inc insulin administration 8. Describe the gall bladder D/Os of Cholecystitis and cholelithiasis in terms of: Etiology, Pathophysiology, S/S, nutrition: 9. Review appropriate pharmacology for liver, gall bladder, and pancreatic D/Os 	<p><u>MED/SURG. NURSING:</u> 6 hours <i>Digestive Disorders</i> LIVER, GALLBLADDER, & PANCREATIC D/Os</p> <p>Aging Process</p> <p>Diagnostic Tests</p> <p>Liver D/Os</p> <p>Viral Hepatitis Transmission</p> <p>Balloon Tamponades</p> <p>Pancreatic D/Os</p>	<p>1. Lecture</p> <p>2. Discussion</p> <p>3. DVDs</p> <p>4. Transparencies</p> <p>5. Computer-assisted learning</p> <p>6. Reading</p> <p>7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing</p> <p>2. Case Studies</p> <p>3. Return Demos</p> <p>4. Role-playing</p> <p>5. Group presentations</p> <p>6. Instructor Observation</p>	<p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 87 Review: Chapter 26</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 87</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapter 46, 47</p> <p>Intro to Pharmacology Asperheim, 11th Edition Chapter 26</p> <p>Medical Terminology Eagle, 1st Edition Chapter 6</p> <p>ATI DVD Volume 3 ATI Adult Med/Surg Book Unit 7, Chapters 61-77</p>

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) PART OF TERM 2 CLINICAL EXPERIENCES 1. Demo ability to assess assigned pts w: GI D/Os Bowel surgery (pre/post-op) Scheduled for GI related tests Pancreatic D/O Gallbladder D/O Liver D/O 2. Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures & documentation. 3. Demo ability to ID & write one medical two psychosocial problems for pt w GI & GI related D/Os. 4. Demo ability to teach pt/family one aspect related to GI D/O. 5. Demo skills in: Enema administration NG/G tubes- feedings & irrigations NG tube insertion Gastric suctioning/care T-tube care Intake/output 6. Demo skills in care of ostomies.	07. Demo ability to ID/explain lab values related to GI D/Os. 08. Observe IV's & document following: *Type of IV fluid *Flow rate *Condition of IV site 09. Demo ability to D/C IVs appropriately. 10. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds. 11. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 12. Participate in assigned group case studies: *Hepatitis *Cirrhosis *Peptic ulcer disease *Pancreatitis 13. Observe GI Lab (if available)	CLINICAL GI D/Os	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

THEORY OBJECTIVES

THEORY OBJECTIVES	CONTENT OUTLINE	METHODOLOGY	ASSIGNMENTS
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Review A&P of the blood & lymph systems. 2. Define key terminology. 3. List common diagnostic tests for evaluation of blood & lymph D/Os. & discuss significance of results. 4. Compare & contrast the different types of Anemia in terms of *Pathophysiology *Med treatment *Nursing interventions *Pt teaching *Nutrition. 5. Compare & contrast the coagulation D/Os of *DIC *Thrombocytopenia *Hemophilia in terms of: Pathophysiology Med tx Nurs interventions & pt teaching. 6. Discuss pathophysiology, med tx, & nursing interventions for Acute & Chronic Leukemia. 7. Discuss Multiple Myeloma inc med tx& nursing interventions. 8. Differentiate b/t Hodgkin's Disease & non-Hodgkin's lymphomas & related medical tx & nursing interventions. 9. Discuss nursing interventions for pts w Lymphedema. 10. Review appropriate pharmacology for blood & lymph D/Os. 	<p>MED/SURG NURSING: 6 hours Blood & Lymph D/Os</p> <p>A&P Overview</p> <p>Anemias</p> <p>Coagulation D/Os</p> <p>Leukemia</p> <p>Multiple Myeloma</p> <p>Hodgkin's/non-Hodgkin's</p> <p>Lymphadema</p> <p>Pharmacology Overview</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-Assisted learning 6. Reading 7. Handouts <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation 	<p>EXAM 1: Med-Surg Nursing: Gastrointestinal System D/Os & Liver, Gallbladder, and Pancreatic D/Os</p> <p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 81 Review Chapter 23</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 81</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapter 42</p> <p>ATI Adult Med/Surg. Book Unit 10, Chapter 104-110</p>

CLINICAL OBJECTIVES: Hollywood Community Hospital, 6245 De Longpre Ave., Los Angeles, CA 90028

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
SEE CLINICAL PERFORMANCE OBJECTIVES) 1. Demo ability to assess assigned pts w: Blood D/Os Lymph D/Os GI D/Os 2. Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures & documentation. 3. Demo ability to ID & write one medical problem for two psychsoc problems for pt w blood/lymph D/Os & GI related D/Os. 4. Demo ability to teach pt/family one concept related to blood D/O, lymph D/O, /or GI D/O. 5. Demo ability to ID/explain lab values related to blood/lymph & GI D/Os. 6. Observe IV's & document following: Type of IV fluid Flow rate Condition of IV site 7. Demo ability to D/C IVs appropriately.	08. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds. 09. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 10. Participate in assigned group case studies: *Splenectomy *Leukemia *Hemophilia 11. Observe blood transfusion process (if available)	CLINICAL BLOOD/LYMPH D/Os	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR DAILY LESSON PLAN: **Growth & Development**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe Havighurst's developmental tasks related to older adulthood. 2. Explain the psychosocial development of older adults as defined by Erikson. 3. Discuss Levinson's and Sheehy's perspectives on older adulthood. 4. Identify positive factors in the development of the aging person. 5. List stressors for older adults. 6. Identify implications for society related to the increasing numbers of older adults. 7. Explain challenges for future healthcare related to changing demographics. 	<p>GROWTH AND DEVELOPMENT 6 hours</p> <p><u>4pm-5pm:</u> Older Adulthood and Aging Developmental Theories of Older Adulthood Havighurst: Developmental Tasks Erikson: Psychosocial Development</p> <p><u>5pm-6pm:</u> Levinson: Individual Life Structure Sheehy: Phases of Adulthood</p> <p><u>6pm-6:30pm: Break</u></p> <p><u>6:30pm-7:30pm:</u> Development in Older Adulthood Physical Changes Psychosocial Considerations</p> <p><u>7:30pm-8:30pm:</u> Areas of Concern Demographics and Population Trends</p> <p><u>8:30pm-9:30pm:</u> Workbook Activities</p> <p><u>9:30pm-10:30pm:</u> Video on Growth & Development</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 13</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 13</p>

INSTRUCTOR DAILY LESSON PLAN: GROWTH & DEVELOPMENT AND PHARMACOLOGY

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> Review Growth & Development Briefly state the historical uses of the household/apothecary systems of measurement in healthcare. State one value in each system that is still used in healthcare. Describe the most commonly used system of measurement in healthcare; state why this system is used almost exclusively. State the basis of metric measurement. Demonstrate the ability to convert among milligrams, grams, and kilograms. Demonstrate the ability to convert between kilograms/grams and pounds. Demonstrate the use of ratio and proportion to calculate medication dosages. Demonstrate the ability to multiply and divide simple fractions to calculate medication dosages. Read/Write decimals. Add, subtract, multiply, and divide decimals. Convert decimals to fractions. Convert common fractions to decimals. Convert percents to decimals. Convert fractions to percents. Convert percents to fractions. Convert decimals to percents. Convert temperature from the Fahrenheit scale to the Celsius scale and vice versa. 	<p>6 hours</p> <p><u>8am-12pm:</u> Growth & Development Review</p> <p><u>12pm-12:30pm: Break</u></p> <p><u>12:30pm-1pm:</u> PHARMACOLOGY Review of Mathematics Systems of Measurement The Metric System Conversion of Values Within the Metric System</p> <p><u>1pm-2pm:</u> Dosage Calculation Ratio and Proportion The Formula Method</p> <p><u>2pm-2:30pm:</u> Significant Figures Percentages Fahrenheit/Celsius</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Medical Terminology S. Eagle 2nd Ed., F.A. Davis Appendix: F</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 60</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 60</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapters 1-7</p>

INSTRUCTOR DAILY LESSON PLAN: PHARMACOLOGY

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define new terminology and acronyms. 2. Explain how the Controlled Substances Act regulates the storage of and accountability for specific medications. 3. Describe the proper procedure for monitoring schedule drugs in the healthcare facility. 4. Identify the five specific rights of clients as related to prescribed medications. 5. List at least three drug references and one drug-related Website that are commonly used by nurses. 6. Define what is meant by chemical, generic, official, and trade names when referring medications. 7. Describe at least five formats for oral medications. 8. List/Describe at least five different routes of medication administration. 9. Discuss at least six factors that influence the dosage of any specific medication. 10. Differentiate between prescribed and over-the-counter medications 11. List the seven required components of a prescription. 	<p>PHARMACOLOGY 6 hours</p> <p><u>8am-9am:</u> Legal Aspects Federal Drug Standards Client Rights Nursing Considerations</p> <p><u>9am-10am:</u> Medication Preparations and Actions Medication Names Medication Actions Medication Forms</p> <p><u>10am-10:30am: Break</u></p> <p><u>10:30am-12pm:</u> Prescription of Medications Factors Affecting Medication Prescription</p> <p><u>12pm-1pm:</u> Prescriptions Verbal Orders</p> <p><u>1pm-2:30pm:</u> Workbook Practice</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 61</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 61</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapters 12</p>

INSTRUCTOR DAILY LESSON PLAN: PHARMACOLOGY

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> Describe the following classifications of medications, including the actions, possible side effects, adverse reactions, nursing considerations, and examples of each: antibiotics, analgesics and narcotics, hypnotics and sedatives. Describe medications that affect the integumentary, and nervous systems. Describe the following classifications of medications, including the actions, possible side effects, adverse reactions, nursing considerations, and examples of each: anticonvulsants, steroids 	<p>PHARMACOLOGY 6 hours</p> <p><u>4pm-5pm:</u> Classification of Medications Interactions Between Food and Medication Introduction to Drug Classifications</p> <p><u>5pm-6pm:</u> Antibiotics and Other Anti-Infective Agents Effectiveness Selection of the Appropriate Antibiotic</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-7:30pm:</u> Other Anti-Infectives Medications that Affect the Integumentary System</p> <p><u>7:30pm-8:30pm:</u> Medications that Affect the Nervous System</p> <p><u>8:30pm-9:30pm:</u> Analgesics Hypnotics and Sedatives</p> <p><u>9:30pm-10:30pm:</u> Anticonvulsants Adrenergic Medications</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapters 16, 18, 21, 27</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p>

INSTRUCTOR DAILY LESSON PLAN: PHARMACOLOGY

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <p>1. Describe medications that affect the endocrine, and sensory systems</p>	<p>PHARMACOLOGY 6 hours <i>Classification of Medications</i></p> <p><u>8am-9am:</u> Medications that Affect the Endocrine System</p> <p><u>9am-10am:</u> Thyroid Replacement Hormones</p> <p><u>10am-10:30am: Break</u></p> <p><u>10:30am-11:30am:</u> Steroids</p> <p><u>11:30am-12:30pm:</u> Insulin</p> <p><u>12:30pm-1:30pm:</u> Medications that Affect the Sensory System</p> <p>Medications Affecting the Eye</p> <p><u>1:30pm-2:30pm:</u> Workbook Activities</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapters 16, 18, 21, 27</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p>

INSTRUCTOR DAILY LESSON PLAN: PHARMACOLOGY

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> Describe the following classification of medications, including the actions, possible side effects, adverse reactions, nursing considerations, and examples of each: cardiotonics, antihypertensives Describe medications that affect the cardiovascular system and blood. 	<p>PHARMACOLOGY 6 hours</p> <p><u>8am-10am:</u> Medications that Affect the Cardiovascular System Cardiotonics, Antiarrhythmics Medications that Affect the Blood Vessels Antihypertensives</p> <p><u>10am-10:30am: Break</u> <u>10:30am-12:30pm:</u> Medications that Affect the Blood Iron Replacement Preparations, Vitamins</p> <p>Coagulants, Anticoagulants Blood Products</p> <p><u>12:30pm-2:30pm:</u> Antineoplastic Medications</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter 20</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p>

INSTRUCTOR DAILY LESSON PLAN: PHARMACOLOGY

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <p>1. Describe medications that affect the immune, respiratory, and gastrointestinal systems.</p>	<p>PHARMACOLOGY 6 hours</p> <p><u>4pm-5pm:</u> Medications that Affect the Immune System Immune Sera and Vaccines</p> <p><u>5pm-6pm:</u> Medications that Affect the Respiratory System Bronchodilators Antiasthmatic Medications Respiratory Stimulants, Antitussives</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-7:30pm:</u> Expectorants Antihistamines Decongestants</p> <p><u>7:30pm-8:30pm:</u> Medications that Affect the Gastrointestinal System Medications that Affect the Mouth and Teeth</p> <p><u>8:30pm-9:30pm:</u> Medications that Affect the Stomach Medications that Produce or Stop Vomiting</p> <p><u>9:30pm-10:30pm:</u> Medications that Affect the Intestine</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter 19, 26, 30</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p>

INSTRUCTOR DAILY LESSON PLAN: PHARMACOLOGY

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe the following classification of medications, including the actions, possible side effects, adverse reactions, nursing considerations, and examples of diuretics. 2. Describe client and family teaching concerning proper administration of prescribed medications. 3. Discuss the implications associated with drug-resistant bacteria. 4. Discuss the major side effects of prolonged steroid therapy. 5. Describe the most common side effects of narcotics, hypnotics, and sedatives. 6. Describe medications that affect the urinary tract, and reproductive systems. 	<p>PHARMACOLOGY 6 hours</p> <p><u>8am-9am:</u> Medications that Affect the Urinary Tract Diuretics</p> <p>Medications that Affect the Muscle Tone of the Urinary Bladder</p> <p><u>9am-10am:</u> Medications that Affect the Reproductive Systems Male Sex Hormones (Androgens) Ovarian Hormones</p> <p><u>10am-10:30am:</u> Break</p> <p><u>10:30am-11:30am:</u> Medications that Affect the Uterus Medications Used in Family Planning</p> <p><u>11:30am-12:30pm:</u> Medications Used in Treating Sexually Transmitted Diseases (STDs)</p> <p><u>12:30pm-1:30pm:</u> Medications Used to Treat Erectile Dysfunction</p> <p><u>1:30pm-2:30pm:</u> Workbook Activities</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter 28</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 62</p>

INSTRUCTOR DAILY LESSON PLAN: PHARMACOLOGY

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Review and describe how medications are stored and supplied in healthcare facilities. 2. Discuss the importance of documenting medication administration in the medication administration record, the computerized record, or the client's chart 3. Differentiate between STAT, PRN, and bedtime medications. 4. Discuss the importance of the "Six Rights" of medication administration, including steps to observe before administering medications. 5. Differentiate between desired and undesired effects, and local and systemic medication effects. 	<p>PHARMACOLOGY 6 hours Administration of Medications</p> <p><u>8am-9am:</u> Preparation for Administration Storage Dispensing and Supply Systems Medication Records Setting Up Medications</p> <p><u>9am-10am:</u> Safety "The "Five Rights, Plus One" Other Considerations in Giving Medications</p> <p><u>10am-10:30am:</u> Break</p> <p><u>10:30am-11:30am:</u> Client Teaching</p> <p><u>11:30am-12:30pm:</u> General Principles of Medication Administration Desired and Undesired Effects</p> <p><u>12:30pm-1:30pm:</u> Local and Systemic Effects Medication Administration to Children</p> <p><u>1:30pm-2:30pm:</u> Workbook Activities</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter 14</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 63</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 63</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter 14</p>

INSTRUCTOR DAILY LESSON PLAN: PHARMACOLOGY

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Explain what is meant by enteral and parenteral administration. 2. Demonstrate various methods of enteral medication administration. 3. Demonstrate the proper technique for administering subcutaneous, intramuscular, and intradermal injections. 4. Identify nursing considerations for the use of total parenteral nutrition. 5. Discuss the use of infusion pumps, piggyback administration of medications, and intermittent infusion devices such as heparin or saline locks 	<p style="text-align: center;">PHARMACOLOGY 6 hours Administration of Medications</p> <p style="text-align: center;"><u>4pm-6pm:</u> Enteral Versus Parenteral Administration Enteral Administration Methods Oral Administration Sublingual Administration Translingual Administration Buccal Administration</p> <p style="text-align: center;"><u>6pm-6:30pm:</u> Break</p> <p style="text-align: center;"><u>6:30pm-7:30pm:</u> ATI Pharmacology Video</p> <p style="text-align: center;"><u>7:30pm-8:30pm:</u> Classroom Demonstrations</p> <p style="text-align: center;"><u>8:30pm-9:30pm:</u> Workbook Activities</p> <p style="text-align: center;"><u>9:30pm-10:30pm:</u> Oral Quiz</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p style="text-align: center;">EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter 14</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 63</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 63</p>

INSTRUCTOR DAILY LESSON PLAN: PHARMACOLOGY

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Explain what is meant by enteral and parenteral administration. 2. Demonstrate various methods of enteral medication administration. 3. Demonstrate the proper technique for administering subcutaneous, intramuscular, and intradermal injections. 4. Identify nursing considerations for the use of total parenteral nutrition. 5. Discuss the use of infusion pumps, piggyback administration of medications, and intermittent infusion devices such as heparin or saline locks. 	<p>PHARMACOLOGY 4 hours <i>Administration of Medications</i></p> <p><u>8am-9am:</u> Administration Through a Gastric Tube</p> <p><u>9am-10am:</u> Rectal Administration</p> <p><u>10am-11am:</u> Parenteral Administration Non-injection Methods</p> <p><u>11am-12pm:</u> Administration by Injection Intravenous Administration</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ.</p>	<p>Reading:</p> <p>Intro to Pharmacology M. Asperheim 11th Ed., Elsevier Chapter 14</p> <p>Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 63</p> <p>Study Guide Basic Nursing Rosdahl/Kowalski 9th Ed., Lippincott Chapter 63</p>

INSTRUCTOR DAILY LESSON PLAN: MAKE-UP

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of the class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Make up all missed assignment/hours. 	<p>Assist students with missed assignments</p>	<p>1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observ. 	<p>Reading:</p> <p>Lesson appropriate readings/assignments</p>

4th - LESSON PLAN

CDI SCHOOL OF NURSING
VOCATIONAL NURSING PROGRAM

THEORY

TERM 1

Week 1
Tuesday

INSTRUCTOR LESSON PLAN: Nursing Fundamentals: NCLEX Exam, Legal/Ethical Nursing

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe the NCLEX-PN examination. 2. Describe the historical background of nursing. 3. Identify names & accomplishments of contributors to nursing. 4. Define Nursing. 5. Discuss the status of nursing as a profession/discipline. 6. Describe the history of Vocational Nursing. 7. Differentiate between the roles of Registered Nurse, Vocational Nurse, & Certified Nurse Aide. 8. Discuss the professional status & role of the VN. 9. Discuss the future of nursing. 10. Discuss the future of Vocational Nursing. 11. Discuss the importance of licensure for VNs. 12. Differentiate between Malpractice & negligence. 13. Describe 3 factors that constitute an Informed Consent. 14. Describe ethical behavior vs. legal requirements. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p><u>4pm-5pm:</u> NCLEX-PN Exam Nursing History VN History</p> <p><u>5pm-6:30pm:</u> Legal-Ethical Aspects of Nursing Licensure Legal Issues Informed Consent Ethical Aspects</p> <p><u>6:30pm-7pm:</u> Break</p> <p><u>7pm-8:30pm:</u> Workbook Activities</p> <p><u>8:30pm-10:30pm:</u> Legal/Ethical NCLEX Questions Computer Activities</p>	<p>1. Lecture 2. Discussion 3. Reading 4. Transparencies 5. Reading 6. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 1-4</p> <p>Saunders Comprehensive Review for NCLEX-PN, 4th Ed. Ch. 1-5, 7</p>

INSTRUCTOR LESSON PLAN: Communicable Diseases

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Identify major purposes for washing hands. 2. Identify factors in the spread of disease. 3. List ways to kill microorganisms/control infection. 4. Discuss the difference between medical & surgical asepsis. 5. Describe recommended techniques for medical asepsis. 6. Explain the infection cycle. 7. Define nosocomial infections. 8. Identify factors that reduce the incidence of nosocomial infections. 9. Explain the conditions that promote the onset of nosocomial infections. 10. State 3 ways that standard precautions help stop the spread of infection. 11. List 5 major classifications of pathogens. 12. Discuss nursing interventions used to interrupt the sequence of the infectious process. 13. Define communicable disease. 14. Discuss the body's immunity to infection. 15. Discuss examples for preventing infections for each element in the chain of infection. 16. Discuss patient teaching for infection control. 	<p>COMMUNICABLE DISEASES: 6 hours</p> <p><u>8am-9am:</u> Medical Asepsis Techniques Infection Cycle</p> <p><u>9am-10am:</u> Nosocomial Infections Universal (Standard) Precautions</p> <p><u>10am-11am:</u> Classifications of Pathogens Communicable Diseases Immunity</p> <p><u>11am-12pm:</u> Infection Control</p> <p><u>12pm-12:30pm:</u> Break</p> <p><u>12:30pm-1:30pm:</u> Learning Games</p> <p><u>1:30pm-2:30pm:</u> Asepsis NCLEX Questions</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation 	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 40-42, 57</p> <p>Saunders Comprehensive Review for NCLEX-PN, 4th Ed. Ch. 14, 38</p>

INSTRUCTOR LESSON PLAN: NURSING FUNDAMENTALS: Patient Safety

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Summarize safety precautions that can be implemented to prevent falls. 2. List 4 nursing interventions appropriate for individuals across the lifespan to ensure safety. 3. Discuss safety concerns specific to the health care environment. 4. Describe safe & appropriate methods for application of safety reminder devices (SRDs). 5. Discuss nursing interventions specific to the patient requiring SRDs. 6. State the principles of body mechanics. 7. Explain the rationale for using appropriate body mechanics. 8. Describe methods to safely assist pts in mobility. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p><u>8am-9am:</u> Patient Safety Overview Safety Reminder Devices</p> <p><u>9am-9:30am:</u> Demonstrate Proper Body Mech.</p> <p><u>9:30am-10:30am:</u> Students practice body mech.</p> <p><u>10:30am-11am:</u> Patient Mobility</p> <p><u>11am-12pm:</u> Acting Out Scenarios</p> <p><u>12-12:30pm:</u> Break</p> <p><u>12pm-12:30pm:</u> Workbook Activities</p> <p><u>12:30pm-2:30pm:</u> Patient Safety NCLEX Questions</p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 38, 48</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed. Ch. 14, 18</p>

INSTRUCTOR LESSON PLAN: NURSING FUNDAMENTALS: Patient Hygiene

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> Describe the types of baths: <ul style="list-style-type: none"> Total / Complete Partial Shower Whirlpool Sitz Relaxing / Therapeutic Describe components of the following procedures: <ul style="list-style-type: none"> Oral hygiene Hair care Eye, ear, & nose care Shaving Nail care Describe the correct procedure for performing perineal care to: <ul style="list-style-type: none"> Male patients Female patients Discuss psychological concerns in providing perineal care. Explain the rationales for maintenance of appropriate & safe patient environments. Discuss methods for maintaining a safe patient environment. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p><u>4pm-5pm:</u> Overview of Patient Hygiene</p> <p><u>5pm-5:30pm:</u> Oral Hygiene</p> <p><u>5:30pm-6pm:</u> Hair Care, Shaving, Nail Care</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30-7:30pm:</u> Female Perineal Care</p> <p><u>7:30pm-8:30pm:</u> Male Perineal Care</p> <p><u>8:30pm-9:30pm:</u> Teacher/Student Demos</p> <p><u>9:30pm-10:30pm:</u> Pt. Hygiene NCLEX Questions</p>	<ol style="list-style-type: none"> Lecture Discussion DVDs Transparencies Computer-assisted learning Reading Handouts <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> Classroom Testing Case Studies Return Demos Role-playing Group presentations Instructor Observation 	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 50</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed. Ch. 14</p>

INSTRUCTOR LESSON PLAN: COMMUNICATION

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe each level of Maslow's hierarchy of needs. 2. Describe the components of the communication process. 3. Identify 6 techniques used for effective communication. 4. Identify blocks to communication. 5. Explain the purpose of communication between the nurse & the patient. 6. Discuss how nurses can improve their interpersonal communication with patients. 7. Describe blocks to communication which might occur with a patient with the following impairment: Cognitive Speech Visual Hearing 8. Describe the purpose for interviewing in nursing. 9. Identify data to be obtained in caring for a patient. 10. Describe the sources of data in obtaining patient data. 	<p>COMMUNICATION: 6 hours</p> <p><u>8am-9am:</u> Maslow's Hierarchy</p> <p><u>9am-10am:</u> Communication Process</p> <p><u>10am-11am:</u> Communication techniques</p> <p><u>11am-12pm:</u> Physical Communication Blocks</p> <p><u>12pm-12:30pm:</u> Break</p> <p><u>12:30pm-1:30pm:</u> Read Scenarios</p> <p><u>1:30pm-2:30pm:</u> Student Demo Scenarios</p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 44</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed. Ch. 62</p>

INSTRUCTOR LESSON PLAN: NURSING FUNDAMENTALS: Vital Signs

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. Discuss the importance of accurately assessing VS. 3. Identify guidelines for VS measurement. 4. List the various sites for temperature measurement. 5. List the various sites for pulse measurement. 6. Describe the procedure for determining respiratory rate. 7. Describe the procedure for taking blood pressure. 8. State the normal limits of each vital sign. 9. List the factors that affect vital signs readings. 10. Discuss methods by which the nurse can ensure accurate measurements of vital signs. 11. Identify the rationale for each step of the VS procedure. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p>8am-9am: What are Vital Signs?</p> <p>9am-10am: Normal Limits</p> <p>10am-11am: *Factors that affect vital sign readings</p> <p>11am-12pm: How to ensure accurate rdgs.</p> <p>12pm-12:30pm: Break</p> <p>12:30pm-2:30pm: *Practice on each other * Computer vital signs activities</p>	<p>1.Lecture 2.Discussion 3.DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 46</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4TH Ed. Ch. 28</p>

INSTRUCTOR LESSON PLAN: NURSING FUNDAMENTALS: Emergency First Aid

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. List the priorities of assessment in emergency situations. 3. Discuss moral, legal, & physical interventions of performing first aid. 4. List the reasons CPR should be performed. 5. Identify signs/symptoms of shock & treatment for same. 6. Identify emergency care for bleeding. 7. State the treatment for different types of poisoning. 8. Identify treatment for emergencies of bones, joints, & muscles. 9. Identify types of burns & treatment for same. 10. Describe nursing interventions for heat/cold emergencies. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p>4pm-5pm: Priorities of Assessment</p> <p>5pm-6pm: S/S of shock</p> <p>6pm-6:30pm: Break</p> <p>6:30pm-7:30pm: Video: Emergency First Aid</p> <p>7:30pm-8pm: Discussion</p> <p>8pm-9pm: Musculoskeletal Injuries</p> <p>9pm-10pm. Burns</p> <p>10pm-10:30pm: Thermal/Cold Injuries</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 43</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed. Ch. 16</p>

INSTRUCTOR LESSON PLAN: SKILLS LAB

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 01 Demonstrate beginning skills in measuring blood pressure. 02. Identify, describe & differentiate between systolic & diastolic pressures & Korotkoff sounds. 03. Identify the auscultatory gap. 04. Identify & describe pulse pressure. 05. Identify factors influencing BP. 06. Identify & use various methods of measuring BP: Automatic measuring devices Doppler Aneroid manometer Electronic digital sphygmomanometer 07 Assess BP in both arms 08 Demonstrate beginning skills in obtaining correct blood pressure. 09 Demonstrate beginning skills in measuring a patient's height.	10. Demonstrate beginning skills in measuring a patient's weight 11. Demo beginning skills in application of safety reminder devices: Waist restraints Hand restraints Wrist & ankle restraints Gait belt Jacket restraint (wheelchair & bed) 12. Demonstrate bedmaking utilizing correct body mechanics & medical asepsis: Occupied bed Unoccupied bed- open/closed Postoperative bed	SKILLS LAB VITAL SIGNS BLOOD PRESSURE VITAL SIGNS HEIGHT VITAL SIGNS WEIGHT BEDMAKING	1. Demonstration 2. Practice 3. Videos/Tapes 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR LESSON PLAN: SKILLS LAB

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES)	09. Demonstrate how to use various lifts	SKILLS LAB Lifts	1. Demonstration
01. Demonstrate beginning skills in: Handwashing Gloving Gowning Masking	10. Demo beginning skills in the following procedures using a peer as a patient: Assisting with a shower Assisting with a tub bath Bedmaking (unoccupied) Bedmaking (occupied) Bed bath (complete) Bed bath (partial)	BASIC PATIENT Perineal Care Backrub Bedpan	2. Practice 3. Videos/Tapes
02. Demonstrate how to apply: Mask Gloves Gowning Eye shields	11. Demonstrate ability to perform: Oral care Hair care Eye, ear, & nose care Shaving Nail care	BASIC ASEPTIC ISOLATION Double Bagging Sterile Procedures ROM Transfer Techniques Body Mechanics	4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts
03. Demonstrate appropriate infection control measures related to pt care.			
04. Demonstrate beginning skills in: double-bagging techniques.			
05. Demonstrate beginning skills in opening sterile packs.			
06. Demonstrate how to perform: Range of Motion to joints	12. Demonstrate ability to provide perineal care for both male & female patients.		
07. Demonstrate how to transfer Safe and comfortable positioning Safe and appropriate transferring & ambulation of patient	13. Demonstrate how to give backrub.		
08. Demonstrate appropriate body mechanics while performing the above skills	14. Demonstrate how to offer bedpan. Types of bedpans.		
			EVALUATION
			1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR LESSON PLAN: NURSING FUNDAMENTALS: Documentation

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. List five purposes for written patient records. 3. Describe the differences between traditional, problem-orientated, focus, and charting-by-exception medical records. 4. State advantages/disadvantages of each type of charting. 5. State important legal aspects of chart ownership, access, confidentiality, & patient care documentation. 6. Describe the purpose of & relationship between the Kardex & the nursing care plan. 7. Describe the basic guidelines & rules for charting. 8. Discuss the use of computers for documentation. 9. Describe long-term-health care (LTC) & home health care (HCC) documentation. 10. Describe common patient reactions to hospitalization & appropriate nursing interventions for same. 11. Discuss the nurse's responsibilities in performing an admission. 12. Describe how the nurse prepares a patient for transfer to another unit or facility. 13. Discuss discharge planning. 14. Explain how the nurse prepares a patient for discharge. 15. Identify AMA (Against Medical Advice) & the nurse's role when a patient leaves the hospital AMA. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p><u>4pm-5pm:</u> Purposes of documentation Types of Charting</p> <p><u>5pm-6pm:</u> Legal Aspects of Charting Kardex Charting Guidelines</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-8pm</u> Computer Documentation LTC/HHC Documentation</p> <p><u>8pm-10pm:</u> <i>Admission, Transfer, & Discharge</i> Admissions Transfers Discharge Planning AMA</p> <p><u>10pm-10:30pm:</u> Documentation NCLEX Questions</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 37 & 45</p> <p>Saunders Comprehensive Review for the NCLEX-PN,4th Ed. Pgs. 47, 48-54, 63-64, 184</p>

INSTRUCTOR LESSON PLAN: SKILLS LAB

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 01 Practice all previously learned skills. 02 Demonstrate ability to apply pressure to all pressure points for control of bleeding 03 Demonstrate ability to place a body in position to control shock. 04 Demonstrate appropriate emergency care of burns 05 Demonstrate ability to apply the following: Splints to limbs Neck injury collars Spinal injury backboards Bandages for limbs Ace wraps for sprains/strains 06 Demonstrate ability to care for patients with: Spinal cord injuries Shock Hemorrhage Burns Musculoskeletal injuries Poisoning	07. Demonstrate beginning skills in measuring body temperature via oral, rectal, axillary & typanic. 08. Identify normal body temperatures according to sites. 09. Demonstrate beginning skills in taking of apical & radial pulses. 10. Identify & locate major pulse points. 11. Identify pulse volume variations 12. Demonstrate beginning skills in obtaining a respiratory rate. 13. Identify patterns of respirations.	SKILLS LAB FIRST AID VITAL SIGNS Temperature Pulse Respirations	1. Demonstration 2. Practice 3. Videos/Tapes 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts
			1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR LESSON PLAN: SKILLS LAB

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES)		SKILLS LAB	1. Demonstration
01. Practice all previously learned skills.	08. Demonstrate beginning skills in performing an electrocardiogram.	EKG	2. Practice
02. Identify & locate commonly used veins for venipuncture.	09. Identify & locate leads & correct placement: Chest (precordial) V1-V6 Extremities (AVR, AVL, & AVF)	VENIPUNCTURE	3. Videos/Tapes
03. Demonstrate beginning skills in blood drawing techniques utilizing appropriate collection methods: Syringe & needle Vacutainer system Scalp vein needle	10. Demonstrate appropriate documentation for EKG procedure.		4. Transparencies
04. Identify various types of blood collecting tubes and color coding use.			5. Computer-assisted learning
05. Demonstrate labeling of collection tubes.			6. Reading
06. Demonstrate appropriate documentation for venipuncture procedure.			7. Handouts
07. Practice venipunctures on peers, mannequin arm, or mannequin.			EVALUATION
			1. Return Demos
			2. Role-playing
			3. Group presentation
			4. Instructor Observations
			5. Instructor Evaluations

INSTRUCTOR LESSON PLAN: NURSING FUNDAMENTALS: Physical Assessment

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. Discuss the difference between a sign & a symptom (S/S). 3. Discuss frequently noted signs & symptoms of disease conditions. 4. List the cardinal signs of inflammation & infection. 5. Describe the nursing responsibilities when assisting the physician with the physical examination. 6. List & describe equipment & supplies necessary for the physical examination/assessment. 7. Explain the necessary skills for the physical examination or assessment. 8. Discuss the nurse-patient interview. 9. List the basic essentials for a patient's health history. 10. Discuss the sequence of steps when performing a nursing assessment. 11. Discuss the rationale for using the Physical Assessment Guide as a guideline when performing such assessments. 12. Discuss normal assessment findings in the head-to-toe assessment. 13. Describe documentation of the physical examination or nursing assessment. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p><u>4pm-5pm:</u> Signs/Symptoms Inflammation/Infection</p> <p><u>5pm-6pm:</u> Physical Examinations Nurse-Patient Interview</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-8pm:</u> Nursing Assessment Physical Assessment Guide</p> <p><u>8pm-10pm:</u> Exam/Assessment Documentation</p> <p><u>10pm-10:30pm:</u> NCLEX Questions</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading: Lippincott Williams & Wilkins 9th Edition Ch. 34, 35</p>

INSTRUCTOR LESSON PLAN: NURSING FUNDAMENTALS: Physical Assessment

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define at least 4 purposes of a nursing diagnosis. 2. Differentiate a nursing diagnosis from a medical diagnosis. 3. Discuss the rationale for using NANDA-approved nursing diagnoses. 4. Identify the three statements of a diagnostic statement and give at least two examples of a comprehensive diagnostic statement. 5. Discuss the following components of planning nursing care: setting priorities, establishing outcomes, and implementing nursing interventions 6. Develop examples of written nursing care plans using the Kardex method, standardized care plan, and a formal written, individualized care plan. 7. Explain the role of the VN in assessment & data collection. 8. Identify common risk factors for disease and illness. 9. State the rationale for obtaining a UA, CBC, Utox, or UPT 10. Describe the common examination techniques of observation, inspection, palpation, percussion, and auscultation. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p><u>8am-9am:</u> <i>Physical Assessment</i> Implementing and Evaluating Care</p> <p><u>9am-10am:</u> Documenting and Reporting Contents of the Health Record Guidelines for Documentation</p> <p><u>10am-11am:</u> Reporting</p> <p><u>11am-11:30am:</u> Break</p> <p><u>11:30am-1pm</u> Data Collection in Client Care</p> <p><u>1pm-2:30pm:</u> Workbook Activities</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 36, 37, 47</p>

INSTRUCTOR LESSON PLAN: NURSING FUNDAMENTAL: Specimen Collection

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. Explain rationales for collection of each specimen listed. 3. Discuss guidelines for specimen collection. 4. Identify role of the nurse when performing a specimen collecting procedure. 5. State appropriate labeling for a collected specimen. 6. Discuss patient teaching for diagnostic testing. 7. List the proper steps for teaching self-monitoring blood glucose. (SMBG) 8. Discuss the procedure for obtaining stool specimens. 9. State the correct procedure obtaining sputum specimens. 10. List the correct steps when obtaining a urine specimen. 11. List the nursing responsibilities for a glucose tolerance test. (GTT) 12. Identify procedures for performing a phlebotomy. 13. Identify procedures for performing an electrocardiogram. 14. Describe documentation of the patient's condition before, during, & after a laboratory diagnostic test. 15. Discuss nursing interventions necessary for proper preparations for a patient having a diagnostic examination. 16. List the diagnostic tests for which the nurse should determine whether the patient is allergic to iodine. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p><u>8am-9am:</u> <i>Specimen Collection & Diagnostic Examinations</i></p> <p><u>9am-10am:</u> SMBG, Stool Specimen</p> <p><u>10am-11am:</u> Sputum Specimen</p> <p><u>11am-11:30am:</u> Break</p> <p><u>11:30am-1pm:</u> Urine Specimen</p> <p><u>1pm-1:30pm:</u> GTT Phlebotomy EKG</p> <p><u>1:30pm-2:30pm:</u> Testing Documentation Patient Preparation Iodine Allergy</p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 35, 52</p>

INSTRUCTOR LESSON PLAN: NURSING FUNDAMENTALS: Pain Management

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. Explain the nature of pain & types of pain. 3. Explain the theories of pain transmission & relationship of the gate control theory in selecting nursing interventions for pain relief. 4. Discuss the concept of making pain assessment the fifth vital sign. 5. Identify subjective & objective data in pain assessment. 6. Explain several scales used to identify intensity of pain. 7. Discuss responsibilities of the nurse in pain control. 8. Discuss guidelines for individualizing pain therapy. 9. Identify nursing interventions to control painful stimuli in the patient's environment. 10. Describe differences & similarities between sleep & rest. 11. Outline nursing interventions that promote sleep & rest. 12. Discuss the sleep cycle, differentiating between NREM & REM sleep. 13. Discuss the body's response during each stage of wound healing. 14. Identify common complications of wound healing. 15. Explain the procedure for application of sterile dry dressings & wet-to-dry dressings. 16. Discuss care of the patient with wound drainage system: Hemovac/Daval suction, T-tube drainage. 17. Identify procedure for performing sterile wound irrigation. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p><u>4pm-5pm:</u> <i>Pain Management</i> Theories of Pain</p> <p><u>5pm-6pm:</u> Pain Assessment Subjective/Objective Data Pain Scales</p> <p><u>6pm-6:30pm</u> Break</p> <p><u>6:30pm-8pm:</u> Nursing Responsibilities & Interventions in Pain Management</p> <p><u>8pm-9pm:</u> <i>Comfort, Rest, and Sleep</i> Sleep & Rest Nursing Interventions Sleep Cycles</p> <p><u>9pm-10:30pm</u> <i>Wound Care</i> Wound Healing Complications Sterile Dressings Drainage Systems Wound Irrigation</p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading: Lippincott Williams & Wilkins 9th Edition Ch. 55, 58</p>

INSTRUCTOR LESSON PLAN: SKILLS LAB

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 01. Practice all previously learned skills. 02. Demonstrate beginning skills in preparing patients for diagnostic tests & examination including: Explanation of procedure Restrictions (NPO, laxatives, enemas, special diets) Various types of exam procedures & tests. Need for signed consent forms 03. Demonstration skills in specimen collection 04. Demonstrate proper documentation for collection of specimens. 05. Identify various types of urine specimens & collecting equipment: Midstream urine (clean catch) Sterile urine (catheter or catheter port) Residual urine 24 hour urine Dipstick urine	06. Demonstrate skills in measuring blood glucose levels: Self monitoring blood glucose (SMBG) devices Automatic lancet devices 07. Identify various types of stool specimens & collecting equipment: Stool for ova & parasites, culture & sensitivity, occult blood. Hemocult testing kit/ strips 08. Identify various types of sputum specimens & collecting equipment: Culture & sensitivity, TB, cytology, Expectoration Tracheal suction (closed method)	SKILLS LAB Blood Glucose Levels DIAGNOSTIC EXAM Stool Specimens Sputum Specimens SPECIMEN COLLECTION Urine Specimens	1. Demonstration 2. Practice 3. Videos/Tapes 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts
			EVALUATION
			1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR LESSON PLAN: **NURSING FUNDAMENTALS: Bandages & Binders**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the application of bandages & binders. 2. Identify eye & ear irrigation procedures. 3. Discuss heat & cold therapy & procedures. 4. Summarize the nurse's responsibilities in IV therapy.. 5. Discuss nursing interventions/procedures for O2 therapy. 6. Discuss care & procedures for the tracheostomy patient. 7. Differentiate between oral & naso-pharyngeal & nasotracheal suctioning. 8. Discuss management of the patient with an indwelling catheter & catheterization procedures. 9. Explain nursing interventions for the patient with an N/G tube. 10. Identify procedures for promoting bowel elimination. 	<p><u>NURSING FUNDAMENTALS:</u> 6 hours</p> <p><u>8am-9am:</u> Bandages & Binders</p> <p><u>9am-10am:</u> Irrigations Heat & Cold</p> <p><u>10am-12pm:</u> IV Therapy O2 Therapy Tracheostomy</p> <p><u>12pm-12:30pm:</u> Break</p> <p><u>12:30pm-1:30pm:</u> Suctioning Catheterization</p> <p><u>1:30pm-2:30pm:</u> N/G Tube Bowel Elimination</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 51, 53, 54</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed. Ch. 13,19</p>

INSTRUCTOR LESSON PLAN: PATIENT EDUCATION & Nursing Fundamentals

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. Identify the importance of transcultural nursing. 3. Describe ways that culture affects the individual. 4. List & discuss culturally related components involved in nursing assessments. 5. Explain how personal cultural beliefs & practices can affect nurse-patient/nurse-nurse relationships. 6. Identify & discuss cultural variables that may influence health behaviors. 7. Differentiate between complementary & alternative therapies & conventional medicine. 8. Describe how herbs differ from pharmaceuticals. 9. Explain why a good health history is important for a patient using complementary/alternative therapies. 10. Discuss the principles behind herbal, chiropractic, acupressure-acupuncture & massage therapies. 11. Explain the importance of patient education in today's healthcare climate. 12. Relate principles of adult education to patient teaching. 13. Identify common barriers to learning. 14. Explain the ways that learning varies throughout the life cycle. 15. Discuss the nurse's professional responsibilities related to the patient's teaching. 16. Describe teaching strategies that make learning meaningful to patients. 	<p><u>PATIENT EDUCATION:</u> 2 hours</p> <p><u>NURSING FUNDAMENTALS:</u> 4 hours</p> <p><u>4pm-5pm:</u> <i>Transcultural Healthcare</i> Culture Discussion</p> <p><u>5pm-6pm:</u> <i>Complementary & Alternative Therapies</i> Herbs Various Therapies</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-8pm:</u> <i>Patient Education:</i> Adult Education Learning Barriers</p> <p><u>8pm-9pm:</u> Nursing Responsibilities Teaching Strategies</p> <p><u>9pm-10:30pm:</u> Workbook Activities & NCLEX Questions</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> 1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation 	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 8, 44</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed. Ch. 6</p>

INSTRUCTOR LESSON PLAN: SKILLS LAB

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 01. Practice all previously learned skills. 02. Demonstrate ability to perform the following on a mannequin utilizing medical /surgical asepsis: Wound care Wound irrigation Dressing changes (wet to dry, dry, wet, transparent, drain dressing) 03. Demonstrate ability to correctly document completion of the above procedures.	04. Demonstrate skills in application of: Bandages Binders-(T, chest, abdominal) TED hose Arm slings 05. Demonstrate skills applying: Compresses sterile & non-sterile hot & cold dry & wet 06. Demonstrate knowledge of IV procedure: Responsibilities of VN IV tubing/equipment (IVAC) Drip calculations 07. Demonstrate skills in administration of oxygen via delivery systems: Nasal cannula Face masks (Venturi, partial rebreather, nonbreathing) Transtracheal catheter Tracheal tube Endotracheal tube O2 set-up/care of equipment	SKILLS LAB WOUND CARE BANDAGING COMPRESSES IV THERAPY O2 ADMINISTRATION	1. Demonstration 2. Practice 3. Videos/Tapes 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts. EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor

INSTRUCTOR LESSON PLAN: SKILLS LAB

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 01. Practice all previously learned skills. 02. Demo knowledge of & ability to intervene w grieving pt. 03. Demo ability to care for dying pt. 04. Demo ability to provide post-mortem care if possible. 05. Demonstrate ability to provide care of the body after death including the following: Cleansing Removing equipment Positioning Labeling/disposition of personal belongings & valuables Family support/viewing Identification Autopsy restrictions Shroud application Mortician release Morgue transfer Documentation	06. Demonstrate how to administer enema Tap water enema Soap sod enema Fleets enema Harrish flush	SKILLS LAB ENEMA Post-mortem care	1. Demonstration 2. Practice 3. Videos/Tapes 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts <hr/> <p style="text-align: center;">EVALUATION</p> <hr/> 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR LESSON PLAN: SKILLS LAB

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 01 Practice all previously learned skills. 02 Demonstrate skills in care of tracheostomy, including suctioning. (mannequin) and how to clean trach site 03 Demonstrate ability to remove: Staples Sutures Steri-Strips (mannequin)		SKILLS LAB	1. Demonstration 2. Practice 3. Videos/Tapes 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts
		Tracheostomy care	EVALUATION
		REMOVAL OF STAPLES/SUTURES	1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR LESSON PLAN: NURSING PROCESS

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology 2. Describe the role of the VN in regard to the nursing process 3. Discuss the importance & function of Maslow's hierarchy of needs in the nursing process. 4. Identify, define & explain the use of each of the five phases of the nursing process. 5. List the elements of each of the five phases of the nursing process. 6. Describe the establishment of the database. 7. Define & describe data clustering & its use in the database. 8. Contrast & compare the nursing diagnosis with a medical diagnosis. 9. Discuss the steps used to formulate a nursing diagnosis. 10. Differentiate between types of health problems. 	<p><u>NURSING PROCESS:</u> 6 hours</p> <p><u>4pm-5pm:</u> Role of the VN</p> <p><u>5pm-6pm:</u> Phases of the Nursing Process</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-7:30pm:</u> Data Clustering</p> <p>Nursing Diagnoses vs. Medical Diagnosis</p> <p><u>7:30pm-8:30pm:</u> Critical Thinking</p> <p><u>8:30pm-9:30pm:</u> Scenarios</p> <p><u>9:30pm-10pm:</u> Scenario with Whole Class</p> <p><u>10pm-10:30pm:</u> NCLEX Questions</p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 5, 33, 34, 35, 36, 37</p>

INSTRUCTOR LESSON PLAN: NURSING PROCESS

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe the development of patient-centered outcomes. 2. Discuss the creation of nursing orders. 3. Explain the evaluation of a nursing care plan. 4. Explain the activities of NANDA, NIC, & NOC. 5. Describe the use of clinical pathways in managed care. 6. Discuss critical thinking. 7. Describe & discuss the components of critical thinking in relation to problem-solving. 8. Discuss the use of critical thinking in nursing. 9. Demonstrate the nursing process by writing a nursing care plan when given a specific nursing diagnosis. 	<p><u>NURSING PROCESS:</u> 6 hours</p> <p><u>8am-9am:</u> Discuss pt. centered outcomes</p> <p><u>9am-10am:</u> NANDA, NIC, NOC</p> <p><u>10am-11am:</u> Use of clinical pathways</p> <p><u>11am-11:30am:</u> Break</p> <p><u>11:30am-1pm:</u> Critical Thinking Scenario Practice</p> <p><u>1pm-2pm:</u> ATI Video on Critical Thinking</p> <p><u>2pm-2:30pm:</u> NCLEX Practice</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 33, 34, 35, 36, 37</p>

INSTRUCTOR LESSON PLAN: SKILLS LAB

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES)		SKILLS LAB	1. Demonstration
01. Demonstrate skills in catheter care: Connection of tubing Emptying drainage bag Care of bag when ambulating Measuring & documenting intake & output Performing catheter/perineal care with documentation	05. Successfully practice & demonstrate all previously learned skills. Medical/surgical asepsis Double bagging Sterile procedures Basic patient care SRD Patient hygiene: baths, perineal, oral Bed making Positioning ROM Transferring/ambulation Infection control Patient safety Patient environment Body mechanics Basic first aid procedures Vital signs, height, weight Specimen collection Diagnostic test preparation SMBG Venipuncture EKGs Admission/discharge/transfers Wound care/dressings/irrigations Hemovacs & T-tubes Bandages/binders/TED hose Hot/cold compresses IV therapy	CATHERIZATION NGT INSERTION REVIEW OF SKILLS LAB PROCEDRS.	2. Practice 3. Videos/Tapes 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts
02. Demonstrate catheterization skills on mannequin Male & female catheterization Indwelling Foley catheter Straight catheter Three-way indwelling irrigation catheter			EVALUATION
03. Demonstrate care of the following including documentation/I&O: Nasogastric tube (NG-tube) Gastric tube (G-tube)			1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations
04. Demonstrate insertion of NG tube on mannequin.			
	END OF SKILLS LAB SESSIONS		

INSTRUCTOR DAILY LESSON PLAN: GERONTOLOGICAL NURSING

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. Discuss health & wellness in the aging population of the U.S. in relation to the aims of Health People 2010. 3. Identify some common myths concerning older adults. 4. Describe biologic & psychosocial theories of aging. 5. Describe changes associated w/ aging in each body system. 6. Discuss methods of assessment used for body systems. 7. Identify nursing diagnoses appropriate to the older adult. 8. Describe appropriate nursing interventions for common health concerns of the older adult. 	<p>GERONTOLOGICAL NURSING: 6 hours</p> <p><u>4pm-5pm:</u> Myths of Aging</p> <p><u>5pm-6pm:</u> Theories of Aging</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-8pm:</u> Aging Body Systems Cardiovascular System</p> <p><u>8pm-8:30pm:</u> Respiratory System</p> <p><u>8:30pm-9pm:</u> Musculoskeletal System</p> <p><u>9pm-9:30pm:</u> Nervous System</p> <p><u>9:30pm-10pm:</u> Digestive System</p> <p><u>10pm-10:30pm:</u> Urinary System</p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 13, 91, 92</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed Ch. 29</p>

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) START OF CLINICAL EXPERIENCES 01 Complete orientation to assigned clinical facility. 02 Demonstrate ability to perform head-to-toe assessment on assigned pts. 03. Demo ability to complete personal hygienic care including complete/partial bedbath, oral, & perineal care. 04. Demo ability to make occupied & unoccupied beds. 05 Demo ability to take & record VS. 06 Demo ability to measure blood glucose w equipment provided in clinical facility. 07. Demonstrate ability to provide appropriate skin care for assigned pt. 08. Demo ability to: document I & O, Document I & O Measure liquids Measure urine 09 Demo ability to remove/apply TED hose, binders, & bandages.	10. Demo ability to care for pt. w Foley catheter: Connection of tubing Care of bag when ambulatory Performing perineal/catheter care Documenting catheter care/perineal 11. Demo ability to ambulate pts. 12. Demo skills in hot & cold applications. 13. Demonstrate appropriate preparation for tests & procedures. 14. Demo ability to apply/remove SRDs. 15. Demo ability to feet pts. 16. Demo ability to do the following: Admission Transfer Discharge 17. Document all care given & procedures completed in appropriate & accurate manner. 18. Demonstrate ability to write a careplan to prevent skin breakdown	CLINICAL Orientation Catheter Care Basic Pt Care I & O	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION
			1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES)	09. Demo ability to assess sleep pattern assigned pt.	CLINICAL	1. Demonstration
01. Demo ability to perform head-to-toe assessment accurately & document findings.	10. Demo knowledge of & ability to intervene w grieving pt.	Dying Pt	2. Practice
02. Demo ability to plan care for assigned pt with minimal assistance.	11. Demo ability to care for dying pt.	Basic Patient Care	3. DIRECT PT CARE
03. Demo ability to evaluate care provided to assigned pt.	12. Demo ability to provide post-mortem care if possible.	Pain	4. PROCEDURAL OBSERVATION
04. Demo ability to identify psychological aspects of assigned pt: Coping mechanisms Abnormal behavior Depressive syndromes Symptoms of stress	13. Demo sensitivity to cultural aspects of pt/family by completing assessment form showing recognition of: Problem related to cultural/ethnic differences Notation of pt's response to medical tx	Cultural Aspects	
05. Demo ability to write plan of care for one psychosocial problem identified in assigned pt.	14. Include in assessment recognition of G&D phase	Documentation	EVALUATION
06. Demo ability to identify pain response in assigned pt.	15. Present case history in post-conference w emphasis upon cultural aspects & age of pt.		1. Return Demos
07. Demo ability to intervene appropriate to pain response in assigned pt.	16. Document care given & any nursing intervention performed.		2. Role-playing
08. Demo ability to write plan of care for pt in pain.			3. Group presentation
			4. Instructor Observations
			5. Instructor Evaluations

INSTRUCTOR DAILY LESSON PLAN: REHABILITATION NURSING

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. Define the philosophy of rehabilitation nursing. 3. Describe the interdisciplinary rehabilitation team concept & functions of each team member. 4. Discuss specialized practice characteristics of the rehab nurse. 5. Discuss two major disabling conditions. 6. Provide nursing diagnoses, goals, interventions, & evaluations/outcome criteria for two major disabling conditions. 7. Discuss importance of returning home & preparing for community reentry. 8. Recognize importance & significance of family-centered care in rehabilitation. 9. Recognize the uniqueness of pediatric & gerontologic rehabilitation nursing. 10. Describe settings of long-term care services. 11. Identify patients of long-term care services. 12. Discuss federal & state regulation related to long-term care. 13. Identify sources of reimbursement for LTC services. 14. Define chronic & acute health services. 15. Describe goals of LTC services. 16. Describe LTC nursing services. 17. Describe services available from each type of agency: 18. Home health, Hospice, Adult day care, Assisted living, Continuing care community, & Long-term care. 19. Describe how HHC differs from community/public health care services. 20. List three types of home health agencies. 21. Summarize governmental financing for home health nursing. 	<p>REHABILITATION NURSING: 6 hours</p> <p><u>4pm-5pm:</u> Rehabilitation Rehab Team Rehab Nurse</p> <p><u>5pm-6pm:</u> Major Disabling D/O Family-Centered Care Ped/Gerontologic Rehab Nsg</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-7:30pm:</u> Long-Term Care (LTC) LTC Settings/Patients Regulations/Reinbursement LTC Goals</p> <p><u>7:30pm-9pm:</u> Agency Services Home Health Care (HHC) Types of HHC Agencies</p> <p><u>9pm-10pm:</u> Gov't Financing Cultural Considerations Service Components</p> <p><u>10pm-10:30pm:</u> Role of the VN Nursing Process Reimbursement</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 95, 96, 98</p>

STUDENT DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES)	09. Demo ability to take & record VS.	CLINICAL	1. Demonstration
01. Demo ability to perform head-to-toe assessment accurately & document findings.	10. Demo ability to measure blood glucose w equipment provided in clinical facility.	Basic Pt Care	2. Practice
02. Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis.	11. Demonstrate ability to provide appropriate skin care for assigned pt.		3. DIRECT PT CARE
03. Document care given appropriately & accurately according to facility charting standards.	12. Complete & present case study as assigned in post-conference.		4. PROCEDURAL OBSERVATION
04. Demo ability to perform decubitus wound care.	13. Demo ability to care for pt. w Foley catheter: Connection of tubing Care of bag when ambulatory Performing perineal/catheter care Documenting catheter care/perineal care	Documentation	
05. Demo ability to change dressing utilizing sterile technique.	14. Demo ability to apply/remove SRDs.		EVALUATION
06. Demo ability to identify & write one pt problem utilizing NANDA Dx for basic pt problems.	15. Demo ability to get pts up in wheelchair, bedside chair or toilet, & ambulate utilizing walkers, canes, & gait belts.	Pt Problem	1. Return Demos
07. Demo ability to care for pt w: Nasogastric tube Gastric tube		NG/G Tubes	2. Role-playing
08. Demo ability to perform tube feedings on pts w NG or G tubes.			3. Group presentation
			4. Instructor Observations
			5. Instructor Evaluations

INSTRUCTOR DAILY LESSON PLAN: FLUID & ELECTROLYTE DISORDERS

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define key terminology. 2. List, describe, & compare the body fluid compartments. 3. Discuss the importance of a balanced fluid intake & output in the human body. 4. List the most important fluids & electrolytes in each fluid compartment, & identify which are anions & cations. 5. Identify signs/symptoms of fluid volume overload & deficit in the body. 6. Discuss active & passive transport processes, & give two examples of each. 7. Discuss the role of specific electrolytes in maintaining homeostasis. 8. Describe the cause & effect of deficits & excesses of: Sodium Potassium Chloride Calcium Magnesium Phosphorus Bicarbonate 	<p><u>MED/SURG. NURSING:</u> 6 hours</p> <p><u>4pm-5pm:</u> Fluid Compartments</p> <p><u>5pm-6pm:</u> Fluid I&O</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-7:30pm:</u> Fluid Balance</p> <p><u>7:30pm-9pm:</u> Fluid/Electrolyte Movement</p> <p><u>9pm-9:30pm:</u> Sodium Imbalances</p> <p><u>9:30pm-10pm:</u> Potassium Imbalances</p> <p><u>10pm-10:30pm:</u> Calcium imbalances</p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 75</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed. Ch. 9, 10</p>

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 01. Demo ability to perform head-to-toe assessment accurately & document findings 02. Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis 03. Document care given appropriately & accurately according to facility charting standards. 04. Demo ability to assess one of each of the following: Pts w fluid & electrolyte imbalance Elderly pts w fluid and/or electrolyte probs. 05. Demo ability to plan & provide care for one pt w fluid/electrolyte imbalance. 06. Demo ability to identify/write one medical & two psychosocial/cultural problems for one pt w fluid/electrolyte problems; Identify pt problems Identify NANDA Dx Identify influencing factors Identify short term & long term goals	07. Administer meds in timely, accurate & appropriate manner w demo of knowledge key aspects of drugs given. 08. Observe IV & document following: Type of IV IV flow rate Condition of IV site 09. Demo ability to correctly discontinue an IV 10. Demo ability to teach pt/family one aspect of fluid/electrolyte balance. 11. Demo ability to perform tube feedings on pts w NG & G tubes. 12. Demo ability to perform measurement of blood glucose (SMBG) on assigned pts & report & chart results. 13. Demo ability to perform decubitus & wound care utilizing correct aseptic techniques. 14. Demo ability to perform dressing changes utilizing sterile techniques.	CLINICAL Fluid/Electrolyte Disorders	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR DAILY LESSON PLAN: FLUID & ELECTROLYTE DISORDERS

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define the pH scale & its meaning for acids/bases neutralization. 2. Differentiate between the role of the buffers, lungs, & kidneys in maintenance of acid-base balance. 3. Describe the four major types of acid-base imbalance & discuss the appropriate nursing interventions for each. 4. Discuss the role of the nursing process for fluid, electrolyte & acid-base balances/imbbalances. 5. Identify specific disorders from the body systems that can cause/contribute to fluid, electrolyte, & acid-base imbalances: 6. Discuss how the very young, the very old, and the obese patient are at risk for fluid volume deficit. 	<p><u>MED/SURG. NURSING:</u> 6 hours</p> <p><u>4pm-4:30pm:</u> Chloride Imbalances</p> <p><u>4:30pm-5pm:</u> Magnesium Imbalances</p> <p><u>5pm-5:30pm:</u> . . . Phosphorus Imbalances</p> <p><u>5:30pm-6pm:</u> pH Scale</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-9pm:</u> Acid-Base Imbalances: Respiratory Acidosis/Alkalosis Metabolic Acidosis/Alkalosis</p> <p><u>9pm-10pm:</u> Buffer Systems</p> <p><u>10pm-10:30pm:</u> Nursing Process System D/Os Fluid Problems</p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 75</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed. Ch. 9, 10</p>

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>(SEE CLINICAL PERFORMANCE OBJECTIVES)</p> <p>01. Demo ability to perform head-to-toe assessment accurately & document findings.</p> <p>02. Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis.</p> <p>03 Document care given appropriately & accurately according to facility charting standards.</p> <p>04. Demo ability to assess one of each of the following: Pts w fluid & electrolyte imbalance Elderly pts w fluid and/or electrolyte probs.</p> <p>05 Demo ability to plan & provide care for one pt w fluid/electrolyte imbalance.</p> <p>06 Demo ability to identify/write one medical & two psychosocial/cultural problems for one pt w fluid/electrolyte problems; Identify pt problems Identify NANDA Dx Identify influencing factors Identify short term & long term goals</p>	<p>07. Administer oral meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given.</p> <p>08. Observe IV & document following: Type of IV IV flow rate Condition of IV site</p> <p>09. Demo ability to correctly discontinue an IV</p> <p>10. Demo ability to teach pt/family one aspect of fluid/electrolyte balance.</p> <p>11. Demo ability to perform tube feedings on pts w NG & G tubes.</p> <p>12. Demo ability to perform measurement of blood glucose (SMBG) on assigned pts & report & chart results.</p> <p>13. Demo ability to perform decubitus & care utilizing correct aseptic techniques.</p> <p>14. Demo ability to perform dressing changes utilizing sterile techniques.</p>	<p>CLINICAL</p> <p>Fluid/Electrolyte Disorders</p>	<p>1. Demonstration</p> <p>2. Practice</p> <p>3. DIRECT PT CARE</p> <p>4. PROCEDURAL OBSERVATION</p> <hr/> <p style="text-align: center;">EVALUATION</p> <p>1. Return Demos</p> <p>2. Role-playing</p> <p>3. Group presentation</p> <p>4. Instructor Observations</p> <p>5. Instructor Evaluations</p>

INSTRUCTOR DAILY LESSON PLAN: INTEGUMENTARY DISORDERS

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> Review A&P of the skin. Define key terminology. Describe general nursing assessment of the skin. Discuss use of the nursing process in caring for pts w/ skin disorders. ID characteristics of lesions of the skin. Discuss following infectious skin D/Os: <ul style="list-style-type: none"> *Viral: Herpes simplex & Herpes zoster *Bacterial: Impetigo *Fungal: Tineas-capitis, corporis, curis, & pedis *Parasitic: Pediculosis & Scabies Discuss inflammatory skin D/Os: <ul style="list-style-type: none"> *Dermatitis *Urticaria *Ecxema *Acne *Psoriasis Discuss skin tumors inc malignant & benign lesions: <ul style="list-style-type: none"> *Melanoma *Skin carcinomas *Cysts *Keratosi *Keloid *Nevi *Warts State the pathophysiology involved in a burn injury. ID the classification of burn injuries. Discuss the different types of skin grafts & related nursing care. Discuss the following steps of burn care w appropriate nursing interventions & rationales: <ul style="list-style-type: none"> *Emergent *Acute *Rehabilitative Discuss considerations when caring for older adults w skin D/Os. Review appropriate pharmacology for skin D/Os. 	<p><u>MED/SURG. NURSING:</u> 6 hours</p> <p><u>4pm-5pm:</u> Integumentary (Skin) Disorders A&P Overview Nursing Assessment Nursing Process</p> <p><u>5pm-6pm:</u> Skin Lesions</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-7:30pm:</u> Infectious Skin D/Os Inflammatory Skin D/Os</p> <p><u>7:30pm-8:30pm</u> Skin Tumors</p> <p><u>8:30pm-9:30pm</u> Burns Burn Classifications Skin Grafts Burn Care</p> <p><u>9:30pm-10:30pm:</u> Older Adult Considerations Pharmacology Overview</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 74</p> <p>Saunders Comprehensive Review for the NCLEX-PN 4th Ed. Ch. 35, 40</p>

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 01. Demo ability to perform head-to-toe assessment accurately & document findings 02. Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis. 03. Document care given appropriately & accurately according to facility charting standards. 04. Demo ability to assess each of the following: Skin condition Decubitus condition & stages Skin wound (surgical/infection) Burns 05. Demo ability to plan/provide care for pt w above conditions. 06. Demo ability to perform decubitus & wound care utilizing correct aseptic techniques.	07. Demo ability to perform dressing changes utilizing sterile techniques. 08. Demo ability to teach pt/family one aspect of integumentary/skin care for a skin D/O or condition incl treatment. 09. Participate in group case study on: Pt with extensive burns. 10. Administer oral meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given. 11. Administer IM & SQ meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given. 12. Observe IV & document following: Type of IV IV flow rate Condition of IV site 13. Demo ability to correctly discontinue IV. 14. Demo ability to perform measurement of blood glucose (SMBG) on assigned pts & report & chart results.	CLINICAL Skin Disorders	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructo: Observations 5. Instructor Evaluations

INSTRUCTOR DAILY LESSON PLAN: **Musculoskeletal Disorders**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> 1. Review A&P of musculoskeletal system. 2. Define key terminology. 3. Describe the following conditions: Lordosis, Scoliosis, & Kyphosis. 4. List diagnostic procedures pertinent to muscl/skel function. 5. Compare methods for assessing circulation, nerve damage, & infection in clients w/ traumatic insult to musculoskeletal 	<p><u>MED/SURG. NURSING:</u> 6 hours</p> <p><u>4pm-5pm:</u> Review A&P</p> <p><u>5pm-6pm:</u> Lordosis, Scoliosis, Kyphosis</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-8pm:</u> Laboratory Tests Radiography MRI Arthrocentesis Arthroscopy Biopsy</p> <p><u>8pm-9pm:</u> Neurocirculatory Assessment S/S of Infection</p> <p><u>9pm-10pm:</u> Musculoskeletal D/Os Video</p> <p><u>10pm-10:30pm:</u> NCLEX Practice Questions</p>	<p>1. Lecture 2. Discussion 3. Videos/Tapes/DVDs 4. Transparencies 5. Computer-assisted learning 6. Reading 7. Handouts</p> <hr/> <p>EVALUATION</p> <p>1. Classroom Testing 2. Case Studies 3. Return Demos 4. Role-playing 5. Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 76</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed. Ch. 36, 58</p>

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 01. Demo ability to perform head-to-toe assessment accurately & document findings. 02. Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis. 03. Document care given appropriately & accurately according to facility charting standards. 04. Demo ability to assess pts w one of each of the following: Arthritic D/Os (all types) Musculoskeletal injuries (Fx, etc) Osteomyelitis Osteoporosis Spinal/vertebral D/Os 05. Demo ability to plan & provide care for pts w above D/Os incl: Positioning, Mobility, Skin care, Neurovascular checks, Nutritional aspects.	06. Demo ability to identify/write 2 medical & 2 psychosocial problems & prioritize appropriate nursing interventions. 07. Demo ability to provide pt teaching to pt/ family on pain management techniques. 08. Demo ability to identify & explain abnormal lab values. 09. Administer oral meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given. 10. Administer IM & SQ meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given.	CLINICAL Musculoskeletal Disorders	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR DAILY LESSON PLAN: **Musculoskeletal Disorders**

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> List four health lifestyle measures to reduce risk of developing osteoporosis. List two types of skin & skeletal traction. List four nursing interventions appropriate to bone cancer. Describe the phenomenon of phantom pain. Compare the medical regimens for clients w gouty arthritis, rheumatoid arthritis, & osteoarthritis. Discuss nursing interventions appropriate for RA clients. 	<p><u>MED/SURG. NURSING:</u> 6 hours</p> <p><u>4pm-5pm:</u> Osteoporosis Vitamin & Calcium</p> <p><u>5pm-6pm:</u> Skin traction Skeletal traction</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-8pm:</u> Bone Cancer Phantom Pain</p> <p><u>8pm-10:30pm:</u> Gouty Arthritis Rheumatoid Arthritis Osteoarthritis Nursing Interventions</p>	<p>1.Lecture 2.Discussion 3.Videos/Tapes/DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <hr/> <p>EVALUATION</p> <ol style="list-style-type: none"> Classroom Testing Case Studies Return Demos Role-playing Group presentations Instructor Observation 	<p>Reading:</p> <p>Lippincott Williams & Wilkins 9th Edition Ch. 76</p> <p>Saunders Comprehensive Review for the NCLEX-PN, 4th Ed. Ch. 36, 58</p>

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 01. Demo ability to perform head-to-toe assessment accurately & document findings. 02. Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis. 03. Document care given appropriately & accurately according to facility charting standards. 04. Demo ability to assess pts w one of each of the following: Arthritic D/Os (all types) Musculoskeletal injuries (Fx, etc) Osteomyelitis Osteoporosis Spinal/vertebral D/Os 05. Demo ability to plan & provide care for pts w above D/Os incl: Positioning, Mobility, Skin care, Neurovascular checks, Nutritional aspects.	06. Demo ability to identify/write 2 medical & 2 psychosocial problems & prioritize appropriate nursing interventions. 07. Demo ability to provide pt teaching family on pain management techniques. 08. Demo ability to identify & explain abnormal lab values. 09. Administer oral meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given. 10. Administer IM & SQ meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given.	CLINICAL Musculoskeletal Disorders	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR DAILY LESSON PLAN: NCLEX REVIEW: (4 hours)

NCLEX REVIEW ACTIVITIES

Activities:

1. Students silently and individually take NCLEX practice exams on the following subjects:
 - * Fundamentals
 - * Integumentary Disorders
 - * Fluid-Electrolyte Disorders
 - * Musculoskeletal Disorders
2. Instructor reviews answers.
3. Instructor reviews questions that students got wrong.

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 01 Demo ability to perform head-to-toe assessment accurately & document findings 02 Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis. 03. Document care given appropriately & accurately according to facility charting standards. 04. Demo ability to assess one of each of the following: Pts w fluid & electrolyte imbalance Elderly pts w fluid and/or electrolyte probs. 05. Demo ability to plan & provide care for one pt w fluid/electrolyte imbalance. 06 Demo ability to identify/write one medical & two psychosocial/cultural problems for one pt w fluid/electrolyte problems; Identify pt problems Identify NANDA Dx Identify influencing factors Identify short term & long term goals	07. Administer meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given 08. Observe IV & document following: Type of IV IV flow rate Condition of IV site 09. Demo ability to correctly discontinue an IV 10. Demo ability to teach pt/family one aspect of fluid/electrolyte balance. 11. Demo ability to perform tube feedings on pts w NG & G tubes. 12. Demo ability to perform measurement of blood glucose (SMBG) on assigned pts & report & chart results. 13. Demo ability to perform decubitus & wound care utilizing correct aseptic techniques. 14. Demo ability to perform dressing changes utilizing sterile techniques.	CLINICAL Fluid/Electrolyte Disorders Review	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR DAILY LESSON PLAN: ATI REVIEW (4 hours)

NCLEX REVIEW ACTIVITIES

Activities:

1. Students silently and individually take ATI practice exams and tutorials on the following subjects:
 - * Fundamentals
 - * Integumentary Disorders
 - * Fluid-Electrolyte Disorders
 - * Musculoskeletal Disorders
2. Instructor reviews answers.
3. Instructor reviews questions that students got wrong.

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 01. Demo ability to perform head-to-toe assessment accurately & document findings. 02. Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis 03. Document care given appropriately & accurately according to facility charting standards 04. Demo ability to assess each of the following: Skin condition Decubitus condition & stages Skin wound (surgical/infection) Burns 05. Demo ability to plan/provide care for pt w above conditions. 06. Demo ability to perform decubitus & wound care utilizing correct aseptic techniques.	07. Demo ability to perform dressing changes utilizing sterile techniques. 08. Demo ability to teach pt/family one aspect of integumentary/skin care for a skin D/O or condition incl treatment. 09. Participate in group case study on: Pt with extensive burns. 10. Administer oral meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given. 11. Administer IM & SQ meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given. 12. Observe IV & document following: Type of IV IV flow rate Condition of IV site 13. Demo ability to correctly discontinue IV. 14. Demo ability to perform measurement of blood glucose (SMBG) on assigned pts & report & chart results.	CLINICAL Skin Disorders Review	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor: Observations 5. Instructor: Evaluations

INSTRUCTOR DAILY LESSON PLAN: ATI REVIEW: (2 hours)

NCLEX REVIEW ACTIVITIES

Activities:

1. Students take Proctored ATI Fundamentals Exam.

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 01 Demo ability to perform head-to-toe assessment accurately & document findings 02 Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis. 03. Document care given appropriately & accurately according to facility charting standards. 04. Demo ability to assess pts w one of each of the following: Arthritic D/Os (all types) Musculoskeletal injuries (Fx, etc) Osteomyelitis Osteoporosis Spinal/vertebral D/Os 05 Demo ability to plan & provide care for pts w above D/Os incl: Positioning, Mobility, Skin care, Neurovascular checks, Nutritional aspects.	06. Demo ability to identify/write 2 med 2 psychosocial problems & prioritize appropriate nursing interventions. 07. Demo ability to provide pt teaching to pt/ family on pain management techniques. 08. Demo ability to identify & explain abnormal lab values. 09. Administer oral meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given. 10. Administer IM & SQ meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given.	CLINICAL Musculoskeletal Disorders Review	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR DAILY LESSON PLAN: ATI REVIEW (3 hours)

NCLEX REVIEW ACTIVITIES

Activities:

1. Students spend 1.5 hours practicing new NCLEX questions.
2. Instructor spends 1.5 hours reviewing NCLEX questions with students.

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) 01. Demo ability to perform head-to-toe assessment accurately & document findings. 02. Perform all aspects of basic care for assigned pt appropriately & in independent fashion utilizing medical asepsis 03. Document care given appropriately & accurately according to facility charting standards. 04. Demo ability to assess pts w one of each of the following: Arthritic D/Os (all types) Musculoskeletal injuries (Fx, etc) Osteomyelitis Osteoporosis Spinal/vertebral D/Os 05. Demo ability to plan & provide care for pts w above D/Os incl: Positioning, Mobility, Skin care, Neurovascular checks, Nutritional aspects.	06. Demo ability to identify/write 2 medical & 2 psychosocial problems & prioritize appropriate nursing interventions. 07. Demo ability to provide pt teaching family on pain management techniques. 08. Demo ability to identify & explain abnormal lab values. 09. Administer oral meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given. 10. Administer IM & SQ meds in timely, accurate & appropriate manner w demo of knowledge of key aspects of drugs given.	CLINICAL Musculoskeletal Disorders Review	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
			EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR DAILY LESSON PLAN: **MAKE-UP (2 hours)**

MAKE-UP ACTIVITIES

Activities:

1. Students have this time to make-up any work from days/times absent.
2. Students must come in to school and make-up appropriate days/subjects.
3. If lab was missed, instructor must work with student in lab on appropriate skills.
4. If clinical was missed, instructor must lead student in appropriate clinical skills at clinical location.

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
<p>(SEE CLINICAL PERFORMANCE OBJECTIVES)</p> <p>MAKE-UP DAY. STUDENT MUST WORK ON MISSED DAY SKILL(S).</p> <p>01. Demo ability to perform head-to-toe assessment accurately & document findings.</p> <p>02. Demo ability to plan care for assigned pt with minimal assistance.</p> <p>03. Demo ability to evaluate care provided to assigned pt.</p> <p>04. Demo ability to identify psychological aspects of assigned pt: Coping mechanisms Abnormal behavior Depressive syndromes Symptoms of stress</p> <p>05. Demo ability to write plan of care for one psychosocial problem identified in assigned pt.</p>		<p>CLINICAL</p> <p>Basic Pt Care for Make-up Day</p>	<p>1. Demonstration</p> <p>2. Practice</p> <p>3. DIRECT PT CARE</p> <p>4. PROCEDURAL OBSERVATION</p> <hr/> <p style="text-align: center;">EVALUATION</p> <p>1. Return Demos</p> <p>2. Role-playing</p> <p>3. Group presentation</p> <p>4. Instructor Observations</p> <p>5. Instructor Evaluations</p>

INSTRUCTOR LESSON PLAN: Digestive Disorders

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> Review A&P of gastrointestinal system. Define key terminology. List the various tests used to identify D/Os of the GI system & describe their key nursing interventions . Upper GI, Endoscopy, Ba swallow, Bernstein test, Sigmoid/ Colonscopy, Lower GI, Abd flat plate, Stool specimen. Describe the aging process & the GI system. Discuss eating D/Os incl nursing interventions: *Anoxeria *Bulimia *Obesity Describe common D/Os of the mouth inc: *Candidiasis *Ca of oral cavity Describe common D/Os of the stomach inc etiology, S/S, med/surg treatment, nursing interventions, pt teaching, & nutrition: * Gastritis *Gastroesophagel Reflex disease *Peptic ulcer disease Describe gastric surgeries, possible complications incl post-operative nursing responsibilities. 	<p><u>MED/SURG. NURSING:</u> 6 hours <i>Digestive Disorders (D/O)</i></p> <p><u>4pm-5pm:</u> Diagnostic Tests Laboratory Studies Radiographic Evaluations Endoscopic Procedures</p> <p><u>5pm-6pm:</u> Med/Surg. Treatments Biopsy GI Intubation Gastric Suction NG Tube Irrigation Gastric Lavage Enteral Nutrition Parenteral Nutrition</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-8pm:</u> Gastric Surgery Fecal Diversions Continent Fecal Diversions Abdominal Paracentesis</p> <p><u>8pm-9pm:</u> Eating Disorders Anorexia, Bulimia, Cbesity</p> <p><u>9pm-10:30pm:</u> Disorders of the Mouth</p>	<ol style="list-style-type: none"> Lecture Discussion DVDs Transparencies Computer-assisted learning Reading Handouts <p>EVALUATION</p> <ol style="list-style-type: none"> Classroom Testing Case Studies Return Demos Role-playing Group presentations Instructor Observation 	<p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 87 Review: Chapter 26</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 87</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapter 46, 47</p> <p>Intro to Pharmacology Asperheim, 11th Edition Chapter 26</p> <p>Medical Terminology Eagle, 1st Edition Chapter 6</p> <p>ATI DVD Volume 3 ATI Adult Med/Surg Book Unit 7, Chapters 61-77</p>

CLINICAL
8 hours

TERM 2

Week 23
Saturday & Sunday

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES)	07. Demo ability to ID/explain lab values related to GI D/Os.	CLINICAL GI D/Os	1. Demonstration 2. Practice
START OF TERM 2 CLINICAL EXPERIENCES 01. Demo ability to assess assigned pts w: *GI D/Os *Bowel surgery (pre/post-op) *Scheduled for GI related tests *Pancreatic D/O *Gallbladder D/O *Liver D/O	08. Observe IV's & document following: *Type of IV fluid *Flow rate *Condition of IV site		3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
02. Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures & documentation.	09. Demo ability to D/C IVs appropriately.		
03. Demo ability to ID & write one medical & two psychsoch problems for pt w GI & GI related D/Os.	10. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds.		EVALUATION
04. Demo ability to teach pt/family one aspect related to GI D/O.	11. Administer at least two insulin injections per wek on assigned pts inc observation of pts for reaction.		1. Return Demos 2. Role-playing
05. Demo skills in: *Enema administration *NG/G tubes: feedings & irrigations *N/G tube insertion *Gastric suctioning/care *T-tube care *Inake/output	12. Participate in assigned group case studies: *Hepatitis *Cirrhosis *Peptic ulcer disease *Pancreatitis		3. Group presentation 4. Instructor Observations
06. Demo skills in care of ostomies.	13. Observe GI Lab (if available)		5. Instructor Evaluations

INSTRUCTOR LESSON PLAN

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> Describe common D/Os of the lower GI tract incl etiology, S/S, med/surg treatment, nursing interventions, pt teaching, & nutrition: *Appendicitis *Peritonitis *Diverticulosis *Diverticulitis *Crohn's disease *Ulcerative colitis *Irritable bowel syndrome *Abdominal hernias *Absorption D/Os *Intestinal obstructions *Hemorrhoids *Anal fissures Discuss nursing care of the ostomy patient incl location of stoma & type of effluent, ostomy management, nursing interventions, pt teaching, & body image problems. Review appropriate pharmacology for GI D/Os. 	<p><u>MED/SURG. NURSING:</u> 6 hours <i>Digestive Disorders</i></p> <p><u>4pm-5pm:</u> Review Disorders of the Mouth Candida Albicans Cancer of the Mouth</p> <p><u>5pm-6pm:</u> D/Os of the Esophagus</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-7:30pm:</u> D/Os of the Stomach GERD Peptic Ulcers Gastric Surgery</p> <p><u>7:30pm-8:30pm:</u> D/Os of the Intestines Appendicitis Peritonitis Diverticulosis</p> <p><u>8:30pm-9:30pm:</u> Crohn's Disease Ulcerative Colitis Colorectal Cancer</p> <p><u>9:30pm-10:30pm:</u> GI Disorders Video</p>	<ol style="list-style-type: none"> Lecture Discussion DVDs Transparencies Computer-assisted learning Reading Handouts <p>EVALUATION</p> <ol style="list-style-type: none"> Classroom Testing Case Studies Return Demos Role-playing Group presentations Instructor Observation 	<p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 87 Review: Chapter 26</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 87</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapter 46, 47</p> <p>Intro to Pharmacology Asperheim, 11th Edition Chapter 26</p> <p>Medical Terminology Eagle, 1st Edition Chapter 6</p> <p>ATI DVD Volume 3 ATI Adult Med/Surg Book Unit 7, Chapters 61-77</p>

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) START OF TERM 2 CLINICAL EXPERIENCES 01. Demo ability to assess assigned pts w: *GI D/Os *Bowel surgery (pre/post-op) *Scheduled for GI related tests *Pancreatic D/O *Gallbladder D/O *Liver D/O 02. Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures & documentation. 03. Demo ability to ID & write one medical & two psychosocial problems for pt w GI & GI related D/Os. 04. Demo ability to teach pt/family one aspect related to GI D/O. 05. Demo skills in: *Enema administration *NG/G tubes: feedings & irrigations *N/G tube insertion *Gastric suctioning/care *T-tube care *Inake/output 06. Demo skills in care of ostomies.	07. Demo ability to ID/explain lab values related to GI D/Os. 08. Observe IV's & document following: *Type of IV fluid *Flow rate *Condition of IV site 09. Demo ability to D/C IVs appropriately 10. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds. 11. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 12. Participate in assigned group case studies: *Hepatitis *Cirrhosis *Peptic ulcer disease *Pancreatitis 13. Observe GI Lab (if available)	CLINICAL GI D/Os	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR LESSON PLAN

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> Describe the nurse's role in caring for the client with stomatitis. Discuss 3 nursing considerations related to the care of GERD. Discuss 3 nursing considerations related to the care of peptic ulcers 	<p>MED/SURG. NURSING: 6 hours Digestive Disorders</p> <p><u>4pm-6pm:</u> Review the following: Disorders (D/O) of the Mouth D/Os of the Esophagus D/Os of the Stomach</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-7:30pm:</u> Workbook Activities</p> <p><u>7:30pm-8:30pm:</u> Watch ATI Digestive D/O Video & Discuss</p> <p><u>8:30pm-9:30pm:</u> Review the following: Colostomy Ileostomy</p> <p><u>9:30pm-10:30pm</u> NCLEX Practice Questions</p>	<ol style="list-style-type: none"> Lecture Discussion DVDs Transparencies Computer-assisted learning Reading Handouts <p>EVALUATION</p> <ol style="list-style-type: none"> Classroom Testing Case Studies Return Demos Role-playing Group presentations Instructor Observation 	<p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 87 Review: Chapter 26</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 87</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapter 46, 47</p> <p>Intro to Pharmacology Asperheim, 11th Edition Chapter 26</p> <p>Medical Terminology Eagle, 1st Edition Chapter 6</p> <p>ATI DVD Volume 3 ATI Adult Med/Surg Book Unit 7, Chapters 61-77</p>

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) START OF TERM 2 CLINICAL EXPERIENCES 01. Demo ability to assess assigned pts w: *GI D/Os *Bowel surgery (pre/post-op) *Scheduled for GI related tests *Pancreatic D/O *Gallbladder D/O *Liver D/O 02 Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures & documentation. 03 Demo ability to ID & write one medical & two psychosocial problems for pt w GI & GI related D/Os. 04. Demo ability to teach pt/family one aspect related to GI D/O. 05. Demo skills in: *Enema administration *NG/G tubes: feedings & irrigations *N/G tube insertion *Gastric suctioning/care *T-tube care *Inake/output 06 Demo skills in care of ostomies.	07. Demo ability to ID/explain lab values related to GI D/Os. 08. Observe IV's & document following: *Type of IV fluid *Flow rate *Condition of IV site 09. Demo ability to D/C IVs appropriately. 10. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds. 11. Administer at least two insulin injections per week on assigned pts inc observation of pts for reaction. 12. Participate in assigned group case studies: *Hepatitis *Cirrhosis *Peptic ulcer disease *Pancreatitis 13. Observe GI Lab (if available)	CLINICAL GI D/Os	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION
	EVALUATION		

INSTRUCTOR LESSON PLAN

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> Identify commonly used diagnostic tests for D/Os of the liver, gallbladder, and pancreas: *Lab tests, *UGI series, *LGI series, *Oral cholecystogram, *CT scan *Liver Scan, *Endoscopic exams, *Liver biopsy Describe common disorders of the liver including etiology, S/S, med/surg treatment, complications, nursing interventions, pt teaching Discuss modes of transmission of the major types of viral hepatitis Describe various types of esophageal and gastric balloons used for bleeding esophageal varices Describe common D/Os of the pancreas including etiology, S/S, med/surg treatment, complications, pt teaching, and nutrition: Pancreatitis, Pancreatic cancer Review the endocrine pancreatic D/O of diabetes Review pharmacology for the endocrine pancreatic D/O of diabetes inc insulin administration Describe the gall bladder D/Os of Cholecystitis and cholelithiasis in terms of: Etiology, Pathophysiology, S/S, nutrition: Review appropriate pharmacology for liver, gall bladder, and pancreatic D/Os 	<p><u>MED/SURG. NURSING:</u> 6 hours <i>Digestive Disorders</i></p> <p>4pm-5pm: Aging Process <u>Diagnostic Tests</u> 5pm-6pm: Liver Disorders Viral Hepatitis Transmission <u>6pm-6:30pm:</u> Break <u>6:30pm-8pm:</u> Balloon Tamponades Pancreatic D/Os <u>8pm-9pm:</u> Diabetes Review <u>9pm-10pm:</u> Hyper/Hypoglycemic Agents Gall Bladder D/Os <u>10pm-10:30pm:</u> Pharmacology Overview</p>	<p>1.Lecture 2.Discussion 3. DVDs 4.Transparencies 5.Computer-assisted learning 6.Reading 7.Handouts</p> <p>EVALUATION</p> <p>1.Classroom Testing 2.Case Studies 3.Return Demos 4.Role-playing 5.Group presentations 6. Instructor Observation</p>	<p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 87 Review: Chapter 26</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 87</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapter 46, 47</p> <p>Intro to Pharmacology Asperheim, 11th Edition Chapter 26</p> <p>Medical Terminology Eagle, 1st Edition Chapter 6</p> <p>ATI DVD Volume 3 ATI Adult Med/Surg Book Unit 7, Chapters 61-77</p>

INSTRUCTOR DAILY LESSON PLAN: CLINICAL

PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	CONTENT OUTLINE	METHODOLOGY
(SEE CLINICAL PERFORMANCE OBJECTIVES) START OF TERM 2 CLINICAL EXPERIENCES 01. Demo ability to assess assigned pts w: *GI D/Os *Bowel surgery (pre/post-op) *Scheduled for GI related tests *Pancreatic D/O *Gallbladder D/O *Liver D/O 02. Demo ability to plan & provide basic care for two assigned pts w above dxs inc: completion of ordered procedures & documentation. 03. Demo ability to ID & write one medical & two psychsoch problems for pt w GI & GI related D/Os. 04. Demo ability to teach pt/family one aspect related to GI D/O. 05. Demo skills in: *Enema administration *NG/G tubes: feedings & irrigations *N/G tube insertion *Gastric suctioning/care *T-tube care *Inake/output 06. Demo skills in care of ostomies.	07. Demo ability to ID/explain lab values related to GI D/Os. 08. Observe IV's & document following: *Type of IV fluid *Flow rate *Condition of IV site 09. Demo ability to D/C IVs appropriately 10. Admin meds in timely & accurate manner w demo of knowledge of meds & their actions inc observation of pts for responses & reactions to meds. 11. Administer at least two insulin injections per wek on assigned pts inc observation of pts for reaction. 12. Participate in assigned group case studies: *Hepatitis *Cirrhosis *Peptic ulcer disease *Pancreatitis 13. Observe GI Lab (if available)	CLINICAL GI D/Os	1. Demonstration 2. Practice 3. DIRECT PT CARE 4. PROCEDURAL OBSERVATION <hr/> EVALUATION 1. Return Demos 2. Role-playing 3. Group presentation 4. Instructor Observations 5. Instructor Evaluations

INSTRUCTOR LESSON PLAN

THEORY OBJECTIVES	ACTIVITY OUTLINE	METHODOLOGY	ASSIGNMENT
<p>Upon completion of this class, the student will be able to:</p> <ol style="list-style-type: none"> Review A&P of the blood & lymph systems. Define key terminology. List common diagnostic tests for evaluation of blood & lymph D/Os, & discuss significance of results. Compare & contrast the different types of Anemia in terms of *Pathophysiology *Med treatment *Nursing interventions *Pt teaching *Nutrition. Compare & contrast the coagulation D/Os of *DIC *Thrombocytopenia *Hemophilia in terms of: Pathophysiology Med tx Nurs interventions & pt teaching. Discuss pathophysiology, med tx, & nursing interventions for Acute & Chronic Leukemia. Discuss Multiple Myeloma inc med tx& nursing interventions. Differentiate b/t Hodgkin's Disease & non-Hodgkin's lymphomas & related medical tx & nursing interventions. Discuss nursing interventions for pts w Lymphedema. Review appropriate pharmacology for blood & lymph D/Os. 	<p>MED/SURG NURSING: 6 hours Blood & Lymph D/Os</p> <p><u>4pm-5pm:</u> Diagnostic Tests Blood Typing Complete Blood Count Coagulation Studies Other Hematologic Studies</p> <p><u>5pm-6pm:</u> Common Treatments Transfusions of Colloid Sol. Transfusions:Blood Product Bone Marrow & Peripheral Stem Cell Transplantations</p> <p><u>6pm-6:30pm:</u> Break</p> <p><u>6:30pm-7pm:</u> Review Nursing Process</p> <p><u>7pm-8pm:</u> Hematologic System D/Os Red Blood Cell D/Os</p> <p><u>8pm-9pm:</u> White Blood Cell D/Os</p> <p><u>9pm-10pm:</u> Platelets & Clotting D/Os</p> <p><u>10pm-10:30pm:</u> Lymphatic System D/Os</p>	<ol style="list-style-type: none"> Lecture Discussion DVDs Transparencies Computer-Assisted learning Reading Handouts <hr/> <p style="text-align: center;">EVALUATION</p> <ol style="list-style-type: none"> Classroom Testing Case Studies Return Demos Role-playing Group presentations Instructor Observation 	<p>EXAM 1: Med-Surg Nursing: Gastrointestinal System D/Os & Liver, Gallbladder, and Pancreatic D/Os</p> <p>Reading:</p> <p>Textbook of Basic Nursing Rosdahl/Kowalski, 9th Ed., Chapter 81 Review Chapter 23</p> <p>Study Guide to Accompany Textbook of Basic Nursing Chapter 81</p> <p>Comprehensive Review NCLEX-PN, Silvestri, 4th Ed., Chapter 42</p> <p>ATI Adult Med/Surg. Book Unit 10, Chapter 104-110</p>

Theory / Clinical Faculty

2 / Evaluations



**CAREER DEVELOPMENT INSTITUTE
VOCATIONAL NURSING PROGRAM
EVALUATION FORM: THEORY INSTRUCTOR**

PROGRAM/TERM: _____

INSTRUCTOR: _____ **DATE:** _____

*Dear Student:
Read each item carefully and then check the number at the right that best describes your evaluation. Five (5) means the best and one (1) means the worst. This is strictly confidential. This evaluation form will assist the school in measuring the quality and effectiveness of our program.*

5-Excellent 4-Very Good 3-Good 2-Fair 1-Very Poor

	5	4	3	2	1
1. The instructor is well-prepared for theory class.	<input type="checkbox"/>				
2. The instructor is punctual.	<input type="checkbox"/>				
3. The instructor is fair in dealing with students.	<input type="checkbox"/>				
4. The instructor is well-groomed, orderly, and clean.	<input type="checkbox"/>				
5. The instructor provides availability to speak with him/her.	<input type="checkbox"/>				
6. The instructor is approachable.	<input type="checkbox"/>				
7. The instructor presents opportunities to discuss topic covered in class.	<input type="checkbox"/>				
8. The instructor is willing to help the student in the theory portion as needed.	<input type="checkbox"/>				
9. The instructor is knowledgeable of the theory & is a reliable resource person.	<input type="checkbox"/>				
10. The instructor speaks in an understandable/clear and organized manner.	<input type="checkbox"/>				
11. The instructor effectively covers the objectives of the day, reinforces topics.	<input type="checkbox"/>				
12. Theory instructor discusses clinical experiences with students, reinforcing topic(s).	<input type="checkbox"/>				
13. Overall evaluation of the Theory Instructor.	<input type="checkbox"/>				

Additional Comments:

(Please use the back of this page to add more additional comments.)



**CAREER DEVELOPMENT INSTITUTE
VOCATIONAL NURSING PROGRAM**

EVALUATION FORM: CLINICAL INSTRUCTOR

PROGRAM/TERM: _____

INSTRUCTOR: _____ **DATE:** _____

Dear Student:

Read each item carefully and then check the number at the right that best describes your evaluation. Five (5) means the best and one (1) means the worst. This is strictly confidential. This evaluation form will assist the school in measuring the quality and effectiveness of our program.

5-Excellent 4-Very Good 3-Good 2-Fair 1-Very Poor

	5	4	3	2	1
1. The instructor is well-prepared for clinical supervision.	<input type="checkbox"/>				
2. The instructor is punctual.	<input type="checkbox"/>				
3. The instructor is fair in dealing with students.	<input type="checkbox"/>				
4. The instructor speaks in an understandable and organized manner.	<input type="checkbox"/>				
5. The instructor is well-groomed, orderly, and clean.	<input type="checkbox"/>				
6. The instructor is approachable.	<input type="checkbox"/>				
7. The instructor finds opportunities for learning in the clinical area.	<input type="checkbox"/>				
8. The instructor utilizes pre- and post- conference time to teach students.	<input type="checkbox"/>				
9. The instructor is knowledgeable of the clinical area & is a reliable resource person.	<input type="checkbox"/>				
10. The instructor is willing to help the student in the execution of clinical tasks.	<input type="checkbox"/>				
11. The instructor correlates and assigns patients according to lecture presentation(s).	<input type="checkbox"/>				
12. Overall evaluation of the Clinical Instructor	<input type="checkbox"/>				

Additional Comments:

(Please use the back of this page to add more additional comments.)

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**CAREER DEVELOPMENT INSTITUTE
VOCATIONAL NURSING PROGRAM
EVALUATION FORM: THEORY INSTRUCTOR**

PROGRAM/TERM: _____

INSTRUCTOR: _____ **DATE:** _____

*Dear Student:
Read each item carefully and then check the number at the right that best describes your evaluation. Five (5) means the best and one (1) means the worst. This is strictly confidential. This evaluation form will assist the school in measuring the quality and effectiveness of our program.*

5-Excellent 4-Very Good 3-Good 2-Fair 1-Very Poor

	5	4	3	2	1
1. The instructor is well-prepared for theory class.	<input type="checkbox"/>				
2. The instructor is punctual.	<input type="checkbox"/>				
3. The instructor is fair in dealing with students.	<input type="checkbox"/>				
4. The instructor is well-groomed, orderly, and clean.	<input type="checkbox"/>				
5. The instructor provides availability to speak with him/her.	<input type="checkbox"/>				
6. The instructor is approachable.	<input type="checkbox"/>				
7. The instructor presents opportunities to discuss topic covered in class.	<input type="checkbox"/>				
8. The instructor is willing to help the student in the theory portion as needed.	<input type="checkbox"/>				
9. The instructor is knowledgeable of the theory & is a reliable resource person.	<input type="checkbox"/>				
10. The instructor speaks in an understandable/clear and organized manner.	<input type="checkbox"/>				
11. The instructor effectively covers the objectives of the day, reinforces topics.	<input type="checkbox"/>				
12. Theory instructor discusses clinical experiences with students, reinforcing topic(s).	<input type="checkbox"/>				
13. Overall evaluation of the Theory Instructor.	<input type="checkbox"/>				

Additional Comments:

(Please use the back of this page to add more additional comments.)

Clinical Rotations & Corr

2n Evaluations

2nd - EVALUATION
 CLINICAL ROTATION
 CORRELATION TO THEORY
 PRESENTATION



**CAREER DEVELOPMENT INSTITUTE
 VOCATIONAL NURSING PROGRAM**

EVALUATION FORM: CLINICAL INSTRUCTOR

PROGRAM/TERM: _____

INSTRUCTOR: _____ **DATE:** _____

*Dear Student:
 Read each item carefully and then check the number at the right that best describes your evaluation. Five (5) means the best and one (1) means the worst. This is strictly confidential. This evaluation form will assist the school in measuring the quality and effectiveness of our program.*

5-Excellent 4-Very Good 3-Good 2-Fair 1-Very Poor

	5	4	3	2	1
1. The instructor is well-prepared for clinical supervision.	<input type="checkbox"/>				
2. The instructor is punctual.	<input type="checkbox"/>				
3. The instructor is fair in dealing with students.	<input type="checkbox"/>				
4. The instructor speaks in an understandable and organized manner.	<input type="checkbox"/>				
5. The instructor is well-groomed, orderly, and clean.	<input type="checkbox"/>				
6. The instructor is approachable.	<input type="checkbox"/>				
7. The instructor finds opportunities for learning in the clinical area.	<input type="checkbox"/>				
8. The instructor utilizes pre- and post- conference time to teach students.	<input type="checkbox"/>				
9. The instructor is knowledgeable of the clinical area & is a reliable resource person.	<input type="checkbox"/>				
10. The instructor is willing to help the student in the execution of clinical tasks.	<input type="checkbox"/>				
11. The instructor correlates and assigns patients according to lecture presentation(s).	<input type="checkbox"/>				
12. Overall evaluation of the Clinical Instructor	<input type="checkbox"/>				

Additional Comments:

 (Please use the back of this page to add more additional comments.)

S t u d e n t A c h i e v e m e n t

2 0 E v a l u a t i o n s



CAREER DEVELOPMENT INSTITUTE, INC.
VOCATIONAL NURSING PROGRAM

SUMMARY OF CLINICAL EVALUATION

_____ Term 1 _____ Term 2 _____ Term 3 _____ Term 4
 _____ Mid Term _____ Date _____ End of Term _____ Date

Competency	Total Score	Comments
1. Safety		
2. Nursing Skills/Activities		
3. Communications/Interpersonal Skills		
4. Assessment		
5. Planning		
6. Nursing Diagnosis		
7. Implementation		
8. Evaluation		
9. Medication		
10. Critical Thinking		
Total Score		Final Grade: Passed Failed

Total Score
 27-30 = Excellent = Passed
 20-26 = Satisfactory = Passed
 19 and below = Poor = Failed

COMMENTS: _____

 Student Name Date

 Student Signature Date

 Instructor Date

Points	Performance Rating
1	Failed – Unsatisfactory performance. Does not apply knowledge and skills correctly, or does not take advantage of opportunities to do so.
2	Passed – Usually safe performance. Applies knowledge and skill at this level. Sometimes needs help in identifying appropriate nursing interventions.
3	Passed – Safe, consistent performance. Plans care with little direction. Recognizes own need for supervision and usually seeks it from appropriate sources.

Career Development Institute, Inc. Vocational Nur Program

Student Clinical Evaluation

Name _____ Level _____ Date _____
 Instructor _____

20.- CONTINUED -
 EVALUATION
 STUDENT ACHIEVEMENT

1 = Failed Unsatisfactory performance
 2 = Passed Usually safe performance
 3 = Passed Safe, consistent performance

<p><u>1. SAFETY</u></p> <p>Seeks supervision when required</p> <p>Identifies and reports issues related to patient care needs and responses</p> <p>Identifies patient with ID band before administering nursing care</p> <p>Locates fire equipment and crash cart when assigned to new areas; applies fire safety rules and regulations</p> <p>Demonstrates medical/surgical asepsis</p> <p>Follows universal precautions in giving patient care</p> <p>Maintains neat and orderly patient and work environment</p> <p><u>2. TECHNICAL SKILLS AND ACTIVITIES</u></p> <p>Brings student equipment to clinical area as instructed</p> <p>States principles involved in nursing procedures</p> <p>Transfers theoretical knowledge into clinical practice</p> <p>Applies skills lab procedures to direct patient care</p> <p>Learns new skills and procedures accurately/readily</p> <p>Attentive to post conference and makes relative and pertinent contributions</p> <p>Initiates, researches, and presents topics for post conference</p> <p>Uses appropriate resources (Kardex, medical charts, lab reports and references) to facilitate optimal nursing care delivery and learning</p> <p>Correctly completes patient treatment procedures</p> <p>Reviews laboratory and other tests or procedure results and initiates appropriate actions</p> <p>Functions independently within scope of practice and exhibits a positive self-image and self-motivation</p> <p><u>3. COMMUNICATION / INTERPERSONAL SKILLS</u></p> <p>Recognizes and supports role as a member of a health care team</p> <p>Handles difficult and/or delicate situations in a calm, emotionally mature manner</p> <p>Reports on time to clinical facility and conferences and notifies proper person if absent</p> <p>Follows school, program, agency, and facility rules and dress codes</p> <p>Maintains confidentiality of patient information</p> <p>Accepts constructive criticism and attempts to improve in defined areas</p> <p>Limits conversations about patient care topics to appropriate colleagues and staff</p>	<p>Reports clear, complete and pertinent information to responsible licensed nurse upon completion of shift assignment</p> <p>Notifies team leader/charge nurse before leaving unit</p> <p>Keeps appropriate licensed nurse informed in a consistent and timely manner of patient status</p> <p>Communicates effectively with patients, support systems groups and health care personnel</p> <p>Displays professional attitude by adapting to changes with poise, accepting guidance readily and keeping a low profile</p> <p>Charts accurately and completely for the current patient assignment</p> <p><u>4. NURSING PROGRESS/DATA GATHERING</u></p> <p>Accurately collects data from patient and available resources, including physical data gathering</p> <p>Identifies and documents changes in patient status</p> <p>Formulates a nursing diagnosis</p> <p>Performs an accurate patient assessment and documents appropriate nursing interventions</p> <p>Associates patient's diagnosis with nursing, nutritional, medical, and auxiliary treatments</p> <p>Identifies patient's needs, and potential problems based on increased understanding of the patient's diagnosis and the nursing process</p> <p><u>5. NURSING PROCESS / PLANNING</u></p> <p>Establishes care priorities</p> <p>Assists in maintaining a current individualized nursing care plan for each patient</p> <p>Consults with other nursing and appropriate members of the health care team</p> <p><u>6. NURSING PROCESS / DIAGNOSIS</u></p> <p>Uses appropriate medical terminology and nursing Dx</p> <p>Documentation is neat, grammatically correct, accurate, informative, relevant to patient's condition/plan of care</p> <p>Initiates patient care planning based upon relevant assessments and an understanding of nursing Dx</p> <p>Identifies changes in patient status and reports to primary nurse and/or physician</p> <p>Submits care plans and case studies as scheduled</p> <p><u>7. IMPLEMENTATION</u></p> <p>Effectively implements plan of care</p> <p>Intervenes appropriately to change in patient status</p>	<p>Participates in discharge planning, patient/support system, teaching and referrals</p> <p>Includes the family and significant others in teaching and care</p> <p><u>8. EVALUATION</u></p> <p>Evaluates patient response and assists in making appropriate changes in patient care</p> <p><u>9. MEDICATION</u></p> <p>Verifies medication orders</p> <p>Administers medication according to "5 rights"</p> <p>Explains medications to patient</p> <p>Properly assists patient to take medication</p> <p>Uses proper injection and/or oral administration technique</p> <p>Demonstrates knowledge of name, classification, usual dose, and indications for use of all medications administered</p> <p>Correlates medication to drug references</p> <p>Documents administration in a timely manner</p> <p>Properly cares for supplies</p> <p>Safely and accurately administers medications to a multiple patient assignment – accurate math skills, observing client's rights, knowledge of client medication and nursing action</p> <p>Administers medication within 30 minutes of prescribed time and PRNs within 10 minutes of identifying needs</p> <p><u>10. CRITICAL THINKING</u></p> <p>Identifies normal from abnormal findings</p> <p>Clarifies doubtful information</p> <p>Have knowledge of rationale behind interventions and treatments</p> <p>Demonstrates focused nursing assessment skills</p> <p>Able to differentiate personal values, beliefs, and needs from others</p> <p>Considers multiple explanations and solutions</p> <p>Determines credibility of information sources</p> <p>Organizes and manages time, people and environment</p> <p>Sensitive to diversity</p>
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Agenda Item #12.A.1.Attachment D



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

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July 17, 2012

Helen Hansen, B.S., R.N.
Director, Vocational Nursing Program
Career Development Institute
1830 South Robertson Boulevard, Suite 201
Los Angeles, CA 90035

Subject: Reconsideration of Provisional Approval; Consideration of Request to Admit Students

Dear Ms. Hansen:

On September 6, 2012, the Board of Vocational Nursing and Psychiatric Technicians (Board) is scheduled to consider the following items relative to the ***Career Development Institute Vocational Nursing Program***.

- Reconsideration of Provisional Approval.
- Consideration of Request to Admit Students.

On June 15, 2012, the Board received your correspondence, report, and attachments relative to the program's status. To ensure dissemination to individual Board members and relevant staff for timely consideration at the September 6, 2011 Board Meeting, please submit:

- Eighteen (18) copies of pertinent documents that you desire Board members to consider. Please remember existing statutes require that any document considered by the Board will become a public record. Accordingly, please redact all names of students.
- In addition, please provide information on a compact disc (CD) for Board use. Again, please remember to redact any student names prior to copying information onto the CD.

To ensure dissemination and review by Board Members prior to the meeting, the deadline for submission of the requested documents and the CD is **Friday, August 3, 2012.**

Although the primary purpose of this letter is to convey the Board's need for the copies, please be assured that, if timely submitted, any correspondence and attachments will be reviewed and, if appropriate, information submitted may be included in the report of the assigned consultant.